



Columbia University
in the City of New York

ANNUAL REPORTS

1912




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Columbia University
in the City of New York

ANNUAL REPORTS
OF THE
PRESIDENT AND TREASURER
TO THE
TRUSTEES

WITH ACCOMPANYING DOCUMENTS

For the Year Ending June 30, 1912

NEW YORK
PRINTED FOR THE UNIVERSITY

1912

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ANNUAL REPORT
OF THE
PRESIDENT OF COLUMBIA UNIVERSITY

To the Trustees:

In accordance with the provisions of the Statutes, the Annual Report on the work of the University for the year ending June 30, 1912, is herewith submitted. Attached to this Report are the reports of the administrative officers of the University, each one of which contains some item of information, or some recommendation, which deserves the careful consideration of the Trustees as a whole or of an appropriate committee. These important reports do not serve their purpose unless they are made the subject of formal consideration by those who have authority to deal with the matters therein brought officially to their attention.

Pursuant to action taken by the Trustees on May 6, 1912, the Finance Committee caused application to be made to the Supreme Court of the State of New York for leave to change the name of the corporation from "The Trustees of Columbia College in the City of New York" to "The Trustees of Columbia University in the City of New York." A petition in statutory form was duly presented to the Court on July 16, and on the following day an order was issued providing that the

Change of
Corporate Name

change of name prayed for should become effective on and after August 25, 1912. The reason for making the application, as set out in the petition, was that the educational institution maintained by the Trustees was a university in fact, and that the corporation was generally so known and described in this country and abroad. It was further stated that the old corporate title had become inappropriate and unsuitable. By the order of the Court, the corporate title as it had existed since 1787 was therefore changed to its present form.

The deliberation with which this step was taken illustrates the conservatism and the caution with which the affairs of the University have been so long and so wisely administered. Had the question as to a change of name been one of sentiment alone, there is little doubt that the opinion against it would have been all but unanimous. The matter, however, had become a severely practical one. The march of time, and events quite beyond the control of the Trustees, had, when taken together with the growth of the work of the corporation itself, changed the old Columbia College into a university. It had become a university in popular speech; it had become a university in technical educational terminology; it had become a university in fact, and not merely in theory, in aspiration, or in hope; it was everywhere recognized as a university, at home and abroad. The change of title, therefore, has done nothing more than to square our language of description with the facts as they now exist. When, in 1896, the Trustees authorized the use of the title "Columbia University" in the Statutes and in the official publications of the corporation, it was pointed out by the late Mr. Stephen P. Nash that

this action would inevitably lead to a change in the corporate name of the institution. This change has now been made.

The proposal for a change of name was first brought forward for consideration by the terms of a resolution presented to the Trustees on February 2, 1891. This resolution was referred to a Special Committee of Five, which reported on May 4, 1891 a series of resolutions declaring that it was proper and desirable that the corporate name be changed from "The Trustees of Columbia College in the City of New York" to "The Trustees of Columbia University in the City of New York," and that application be made to the Supreme Court, in the form prescribed by law, for an order directing such change of name. On June 1, 1891, the Trustees declined to approve the report of this Special Committee, but instead declared that it was not expedient at that time to take proceedings for the change of corporate name. The next reference to the matter is to be found in the record of the meeting of the Trustees held November 18, 1895, when President Low gave notice of an amendment to the Statutes authorizing the use of the name "Columbia University" to designate the educational institution under the charge of the Trustees and providing that the historic College, then known as the School of Arts, should thereafter be known as Columbia College. This resolution was referred to the Committee on Education, which reported on January 8, 1896, in favor of adopting the amendment to the Statutes proposed by President Low. A difference of opinion developed in the Trustees as to the wisdom of the course proposed, and as a result a substitute resolu-

tion was offered by Mr. Rives and adopted on February 3, 1896, as follows:

Resolved, That, in all official publications hereafter issued by or under authority of the Trustees, all the departments of instruction and research maintained and managed by this corporation, may, for convenience, be designated collectively as "Columbia University in the City of New York," or "the University"; and the School of Arts, as the same is now known and described, may hereafter be designated as "Columbia College," or "the College."

There the matter rested until January 6, 1908, when the question was once more brought forward in the Trustees. Careful consideration of the proposal again followed, but no action was taken. On December 4, 1911, the Finance Committee reported a resolution, in language almost identical with that proposed by the Special Committee on May 4, 1891. After several months of consideration, this resolution was adopted on May 6, 1912, and under its terms the action above recorded has been taken.

From one point of view, this change of name from "Columbia College" to "Columbia University" is a matter of no great importance. From another point of view, however, it marks in the clearest way the change which has come over higher education in America during the past generation. The university is, with the exception of the Christian Church and the Roman Law, the oldest institution now existing in the Western world. It has survived the migrations of peoples and the rise and fall of dynasties; it has seen the discovery of new continents and a revolution in human thinking. Through all these changes the uni-

versity has persisted, steadily maintaining its high purpose to seek and to teach the truth and to offer opportunity for the highest and freest exercise of the activities of the human mind. After more than four hundred years the university has come into existence on the American continent. There have been American universities in name—many, quite too many, of them—for decades past; but there have been, and are, very few American universities in fact. Columbia University is one of them.

It would not have been appropriate to change the corporate name while Columbia College was only a college, or even when Columbia College had associated with it large, vigorous and influential professional schools. The institution first gave signs of a purpose to become a university when the School of Political Science was organized, in 1880. It was nearly twenty-five years after that before the traditional philosophical faculty of the universities of Germany, organized here at Columbia in three divisions as Faculties of Political Science, of Philosophy, and of Pure Science, had become the center point and the controlling influence in the life of the entire institution. When this happened, Columbia College was no longer the appropriate name for the work of the institution as a whole, and the time had come when Columbia University was the appropriate title. Columbia College remains, but as a real college, whose function it is to offer instruction in the liberal arts and sciences with a view to training American citizens who shall be American gentlemen. It gains greatly increased strength and power from its place in a great university and from its close relations to the professional and technical schools that are built upon its work. It was, fortu-

nately, not necessary that Columbia College should die in order that Columbia University might be born.

By reference to the report of the Treasurer, page 13, it will be seen that the total amount of gifts received in money during the year was \$2,175,-
Gifts 176.64. The largest single amount received was an additional and final payment of \$808,961.78 on account of the legacy of the late George Crocker to establish the George Crocker Special Research Fund. The total amount of this fund is now \$1,440,777.13.

Other noteworthy gifts received were \$399,263.14 from Mr. and Mrs. William D. Sloane, for additions and alterations to the Sloane Hospital for Women; \$245,000 from Mr. Samuel P. Avery, toward the erection of the Avery Library Building; \$135,000 from the executors of the late John S. Kennedy, an additional payment on account of Mr. Kennedy's legacy, bringing the total of that gift up to \$2,110,000; \$50,000 from Mr. and Mrs. William R. Peters, to establish a Research Fund in Engineering in memory of their son; \$30,000 from Mr. William H. Nichols, of New York, for the equipment of Laboratories of General Chemistry; \$25,000 from Mrs. Russell Sage, to endow the E. G. Janeway Library at the College of Physicians and Surgeons; \$15,000 from Mr. William Bayard Cutting, '69, to establish a Fellowship in memory of his son; \$15,000 from an anonymous donor for the equipment of a Research Laboratory in Electro-Mechanics; \$10,000 from Mr. Adolphus Busch of St. Louis toward the endowment of the Deutsches Haus; and \$10,000 from Mr. Charles H. Davis, '87, for Advanced Instruction in Research and Highway Engineering.

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

	Columbia University	Barnard College	Teachers College	College of Pharmacy	Totals
For General Endowment..	\$135,000.00	\$30,500.00	—	—	\$165,500.00
For Special Funds.....	949,607.09	15,025.00	\$431.50	—	965,063.59
For Buildings and Grounds	644,263.14	600.00	—	—	644,863.14
For Immediate Use.....	446,806.41	1,071.52	19,612.92	—	466,990.85
	<u>\$2,175,176.04</u>	<u>\$47,196.52</u>	<u>\$20,044.42</u>	<u>—</u>	<u>\$2,242,417.58</u>

The grand total of gifts in money alone made to the several corporations included in the University for each of the years since 1901 is as follows:

1901-02.....	\$1,082,581.02
1902-03.....	1,721,895.06
1903-04.....	1,783,138.18
1904-05.....	1,960,247.87
1905-06.....	1,299,909.78
1906-07.....	1,360,590.80
1907-08.....	1,077,933.87
1908-09.....	974,637.07
1909-10.....	2,357,979.30
1910-11.....	2,932,655.79
1911-12.....	2,242,417.58
Total.....	<u>\$18,793,986.32</u>

In accordance with custom and for purposes of record, there follow the usual statistical exhibits as to the site, the teaching staff, the student-body, and the degrees conferred during the year:

A. 1. <i>At Morningside Heights</i>	Sq. Ft.	Acres
Green and Quadrangle.....	734,183.08	16.85
South Field.....	359,341.15	8.25
No. 407 West 117th Street.....	1,809.50	.0414
Residence of the Chaplain....	1,809.50	.0414
Residence of the Dean of College	1,809.50	.0414
The Deutsches Haus.....	1,809.50	.0414
East Field Site (part).....	45,247.50	1.0390
	<u>1,146,009.73</u>	<u>26.3046</u>

W

2. At West 59th Street.....	75,312.38	1.73
	<hr/>	
	1,221,322.11	28.0346
B. Barnard College.....	177,466.60	4.07
C. Teachers College		
1. At 120th Street...153,898.00	————	3.53
2. At Speyer School...5,213.00	————	.12
3. At Van Cortlandt Park.....688,644.00	————	15.08
	<hr/>	
	847,755.00	18.73
D. College of Pharmacy.....	7,531.00	.17
	<hr/>	
Grand Total in New York City	2,254,074.71	51.0046
E. Camp Columbia, Morris, Conn.....		583.3
F. Farms for agricultural study and research at Fishkill, N. Y.:		
The Columbia-Blodgett Farm....	298.7	
The Columbia-Van Wyck Farm... 141.9		440.6
	<hr/>	
Total.....		1,074.9046

The Teaching Staff	Columbia University	Barnard College	Teachers College	College of Pharmacy		Total
				(Excluding the Horace Mann School)	(Excluding Duplicates) 1912 1911	
Professors.....	181	29	23	8	181	177
Associate Professors	23	9	3	—	23	19
Assistant Professors	82	12	19	3	82	70
Clinical Professors..	16	—	—	—	16	16
Associates.....	50	2	—	1	50	43
Instructors.....	144	25	48	4	194	178
Demonstrators.....	3	—	—	—	3	8
Curators.....	—	—	—	—	—	1
Lecturers.....	26	3	10	1	37	50
Assistants.....	70	8	38	1	109	80
Clinical Assistants .	86	—	—	—	86	79
	<hr/>					
Total.....	681	88	141	18	781	721
Administrative offi- cers, not enumer- ated above as teachers.....	33	8	14	7	38	31
Emeritus officers...	16	—	—	2	16	15
	<hr/>					
Total.....	730	96	155	27	835	767

The enrolment of students as compared with that for the year 1910-11 was as follows:

		The Student Body	
		Gain	Loss
Under the University Corporation:			
Columbia College.....	820	18	—
Mines, Engineering and Chemistry...	671	—	53
Law.....	417	41	—
Medicine.....	351	22	—
Philosophy, Political Science and Pure Science.....	1,433	66	—
Architecture.....	135	—	23
Music.....	20	—	4
Summer Session (1911).....	2,973	341	—
	<hr/>	<hr/>	<hr/>
Total (excluding 517 duplicates)..	6,303	371	—
Barnard College.....	640	93	—
Teachers College.....	1,023	52	—
College of Pharmacy.....	287	12	—
	<hr/>		
	8,853		
Less Double Registration.....	490		
	<hr/>		
Net Total of Regular Students..	8,363	505	
Extension Teaching.....	1,234	257	
Evening Technical Classes (Teachers College).....	1,869	—	
	<hr/>		
Grand Total receiving instruction	11,466		

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

During the academic year 1911-12, 1,332 degrees and 576 diplomas were conferred as follows:

Columbia College:

Bachelor of Arts.....	84
Bachelor of Arts with Medicine.....	10
Bachelor of Science.....	57
Bachelor of Science with Medicine.....	1

Degrees Conferred

<i>Barnard College :</i>		
Bachelor of Arts.....	114	
Bachelor of Science.....	4	
	<hr/>	118
<i>Faculty of Law :</i>		
Bachelor of Laws.....		116
<i>Faculty of Medicine :</i>		
Doctor of Medicine		86
<i>Faculty of Applied Science :</i>		
Engineer of Mines.....	38	
Metallurgical Engineer.....	3	
Civil Engineer.....	26	
Electrical Engineer.....	7	
Mechanical Engineer.....	30	
Chemical Engineer.....	11	
Chemist.....	2	
	<hr/>	117
<i>Faculty of Fine Arts :</i>		
Bachelor of Science in Architecture....	1	
Bachelor of Architecture.....	7	
Certificate of Proficiency in Architecture	4	
Bachelor of Music.....	1	
	<hr/>	13
<i>College of Pharmacy :</i>		
Pharmaceutical Chemist.....	15	
Doctor of Pharmacy	2	
	<hr/>	17
<i>Faculty of Political Science, Philosophy and Pure Science :</i>		
Master of Arts	370	
Doctor of Philosophy.....	81	
Master of Laws.....	1	
	<hr/>	452
Honorary degrees.....		10
<i>Faculty of Teachers College :</i>		
Bachelor of Science in Education.....	255	
Bachelor's Diploma.....	273	
Special Diploma.....	205	
Master's Diploma.....	83	
Doctor's Diploma.....	11	
Total degrees and diplomas granted....		1,908
Number of individuals receiving them..		1,508
<i>College of Pharmacy :</i>		
Graduate in Pharmacy.....	84	

(The figures for real estate given in the following tables are assessed valuations and those for personal estate are book valuations.)

Financial
Condition
and Operations
of the University

	Columbia	Barnard College	Teachers College ¹	College of Pharmacy	Totals
Property owned, June 30, 1912:					
1. Occupied for Educational purposes.....	\$14,805,211.00	\$2,869,843.86	\$2,958,800.00	\$125,000.00	\$20,758,854.86
2. Held for Investment.....	29,348,920.72	1,290,190.69	1,670,060.80	2,514.81	32,311,687.02
Total.....	\$44,154,131.72	\$4,160,034.55	\$4,628,860.80	\$127,514.81	\$53,070,541.88
Outstanding Debt.....	\$3,463,000.00	\$108,612.50	\$605,000.00	\$90,000.00	\$4,266,612.50
Annual Budget for 1912-13:					
1. For Educational Administration and Instruction.....	\$2,354,304.19 ²	\$217,725.00	\$777,595.00 ³	\$33,970.00	\$3,383,594.19
2. For Interest on Debt.....	114,870.00	—	25,875.00	4,050.00	144,795.00
Total.....	\$2,469,174.19	\$217,725.00	\$803,470.00	\$38,020.00	\$3,528,389.19
Income for 1911-12:					
Fees of Students.....	\$774,587.03	\$125,702.99	\$477,921.50	\$41,145.47	\$1,419,356.99
Rents collectible (including \$3,494.50 arrears).....	711,656.45	—	—	—	711,656.45
Interest.....	279,344.91	56,510.05	83,748.30	—	419,603.26
Miscellaneous Sources.....	222,132.21	62,520.15	38,128.45	7,829.38	330,610.19
Total.....	\$1,987,720.60	\$244,733.19	\$599,798.25	\$48,974.85	\$2,881,226.89

¹ Including cost and income of the Horace Mann School for 1911-12.

² This includes by duplication the amount paid in salaries to officers of instruction in Barnard College, \$128,850.00; and in Teachers College, \$185,200.00.

³ Including Whittier Hall.

Despite the significant increase in the Budget for 1911-12 as compared with the year preceding—the larger part of which increase was to make additions to the salaries of members of the teaching staff—the operations of the year show a deficiency of only \$36,872.43, after paying interest on the debt amounting to \$116,110.76, and after making a payment of \$100,000 to the Redemption Fund for the discharge of the corporate debt as well. While this result is, relatively speaking, a favorable one, the fact must be faced that during the last academic and financial year the income of the University was insufficient to meet the current obligations by an amount almost equal to the interest on one million dollars at 4 per cent. This statement indicates with clearness and precision the

financial situation in which the Trustees now find themselves. The new buildings that are needed, the additional instruction that should be provided, the books and equipment that ought to be purchased, and the many important activities of the University that require strengthening must all await the provision of additional funds. Indeed, unless new sources of income are provided, the Trustees will shortly find themselves confronted by the alternative of creating fresh corporate debt or curtailing expenditures.

The enormous increase in the number of students during the past few years, while apparently productive of fresh revenue from tuition fees, is in fact a source of steadily increasing expense; for the amount paid in tuition fees by students represents something less than one-half the cost of their instruction, without taking any account whatever of interest on the capital investment in land, buildings, libraries and laboratories. This growth in numbers has gone on coincidentally with a steady raising of educational standards. It is now exceedingly difficult for an ill-prepared student to enter Columbia University, and almost impossible for a student of unsatisfactory performance to remain long in it. Nevertheless, the numbers increase by leaps and bounds, and so far as can now be seen, no limit to that increase can be fixed.

If the tuition fees were to be increased by an amount sufficient to pay for the cost of instruction, interest on the capital investment being omitted, the very best students in the University would be driven from its doors through inability to pay the necessary charges, and the University would lose a large part of its enviable reputation as a public servant. No prac-

ticable way has yet been suggested of limiting the number of students to be accepted in any given year that is not either unfair or inadvisable. For example, it would not be advisable to establish a rule that all students will be rejected after a certain definite number have been registered. Such a rule would put a premium upon early registration rather than upon fitness and promise. Nor would it be advisable to reject all students who might fall below a specific grade in their examinations for admission. Frequently those who do less well at the admission examinations give an excellent account of themselves afterward, and often the students best worth educating are those whose names occur some little way down on the rank list. Moreover, an increasing number of the most desirable students who come to Columbia have their homes in distant parts of the country, and their coming here for a year or more of advanced study involves no small sacrifice and expense. It is the custom of such students to appear almost at the last moment of registration and their capacity and promise would not be revealed by any competitive test. It is a pleasure to encourage and to assist students of this type, and any rule which made their coming difficult would be both unwelcome and injurious. It is quite possible, and it is often necessary, to limit the number of students who may be admitted to a given class exercise or to a given section, but no way has yet been devised of justly and wisely limiting the number of properly qualified students who may be enrolled at a given university.

This condition is one which should be taken account of by those who wish to make a gift in aid of the

University's work. What the University most needs is gifts that will aid it in doing better the work which it has already undertaken, and not gifts which compel it to assume new obligations that in turn make an additional drain upon its already overtaxed resources. Many of those who make gifts to a university really put upon the university the new obligation of acting, without compensation, as their own trustees or executors for the purpose of carrying out some plan or purpose of their own. An examination of the gifts made to American universities during a period of years would probably indicate that many persons of means desire to use a university for some purpose of their own rather than to help it carry on the work for which it is established. Gifts for general endowment, for needed buildings or equipment, or for the support of work already in progress and insufficiently sustained, really help a university to serve the purpose for which it exists. Gifts for new and designated purposes may or may not help a university. If these designated purposes are closely allied with work already in progress, or if they are purposes which the university is anxious and ready to accomplish, then gifts to carry them on are helpful. If, on the other hand, the designated purpose is one which the university would prefer not to undertake, or one which it cannot undertake without adding something to the amount proposed as a gift, then the gift, instead of being helpful, is a source of embarrassment. Nevertheless, whenever such a gift is offered it must be accepted unless the Trustees are to run the risk of grave misunderstanding and criticism. The terms of such gifts as those of the late John Stewart Ken-

nedy, of the late George Crocker and of Mr. and Mrs. William D. Sloane may well serve as models to those persons who wish to become real benefactors of university training and research in the United States.

The ethics of academic giving is as yet an unexplored field. It offers many and inviting problems to the student of morals and of public policy. It would be very easy, by the exercise of ordinary business judgment, to make the millions now given each year for education in the United States many times as productive as they are. New and unnecessary institutions are established out of the vanity of one man or the ambition of another, when the money to be devoted to their establishment would be at least twice as productive if put into hands already tested and experienced and added to the resources of some well-established institution of the higher learning. Funds given for special purposes would almost always be more wisely spent if given to promote the general ends for which a university, a library, a museum, or a hospital exists. But it takes men and women of large vision and broad sympathy to see this. Those of narrower outlook and more restricted sympathy prefer to try to follow, even after death, each separate dollar with their individual hand.

For some time past it has been plain that there was need in the University of an addition to the general administrative staff for the oversight and care of matters relating to the University as a whole, and not to any particular school or faculty. Even after devolving upon the several Deans and Directors, the Secretary

The Office of
Provost

of the University, and other officers, everything that could properly be committed to their care, the President's office has not been able to keep pace with the mass of work which the rapid growth and expansion of the University have made necessary. The need was not for additional clerical assistance, but rather for additional administrative experience and skill. Even in the mere matter of attendance upon important meetings in the University, it has for some time past been quite impossible for the President to be present at all those at which his attendance is properly expected or desirable. The work of the University as a whole is now carried on by four Boards of Trustees, each of which has several Standing Committees, which meet frequently; by eleven Faculties, most of which have two or more Standing Committees; and by four Administrative Boards. It is a physical impossibility for the President to be present at all of these meetings, even if he attempted the discharge of no other duties. The University printing and the lectures before the University or on its invitation, both of which are entrusted to the care of the President, require closer oversight than he is able to give them. New undertakings, such as the work in Agriculture, and new problems such as those involved in the proposed degrees of Doctor of Law and Doctor of Engineering, demand prolonged study and an examination of authorities and precedents in this and other countries. The day is not long enough to permit one officer to give personal attention to all these matters and at the same time to discharge the statutory duties of the President's office in consultation with officers of instruction, students and alumni.

By an amendment to the Statutes adopted June 3, 1912, the office of Provost of the University was reinstated and its duties so defined as to make it possible for the Provost to take cognizance of many matters of general University concern that are now inadequately cared for by reason of the over-pressure upon the President's office. For reasons which the reader of the University's history well understands, the office of Provost was created in 1811 and existed for five years thereafter. The reinstatement of this important and dignified office after the lapse of a century is to serve a totally different purpose and one which is the result and outgrowth of present-day conditions. The President will devolve upon the Provost responsibility for certain definite departments of the University's general administration, and will also commit to him from time to time as they arise special matters that require immediate study or action. It is hoped that it will be made possible for the Provost, as the representative of the general administration of the University, to attend such of the stated meetings of Boards, Faculties, and Committees as the President is unable to attend in person, and so to keep the central administrative officers as closely in touch as possible with the wishes and policies of the various legislative bodies in the University. Professor Carpenter, the newly appointed Provost, has been in the service of the University since 1883 and has had long and successful administrative experience, as well as intimate familiarity with the general problems of the University through membership in the University Council. Professor Carpenter entered upon his new duties at the beginning of the present academic year.

The University has now had seven years of experience with halls of residence under present-day academic conditions in the city of New York. Hartley and Livingston Halls, completely furnished, were ready for the occupancy of students in September, 1905. The object in view when these buildings were erected was to begin the development on the campus of community life and to provide for students fireproof, well-furnished, and hygienic rooms at a moderate price. In fixing the rates to be charged for rooms in these halls, no attention was paid to the possibility of earning any given amount of income upon the investment, but the endeavor was consciously made so to adjust the rates that students would obtain in the residence halls better accommodation for less money than was possible elsewhere in the neighborhood. It is now practicable, after seven years of experience, to judge how far this end has been attained.

The Superintendent of Buildings and Grounds has, at the request of the President, carried on an inquiry, extending over some months, in regard to the operation of the residence halls as compared with the conditions of lodging obtainable elsewhere in the neighborhood of the University and at other colleges and universities in different parts of the country. A careful statistical statement has been made by the Superintendent of the results obtained by his study of the conditions which prevail in twenty-four other institutions. He has also made a study of all the rooms in the vicinity of the University offered for the occupancy of students, as well as an elaborate detailed comparison between the accommodations offered in

250 such rooms, and the prices asked, with those which prevail in Hartley and Livingston Halls.

So far as the comparison with conditions at other colleges and universities is concerned, the Superintendent shows that the average size of rooms in the Columbia University residence halls is 116 square feet, while the average size of rooms in the twenty-four other institutions studied is 150 square feet. It should be noted, however, that at Columbia University there is on the average but one student to a room, while at the other twenty-four institutions two students usually occupy each room. At Columbia the residence halls are of complete fireproof construction; at other institutions only 13 out of 163 residence halls examined are fireproof. At Columbia hot and cold running water is supplied in all bedrooms; elsewhere this provision is the exception. At Columbia bed linen and two fresh towels daily are supplied to each occupant; elsewhere the residents are almost uniformly required to provide their own bed linen and towels and to meet the cost of their laundry. At Columbia the bedrooms and studies are both furnished; only one other instance was found where studies were furnished for the use of students. The furnishing of Hartley and Livingston Halls appears to be more complete and of better quality than that provided in any other academic building of the same character. At Columbia the average floor space per occupant is 116 square feet; elsewhere the average floor space per occupant is 75 square feet. The number of students in residence at Columbia during 1911-12 (excluding the Summer Session, but including Barnard College and Teachers College) was 1,026, or 20.06

per cent. of the corresponding registration; elsewhere the average percentage in residence is 12.85.

Following the method of computation adopted by the Superintendent, it appears that the amount charged for rent per square foot per day at certain designated institutions, stated in mills, is as follows:

Princeton University.....	4.
Williams College.....	3.918
University of Chicago.....	3.628
Dartmouth College.....	3.100
Indiana State University.....	2.885
Harvard University.....	2.815
Columbia University.....	2.791
Syracuse University.....	2.322
University of Pennsylvania.....	2.125

It is proved, therefore, that, notwithstanding metropolitan conditions and standards and the excellence of the accommodation provided, the rental paid by students in Hartley and Livingston Halls is less than that paid on the average at Princeton, Williams, Chicago, Dartmouth, Indiana and Harvard. As an indication of the advantages which students may enjoy in the residence halls, it may be pointed out that the minimum rate charged for the rent of a single room during the academic year 1911-12 of thirty-eight weeks was \$100, and the maximum rent for the same period for the same accommodation was \$180. In both cases the rooms were furnished and ready for use, and the provision of bed linen and towels, together with their laundry, was made by the University.

The comparison that has been made by the Superintendent between the conditions of residence in Hartley

and Livingston Halls and that in boarding-houses in the neighborhood is equally favorable to the University. In making this study, the Superintendent observed that while rooms in private boarding-houses varied greatly in size and some of them were large and commodious, yet frequently the advantage of the larger rooms was more than offset by their poor location or outlook, or by other circumstances not to be understood except after a close inspection of the buildings in question. It often happens that a large, bright, well-furnished room to be had in a private boarding-house at a low rental proves to be undesirable to any tenant, and quite impossible for a student, owing to its proximity to something objectionable. In Hartley and Livingston Halls, the least desirable outlook is that on Amsterdam Avenue, whereas in the rooms offered in buildings off the campus the outlook on the street is considered the most desirable. Owing to the wide diversity in size, price, location and general desirability of all the rooms studied in the houses off the campus, it was found to be impossible to compile a comparative table which would not be misleading. Some idea, however, of the elements of comparison may be obtained from the following statements. The average size of the first twelve typical rooms examined off the campus was approximately 75 square feet. The average rental per week of such rooms was \$2.88. Their outlook was uniformly on the street and their average distance from the University six blocks. Rooms at the same price per week in the residence halls average 109 square feet in size, an increase of nearly 45 per cent. The best three-room suites in Hartley and Livingston Halls average

about 400 square feet in area and cost about the same as do the best two-room suites off the campus averaging 300 square feet in area. It must also be borne in mind that the rooms in Hartley and Livingston Halls have all the excellences and advantages referred to above.

Of the 250 furnished rooms studied by the Superintendent, the average rental per week is \$5.49, including light; the average rental of rooms in Hartley and Livingston Halls is \$3.35 per week, to which must be added approximately 15 cents per week to meet the cost of electric light. This is 36 per cent. less than the average rate asked for rooms off the campus in April, 1912. It is understood that since this study by the Superintendent was made, the average cost per week of rooms offered to students off the campus has been reduced so that it is now not more than 30 per cent. in excess of the cost per room per week in the residence halls.

It is plain that the result of the Superintendent's study is exceedingly satisfactory. Moreover, the incidental advantages that have followed the erection of the residence halls have been very great. The social life of the students has gained very much from them, as was confidently expected would be the case. Problems of discipline arise so infrequently as to be quite negligible. The self-government system which was instituted when the halls were first opened has worked admirably, and it is only on rare occasions that the assistance or authority of the Superintendent of Buildings and Grounds is needed in solving any domestic problem. The University may be congratulated, therefore, on having met so successfully the questions inci-

dent to student life in a large city. The notion that a great city abounds in necessary temptations of which small industrial towns, semi-rural, and rural communities are free, is an illusory one. A young man of intelligence and character can keep himself free from contamination in one place as well as in another, and there is no ground whatever for the apparently widespread belief that to send a young man to a college in a great city is to subject him to a kind, an amount, and a variety of temptation that would be spared him if he were elsewhere. A healthy human environment, clean companionship, and wide-appealing interests and opportunities of a worthy sort, are what will do most for a young man, and these are precisely what college life in a great city can furnish.

At more than one American college there is in process just now a vigorous searching of the mind and of the heart. The tendency of educational institutions to drift with the tide rather than to formulate definite policies and to labor constantly for their execution, is well illustrated by the way in which the American college has, in so many instances, permitted itself to be made the prey of every passing fancy and of every succeeding educational whim. Without knowing just whither they were going, the colleges have followed the trend of the time toward a slackening of discipline, toward an unwillingness or inability to accept responsibility for passing upon relative values, and toward that confusion between general training and vocational preparation which is for the college a painless but sure form of suicide. Both within the colleges and without them, so-called practical men have instituted a more or less

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genial reign of terror, so that it now takes some courage to admit that one would rather be liberally educated than not, or even to appeal from rule-of-thumb measurement to a table of logarithms.

Scholarship in America has received grave damage from its most inveterate enemy, which is early specialization. The student of English history who cannot express an intelligent or intelligible opinion as to the significance of the Stuart dynasty will take many pages and draw numerous maps and plans for the purpose of establishing by what particular window Charles I passed out of the Palace at Whitehall to the scaffold. The notion that this sort of information is important at any stage in a student's career is an illusion well worthy of the study of the academic pathologist. The assumption that such information can take the place of a real grasp upon ideas, tendencies and movements of opinion, is hardly worth discussing. The American college must be brought back on to a firmer basis than this if it is to survive and if it is to be worth working for.

Two of the separate colleges, Amherst and Hamilton, have lately been making a thorough examination of their policies and aims, and they have come to important and highly commendable decisions in regard to them. The problem at Columbia College is much more complicated and much more difficult than at colleges such as these. Until thirty years ago, Columbia College was, to all intents and purposes, a separate college also. For a decade thereafter it was a college complicated with university affiliations. Since the reorganization of 1890 it has been a college in a university, with university obligations and with close

university relationships. In taking on these new obligations, however, and in entering into these new relationships, Columbia College added to its older aim and purpose but did not displace them. The training of citizens who shall be educated gentlemen grows more important every year, not less so. No excellence in laying the foundation for future professional or technical training, and no amount of such activity, can take the place of doing what is after all the work for which a college primarily exists. While we have at Columbia now closely interwoven two or more years of college study with a later study of the law, of medicine, of engineering, of architecture and of teaching, we have none the less held fast to the older conception of college work. We need at Columbia more men, not fewer, who pursue a college course with no vocational aim in view, but who wish to furnish the mind for enjoyment, for happiness and for worth in later years. The institution of a degree with honors on the recommendation of the Faculty of Columbia College has already been of valuable assistance to the College. The plan, while yet new, is reported to be working well, and it has served as a distinct stimulus to scholarship and as a clear call to the stronger pursuit of those studies which still claim for themselves the proud name of liberal.

It is probably not possible to ascertain what proportion of American students go to college for social purposes only, what proportion go with a specific vocational end in view, and what proportion go for the purpose of becoming liberally educated gentlemen. It is highly probable, however, that the class last named is not now very large; but the country will

suffer severely if this class does not grow constantly larger and more important. At Columbia we need to strengthen in all possible ways and by such supplementary legislation as may from time to time be necessary, the college course in the liberal arts and sciences which leads to the traditional degree of Bachelor of Arts.

With the personal changes that time has brought in its train, we have already lost too many of our old so-called culture courses, which are remembered with satisfaction and delight by many of the older graduates of Columbia College. The course in which, under the guise of offering an introduction to the study of Goethe, Professor Boyesen gave a critical survey of modern European literature; the truly great courses in which Professor Burgess traced and interpreted the constitutional history of Europe and of the United States; the course in which Professor Richmond Mayo-Smith examined and made plain the economic basis of the modern state, are illustrations of a kind of teaching which has now almost ceased to exist. If the college is to regain its hold and to accomplish its purpose, it must reinstitute and multiply courses of interpretation such as these. Information may be had for the asking, but a scholar's interpretation of information is a rare and precious thing.

The habit of conveying information to college students by means of lectures is wholly deplorable. It is not only a waste of time, since the printed page would be far better than the spoken word, but it leads to unfortunate and undesirable intellectual habits on the part of the student. The true function of the academic lecture—and its only justification, since the

discovery of the art of printing—is to interpret and not simply to inform. By means of prescribed reading and by the aid of a printed syllabus, the college student should be directed to the facts of a given department of knowledge. By the lecture and by discussion he should be led to an understanding of these facts, to a capacity to estimate them at their true worth and value, and to a sense of proportion in his judgments of them. The best type of college teacher is careful, at the opening of each new course of instruction, to devote at least one or two exercises to an indication of the scope, the method and the purpose of the course and its relation to other courses, both those which have preceded it and those which may follow. The student who sets out upon a new voyage of discovery in letters, in science or in philosophy, is surely entitled to a map of the ground to be traversed that is in its way at least as complete and as helpful as a navigator's chart. The notion that students may best be left to find out all these things for themselves is not an evidence of good teaching, but of obtuseness.

One important obstacle to the improvement of college teaching is the tradition which has grown up here and elsewhere, that the classroom work of college teachers should not be supervised or inspected. It is now usual to leave a poor teacher alone with his poverty. In the old days, and in one or two departments until very recently, it was the custom for the senior officer to familiarize himself with the work of his associates, particularly those of junior rank, by personal visits to the classroom. In this way he gained accurate information regarding the teaching skill and the classroom methods in use in the department for

which he was in a large measure responsible. He was not left helpless before the claims of the teacher and the conflicting criticisms of the students. We need more of this supervision and inspection in college teaching. Under our present form of academic organization, perhaps the best body to undertake it, or to cause it to be undertaken, is the Committee on Instruction of the College Faculty.

There is, unfortunately, no public opinion, either within a university or in the community at large, which will sustain the displacement of a teacher in school or in college simply because he cannot teach. If he is a person of good moral character, of reasonable industry and of inoffensive personality, his place is perfectly secure no matter what havoc he may make in the classroom. It is this inequitable security of tenure, the like of which is not to be found in any other calling, that attracts to the teaching profession and holds in it, despite its modest pecuniary rewards, so much mediocrity. This is not so much a condition to be criticised as a fact to be reckoned with. Unless an ineffective teacher can be roused or stimulated into relative effectiveness, it will probably be necessary to subject one generation of college students after another to his incapacity until death or the age of academic retirement comes to their relief.

Side by side with the steady improvement of college teaching, through supervision, through stimulus and through more critical care in making original appointments, there must go the increase of personal attention to the individual student. This problem Columbia College is fortunate in having solved, at least to a very large extent. For general guidance each under-

graduate is in personal relationship with the Dean. As to specific questions which arise in his academic life, whether intellectual or purely personal, he is encouraged to go first to his Faculty Adviser. For consultation as to matters of morals and religion, the Chaplain of the University is at his service. As regards the care of his personal health and those difficult matters which are in part questions of health and in part questions of morals, the student has at his command the counsel and advice of the Health and Sanitary Officer. There are, therefore, four men, the Dean, the Faculty Adviser, the Chaplain and the Health and Sanitary Officer who are ready, willing and anxious to render personal service to the individual undergraduate. These men are kept busy in ways that are exceedingly helpful and with results that are in high degree educational. It is largely by the institution of this system for the personal care and health of the individual student, that Columbia College has reached its present stage of educational efficiency. The College is not simply a place where instruction is offered, or where it is more or less wisely given; it conceives its mission to be that of education, and it conceives education as including those acts of personal helpfulness and guidance that broaden the intelligence, cultivate the sympathies and strengthen the character.

Ways and means must be found of steadily improving the quality of the students in Columbia College. This is true no matter how good this quality may at any time be. A proposal which has been made by the Committee on Undergraduate Admissions to give additional weight to particular excellence in one or more

subjects at admission examinations is a good one, and some practicable way of putting it into effect should be found. The success of the system of Alumni Association Scholarships suggests the wisdom of endeavoring to establish through alumni co-operation in every State of the Union and in the several Provinces of Canada, an annual competitive scholarship in Columbia College. The value of each scholarship should be sufficient to meet the cost of tuition, as well as the minimum charge for residence in Hartley Hall. For this the sum of \$300 would suffice. Such a plan when in practical operation would bring into Columbia College each year not fewer than fifty carefully selected young men representing every section of the country and every sort and type of environment and early training. In choosing these scholars preference might be given, other conditions being equal, to sons of alumni. There is probably no way in which the alumni can at the moment render so distinct and so permanent a service to Columbia College as by making it possible to found and to maintain such a system of scholarships.

In the Annual Report for 1912 standards of graduate work were discussed at some length for the purpose of making clear the significance of the Degree of Doctor of Philosophy which ought to attach to the degree of Doctor of Philosophy. If work for that degree is to be confused with preparation for teaching in secondary school or college, then the sooner the degree is abandoned the better. If, however, it is not too late to insist upon reserving it for genuine accomplishment and exhibition of power in some

special field, after a rigorous course of training and discipline, then the degree can be made an even more valuable aid to the development of scholarship in America than it is at present. It is vitally important that the highest possible standard of attainment shall be insisted upon for the degree of Doctor of Philosophy, and that the piece of work supposedly original in character on which the degree is awarded, shall in every case be published to the world of scholars. If the degree of Doctor of Philosophy is deprived of this support, it will speedily tend to become a mere degree in course, to be awarded annually to scores, or even hundreds, of candidates, for the more or less perfunctory accomplishment of a stated amount of academic routine. The publication of the dissertation, however, offering as it does the performance of the candidate to the critical judgment not only of the whole University, but to that of scholars everywhere, is of the utmost importance. The argument that this is expensive for the candidate is not a weighty one. The degree of Doctor of Philosophy is not a natural right. There is no reason why this degree should not cost something, and the candidate may, if he chooses, give ample evidence of his attainment and power in a piece of work that may be printed and published at a relatively small expense. There is a growing tendency to make dissertations submitted for the Doctorate in Philosophy too long and too elaborate. The fact that it costs something to print these dissertations is of itself a healthful check upon prolixity and a mere quantitative output. So long as it is the aim of the University to choose and to train each year a few specially competent men and women

for productive scholarship, the degree of Doctor of Philosophy is valuable as an indication of the measure of success that the University attains in this regard.

During the year the Faculty of Philosophy made an important proposal to the Trustees, which proposal was warmly supported by the Committee on Education, but could not be carried into effect through lack of funds.

The Faculty desired that a special fund, considerable in amount, obtained by gift if possible, be established, similar in general terms to the Phœnix Fund for Research in the Physical Sciences, the income of which might be used, under the direction of the Faculty or upon its advice, for the encouragement and support of research as might from time to time seem most expedient. The Faculty pointed out that there are already established at the leading universities and elsewhere large funds for the promotion of research in pure and applied science, and in medicine, but that research in letters and in philosophy is practically without financial support, either within or without the universities. They would be glad to have made available a certain amount of money to be spent each year for the encouragement of scholarship in these fields, without restricting rules or deeds of gift, so that the expenditure might be made in the way that at the moment seemed most likely to advance scholarship. Members of the Faculty of Philosophy already have under way several undertakings of a special kind, which deserve and should have financial support. At the moment two special Latin dictionaries, a *Lexicon Plautinum* and a *Dictionary of the Latin Inscriptions*; a complete edition of the Works of John Milton; a

publication of the English Works of Sir Thomas More; and a Dictionary of Old French Locutions, are being carried forward by members of the Faculty. Each one of these is an example of a scholarly undertaking which requires for completion and the publication of its results large expense and labor. If funds were available, it would also be possible to free a given professor from time to time from all duties of teaching and administration, in order that he might devote himself entirely to some specific task of scholarship. Such an arrangement would have all of the advantages of permanent research professorships without any of their possible disadvantages. There is need also of traveling fellowships, to be awarded to students who are ready for more advanced work, and who have already taken the degree of Doctor of Philosophy. In all these and various other ways a large amount of money could annually be expended to great advantage.

It is very much to be hoped that this admirable proposal may receive support from some benefactor who wishes to give to the cause of American scholarship the great assistance that power to put it into effect would insure.

The most important act of the year was the final approval by the Trustees of the policy brought forward by the Faculty of Applied Science and concurred in by the University Council, regarding the future relation of the work in the Schools of Mines, Engineering and Chemistry to the work done in Columbia College and in other colleges of similar standing. For many years these technical schools have admitted students directly from the secondary school on substantially the same

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Instruction in
Applied Science

basis as is fixed for admission to Columbia College. The student on leaving the secondary school has, therefore, been confronted by the alternative of entering Columbia College or of going at once into a four-year course distinctly professional and technical in character. The college trained student who wished to prepare himself for life in one of the schools under the jurisdiction of the Faculty of Applied Science, found himself in immediate association with students younger and less broadly trained than himself. This situation has not been one that the Faculty has preferred or chosen, but rather one that has been forced upon them by circumstances. It is believed, however, that the time is now approaching when admission to the Schools of Mines, Engineering and Chemistry may with wisdom be restricted to such students as have had the same amount and kind of preparation that is exacted at Columbia of intending students of medicine. This preparation may be had by two years of study in Columbia College, or in some other college or scientific school of equal standing. By the terms of the action now taken, on and after July 1, 1914, when the School of Mines will have been in existence exactly half a century, admission to these Schools will be restricted to those who have had the training above described. It is to be presumed that the effect of this change will be to reduce considerably the enrolment under the Faculty of Applied Science, but it may be predicted with even greater certainty that the result will also be to put Columbia in position to train a still higher and better equipped type of engineer and chemist than heretofore. The Faculty are unanimous in the belief that the step taken is a wise one.

When this new plan is in operation there will be no admission to Columbia University from the secondary school except for those who enter Columbia College or Barnard College, with the exception of those who deliberately turn aside from college or preparation for a learned profession to enter either the School of Practical Arts or the College of Pharmacy. The remaining schools of the University will be without exception either advanced or graduate schools. That this policy strengthens the college goes without saying. That it also strengthens the schools which are built upon the College is equally clear. It gives to the University a compact, firm, and logical organization, and hastens the day when it will be possible to diminish the amount of elementary or preparatory work offered here, and to concentrate our resources and attention upon those who are selected from every part of the country because of special fitness to profit by the advanced and special instruction that Columbia has to offer.

In my judgment an almost essential part of this educational plan is the adoption of the recommendations that have been made by the Faculties of Law and of Applied Science, with the approval of the University Council, to establish the degree of Doctor of Law and that of Doctor of Engineering for advanced and research work in those fields. If we are to cut away students at the bottom, we must make appropriate provision for those at the top. The provision which the Faculties desire and which there is reason to believe that the students desire, is the institution of research degrees in Law and in Engineer-

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ing, having value and significance similar to those which ought to attach to the degree of Doctor of Philosophy. The Faculties of Law and of Political Science on the one hand, and the Faculty of Applied Science on the other, are ready and anxious to make provision for the care and direction of students of an advanced type who wish to be trained as investigators. There is undoubtedly a feeling among the active practitioners of law and of engineering that these research degrees are unnecessary and unwise. This feeling seems, however, to leave out of account the actual facts as they present themselves in the daily administration of the University. It is doubtless true that men ought to be willing to follow a course of training for its own sake and without any regard to the reward or decoration to which it leads, but it is equally true that constituted as human nature now is they will not do so. It would be quite possible to extend the scope of the degree of Doctor of Philosophy so as to include the kind of instruction and research which it is proposed to offer to candidates for the degrees of Doctor of Law and Doctor of Engineering, but if this were done the inappropriateness of the title as a reward for such work would soon become apparent.

The objection that to follow the recommendation of the Faculties would be to turn out a body of men holding a high degree who had never had practical experience in their profession, does not seem to me quite relevant. These degrees are not intended to cover practical experience, although perhaps the plan for them might be extended so as to make some provision for this. The holder of the degree of Doctor of

Philosophy is not often very much of a philosopher, but then no one supposes that he is or need be. The same would be true of the holder of a degree of Doctor of Law or Doctor of Engineering as soon as these titles had become familiar. These degrees would not signify that those who received them were superlatively learned either in the law or in engineering, but simply that they had had a certain definite period of training of an advanced kind and that they had shown a certain sort of power to carry on inquiry and investigation which universities the world over usually reward with the degree of doctor.

Moreover, in neither case would the establishment of a new degree be involved. The degree of Doctor of Law is already given both in Europe and in this country, as is the degree of Doctor of Engineering. The Faculties of Law and of Political Science believe that the degree of Doctor of Law as now given in America is not wisely given or on a proper basis. They would rescue it from the condition in which it now is and place it upon a high and dignified plane. Similarly the Faculty of Applied Science would regard the degree of Doctor of Engineering as it is regarded in Germany. They would fix for it a high standard of attainment, believing that thereby they would attract to Columbia only the highest and best qualified type of engineering student. It is my hope that fuller consideration of the policies involved in these proposals may yet lead to their approval in time to take effect before the beginning of another academic year.

During the year the new arrangement between the Medical School and the Presbyterian Hospital has been in full operation. Testimony is unanimous that it works exceedingly well and that no one of the difficulties that some predicted has been encountered. The scientific work at the Hospital has been enlarged and developed and is now carried on in a way that was quite impossible before. Experience demonstrates the truth of the statement made in the last Annual Report that even without either reconstruction or removal of Medical School or Hospital, the arrangement as now effected is of distinct advantage to the Hospital, to the students of medicine, and to the public interest. Under the guidance and inspiration of the Dean of the Medical Faculty, prolonged study has been given to the problems which face the Medical School in this connection. In the month of March, 1912, Dean Lambert addressed to the Trustees and to the Managers of the Presbyterian Hospital a very important memorandum on the ideal development of hospital and medical school, which is a substantial contribution to the literature of this very important subject. Earlier in the year, Dean Lambert, together with Drs. Blake, Janeway, MacCallum and Longcope, had been requested to study the needs of the Medical School in connection with the proposed reconstruction of the Presbyterian Hospital on a new site, and to make a detailed report thereon. This committee reported under date of March 29, going into the subject in minute detail and offering specific and valuable recommendations. With this document before them a later conference, informal in character,

was held between representatives of the University and of the Hospital, and as a result of the facts there developed, the subject was gone into anew from the standpoint of the University by a committee consisting of the Clerk of the Trustees, the Dean of the Medical Faculty, and the Consulting Engineer. It appears from the report of this last-named committee that the University will have to ask for provision of about 40,000 square feet of space in the new Hospital buildings, in order to enable it to meet its obligations to the Hospital. These very precise and definite recommendations bring the whole project much nearer to the point where the question of ways and means can be discussed understandingly. It now remains for the authorities of the Hospital to formulate their own building plans and to ascertain whether, and if so at what cost, the space that the University will need can be provided. It will then remain for the University to seek the funds necessary to enable it to meet this obligation.

The year, therefore, has been in no sense lost. It has, on the contrary, been very productive in results of a definite and helpful kind. The whole problem is now more clearly defined than ever before, and we are within measurable distance of knowing, not in a general estimate, but specifically, what it will cost to enable the University to carry out its part of the project.

Public opinion has moved rapidly during the past few years in regard to the interdependence of medical schools and hospitals. It is now pretty clear to all enlightened hospital managers that the mere care of the ill and suffering is only one-half of a hospital's business. The other half is to assist in the study of

disease and in the better training of those upon whom is to devolve the responsibility for the prevention and cure of disease hereafter. It should be easier now than might have been the case a decade ago for the University to secure the funds necessary to make its contribution to the solution of these vitally important problems.

Both the Trustees and the community at large owe a debt of gratitude to the Bard Professor of the Practice of Medicine, Dr. Janeway, to the Assistant Professor of the Practice of Medicine, Dr. Longcope, and to the Professor of Surgery, Dr. Blake, for their initiative in the action restricting the general practice of the incumbents of the chairs which they respectively occupy, in order that these incumbents may be free to devote their entire time to the teaching of medicine, to the care of patients in the Presbyterian Hospital, and to research. The example set by the generous action of these gentlemen is one that cannot fail to be without its effect upon the medical profession. It makes possible the attainment of a degree of excellence in carrying out the agreement with the Presbyterian Hospital that would under other conditions have been quite beyond our reach.

Through the continued munificence of Mr. and Mrs. William D. Sloane, the opportunity that the University now offers for the clinical study of the diseases of women is as good as possible. The Sloane Maternity Hospital has grown through development and enlargement into the Sloane Hospital for Women. It now provides 127 beds for obstetrical cases, 100 cribs for infants, 28 beds in the gynecological wards, and

The Sloane Hos-
pital for Women

42 private rooms. The object of the Hospital, as set forth by Mr. and Mrs. Sloane in their original deed of gift, is to afford facilities for instruction in the study and practice of obstetrics and gynecology to such students of the College of Physicians and Surgeons as the Faculty may select, and to afford accommodation and furnish skilled attendance to women who desire an asylum during their period of confinement, or are in need of operative treatment.

It will be seen that the purpose of the Hospital has from the beginning included the teaching of medical students. Owing to the far-sightedness of the donors, this Hospital has already been and will always continue to be of the greatest service to the advancement of medical science, while accomplishing its purpose as an asylum for women in need of treatment and care. The Sloane Hospital is perhaps the only one of its kind included in the equipment of an American university, and it affords to the medical students here unequalled opportunity for study and research in obstetrics and gynecology. The courses of instruction given at the Hospital include large clinics both in obstetrics and in gynecology for students of the Third and Fourth Year, and in addition, the members of the Fourth Year Class receive practical instruction in small sections in the wards. During the year 1911 the Hospital cared for 1,869 obstetrical cases, and the gynecological service was in full activity. During the first twelve months that the new service was in operation, there were in the gynecological service 417 patients admitted, 372 operations performed, with a mortality of but 9.

The debt that the University owes to Mr. and Mrs.

Sloane is not only one of gratitude for their generous benefaction, but one of appreciation for their broad vision, which enabled them to see very early that a hospital which does not aid in the advancement of medical science by offering facilities for teaching and research is only half a hospital.

During the year the Treasurer has received the final payment on account of the Crocker Fund, and a plan for its administration has been adopted.

The Crocker
Fund

A special committee appointed by the Trustees on June 5, 1911, approved the method of administering the income from the George Crocker Special Research Fund suggested by the President to the Medical Faculty on May 28, 1911, and formally approved by that Faculty three days later. This plan involves the creation of a Board of Managers constituted similarly to the Boards of Managers of the Sloane Hospital for Women and of the Vanderbilt Clinic. To this Board, with a responsible executive or director, is to be entrusted the oversight and direction of the work of cancer research subject to the usual control of the Trustees. The Board of Managers as constituted consists of the Chairman of the Trustees, Mr. Rives; the Chairman of the Committee on Education, Dr. Cheesman; the President of the University; the Dean of the Medical Faculty; the Professor of Surgery, Dr. Blake; the Professor of Pathology, Dr. McCallum; and the Director of Cancer Research. As Director, Dr. Francis Carter Wood, formerly Professor of Clinical Pathology, has been appointed, and plans for the important work entrusted to him and his colleagues are being carefully studied. Whatever may be the result of the investigations now

under way, it is certain that the University will spare no effort to accomplish the noble purpose which the generous donor of the fund had in mind when he provided for its institution.

By the death, on October 29, 1911, of Mr. Joseph Pulitzer, the income of one million dollars given by him to the Trustees in 1903 became available, under the terms of agreements between Mr. Pulitzer and the University, for the maintenance of a School of Journalism. The Advisory Board named by Mr. Pulitzer, consisting of a group of the most eminent and influential journalists in the United States, was convened and a committee of twenty-one officers of instruction was requested to study the project and to report a plan for the organization and conduct of a School of Journalism, which the Advisory Board might consider.

School of
Journalism

The very interesting questions involved proved most attractive and somewhat less difficult of solution than had been anticipated. The committee of officers of instruction speedily arrived at a unanimous agreement and recommendation, and the plan proposed by them, having been scrutinized with the utmost care, was accepted by the Advisory Board, and subsequently approved by the Trustees.

Dr. Talcott Williams, who was known to possess in most unusual degree the qualities of mind and character, as well as the scholarship and the practical experience, that were thought to be requisite for the first director of the School, accepted the invitation earnestly and unanimously tendered to him by the Trustees, with the approval of the Advisory Board, to become Profes-

sor of Journalism and Director of the new School. At the same time, Dr. John W. Cunliffe, head of the Department of English at the University of Wisconsin, accepted appointment as Professor of English and Associate Director of the School. Dr. Williams and Dr. Cunliffe, with the aid of their associates on the Administrative Board of the School of Journalism, speedily worked out a detailed plan for a program of study, and within a few weeks this plan had been authorized, the necessary appointments to the teaching staff had been made, and an announcement issued that the School of Journalism would receive students at the opening of the academic year 1912-13.

The two most significant things about the organization of the School of Journalism are, first, the complete unanimity of opinion on the part both of the Advisory Board, the Trustees and the teaching staff, which has characterized the consideration of each step in the project, and, second, the good will amounting to enthusiasm with which the organization of the School has been received not only by the press, but by the public generally. If Mr. Pulitzer was somewhat in advance of his time in proposing this project nine years ago, it is plain that his vision has already been justified. The plan which was greeted with respectful incredulity then is welcomed with generous enthusiasm now. Much of this change of sentiment is due to a clearer understanding of what Mr. Pulitzer had in mind and of what he hoped to achieve by his great benefaction. It was plainly his wish and purpose to do what lay in his power to dignify and to elevate the standards and to extend the influence of that calling to which he had so successfully devoted

his life. He believed that this could best be accomplished by a university training school, placed side by side with successful training schools for the so-called learned professions and in the same academic association. He was not afraid of adding knowledge to practical experience, nor did he hesitate to prefer a practical experience based upon knowledge and training to one which was without that secure foundation. It is a grateful task for Columbia University to use its best endeavors to carry into fullest execution the noble project which Mr. Pulitzer conceived. Too much cannot be said in praise of the interest and devotion of the members of the Advisory Board, without whom this important undertaking would lack that helpful guidance which only a feeling of professional responsibility and a wisdom born of professional experience can give.

The growth of Barnard College and its increasing educational effectiveness only serve to bring its needs into clearer relief. The College has already been obliged to wait too long for needed buildings and it can hardly be possible that the generous friends of the higher education of women will permit this need to continue uncared for. The present buildings are deplorably overcrowded and there is no provision for physical exercise and training, for proper library facilities, or for the social life of the students. There is need also of additional endowment. The annual budget of Barnard College cannot possibly be drawn without either crippling the College in its work or indicating a deficit. The addition of one million dollars to the

Barnard
College

general endowment fund would only provide about enough new income to care properly for work now in progress. These needs are so obvious and so pressing that their satisfaction ought not to be delayed.

The recommendations made in the Annual Reports for 1910 and for 1911 in regard to a division of the Faculty of Teachers College to correspond to its two separate and distinct activities have been accepted and favorably acted upon both by the Trustees of Teachers College, by the University Council and by the Trustees of the University. The School of Education has been instituted, under the direction of the Faculty of Education, and a school for vocational training and guidance has been organized under the direction of the Faculty of Practical Arts. At present this latter school attracts chiefly women as students, but there is no reason why as time goes on it should not be largely resorted to by men who, not wishing to enter a college of letters and science or to prepare themselves for one of the learned professions, are yet desirous of carrying their studies to a point beyond that reached by the secondary school. The standard of admission to the School of Practical Arts is fixed for the present on a par with that required of candidates who propose to enter Columbia College or Barnard College. While in one sense such a school under university auspices is an experiment, in another sense it is no experiment at all, but simply a well-considered attempt to meet a very real educational need.

Teachers College, like most other parts of the University, is confronted by the problem of numbers. It will certainly become necessary here, as elsewhere, to find some way of selecting only the best students and of concentrating the resources and the directive power of the College upon work that is either undertaken nowhere else or that is, for various reasons, better done here than elsewhere. The task of Columbia University in all its parts is the training of leaders and of seeking those problems for attack that are peculiarly its own by reason of situation, environment, resources, or opportunity.

At the close of the academic year, John W. Burgess, Ph.D., Jur.D., LL.D., Ruggles Professor of Political Science and Constitutional Law, Dean of the Faculties of Political Science, Philosophy, Pure Science and Fine Arts, the senior professor on the rolls of the University, was retired from active service at his own request. The Trustees placed upon their records a suitable minute to mark their appreciation of the manifold and eminent services which Professor Burgess had rendered not only to Columbia University, but to the cause of higher education throughout the land. Those services are too well known to be again recounted here. It suffices to say that the withdrawal of Professor Burgess from his familiar place in the University leaves a gap that will not be filled. His strong personality, his statesmanlike grasp upon the University's problems, and his profound scholarship combined to give him a unique place in the University's counsels. It is some slight satisfaction to know that

he will follow with keen interest and close attention the development of the University's policies and that he may still be turned to for counsel and advice.

It is of high importance that the type and kind of teaching which we associate with the name of Professor Burgess be not permitted to die out in Columbia University. Almost alone of contemporary teachers of political philosophy and political history, he had a hold on philosophic principle which gave him a sure foundation upon which to build. His interpretation of history as the moral and spiritual unfolding of human capacity and his interpretation of the history of government as so many progressive steps toward the establishment of liberty, marked an epoch in the intellectual life of the thousands of students of law and of political science who passed through his classroom.

The University has suffered severe loss during the year through death. On January 12, 1912, George G.

Deaths of Uni-
versity Officers De Witt, who had been a trustee since 1899, died at his home in this city after a short illness, aged sixty-seven years.

Mr. De Witt was graduated from Columbia College in 1867, and after becoming a member of the Bar two years later, entered upon an active and influential career in the city of New York. He was associated with many important educational and philanthropic undertakings, and during his thirteen years as trustee participated with sympathy and interest in the important developments that mark the University's history.

W. Bayard Cutting, who, with one exception, was the senior trustee in service, died on March 1, 1912,

aged sixty-two years, while traveling from New Mexico to New York. Mr. Cutting had long been a conspicuous and influential figure in the life of the University. He was graduated from Columbia College in 1869, and from the Law School two years later. He became a trustee in 1880, at an unusually early age, and immediately was placed upon important committees, on which he rendered active and painstaking service for many years. As a direct descendant of the Rev. Leonard Cutting, the first teacher to be associated with President Johnson in old King's College, Mr. Cutting's Columbia tradition was of the oldest and finest.

On February 25, 1912, Mr. Jordan J. Rollins, trustee of Teachers College, died at his home in New York at the early age of forty-three. Mr. Rollins was a native of Maine and was graduated from Dartmouth College in 1892. He had been a trustee of Teachers College since 1908, and took an active interest in its oversight and care.

On October 13, 1911, George H. Hitchcock, a Trustee of the College of Pharmacy, died at the age of fifty-six years. Mr. Hitchcock was an effective member of the group of men who through pride in their calling and high purpose have made the College of Pharmacy the leading institution of its kind in this country.

Frank D. Millet, a member of the Advisory Committee on Art, lost his life with the sinking of the *Titanic* in midocean on April 14, 1912. Mr. Millet's association with the University had not been of long standing, but it was cordial and increasingly intimate. He followed closely and helpfully the proposals for

developing instruction in fine arts, and his taste and judgment were always freely placed at the service of the Trustees.

The University lost a brilliant scholar in George N. Olcott, Associate Professor of Latin, who died at Rome, Italy, on March 2, 1912. Professor Olcott was born in Brooklyn, N. Y., September 19, 1869. He was graduated from Columbia College in 1893, and immediately devoted himself to advanced linguistic and archæological studies. He held a Fellowship in Latin from 1894 to 1896, and the Drisler Fellowship in Classical Philology in 1896-97, spending this latter year in Rome, as a student in the American School of Classical Studies. The following year he held a Fellowship of the School. From 1898 until his death he was a member of the teaching staff of the University, first as Lecturer on Roman Archæology, then also as Assistant in Latin. In 1904 he was made Adjunct Professor, and in 1910 Associate Professor, of Latin. He received the degree of Doctor of Philosophy in 1899, his dissertation, "Studies in the Word-Formation of the Latin Inscriptions," being a valuable contribution to Latin lexicography. In 1904 he began the publication of a Dictionary of the Latin Inscriptions, a work planned on a very large scale. Eighteen fasciculi, carrying the material through the letter A, have already appeared.

For many years Professor Olcott's linguistic studies had been both extensive and profound, including even such (for American scholars) unusual tongues as Hungarian and Romany, in both of which he had become proficient. But his chief interest lay in Roman Epigraphy, Topography, and Antiquities, and par-

ticularly in Greek and Roman numismatics. In this latter field he was probably the best equipped of American scholars. Practically all his leisure time was spent in Italy, chiefly in Rome, where he was uninterruptedly engaged in his archæological studies. His untimely death is a heavy blow not only to this University, but to classical scholarship in general. The discontinuance of his Dictionary of Latin Inscriptions will be felt as a particularly heavy loss.

The needs of the University multiply so rapidly and are so various that it is hardly possible to state them all in a single Annual Report. Nevertheless the fact must again be emphasized that our work is being carried on at great disadvantage and under severe handicaps; that many things which ought to be done are of necessity left undone; and that some things which might be much better done cannot be improved—all through lack of means.

The Needs of
The University

Since the provision of Kent Hall, the Philosophy Building, Avery Library, and the School of Journalism, the first physical need that demands satisfaction is the completion of University Hall. Our equipment will never be complete until it includes a dignified and capacious auditorium for the great ceremonies of the University, for important public meetings and lectures, and for musical performances. To finish University Hall for this purpose will require not less than one million dollars, and its proper decoration and equipment would probably cost \$100,000 additional.

The project for a Stadium on ground to be reclaimed from the Hudson River still remains only a project.

When it can be carried out, not only the University, but the city of New York will be the gainer, and our vast body of students will have an almost unequalled opportunity for physical exercise and sport. To build the Stadium will require about one million dollars.

The sum of money required to carry into effect the plan proposed by the Faculty of Philosophy for systematic research in the field of knowledge with which it is concerned (see page 32) should be provided at an early day. It can only be assured as the income from an endowment. No more striking or productive memorial could be erected to any person than to provide by gift or bequest the capital sum of one million dollars for this purpose.

In addition, the recommendations made in the Annual Report for 1910 concerning research laboratories in engineering at a cost of \$500,000; a students' clubhouse and Commons on South Field, at a cost of \$500,000; an endowment fund for the library of not less than one million dollars; funds for the Institute of Hygiene and Preventive Medicine, long since planned, of not less than one million dollars; an annual income to carry forward the work in agricultural research, amounting to not less than \$30,000; an endowment for a professorship of the history and criticism of the fine arts, amounting to not less than \$150,000; an annual income of at least \$15,000 for the work of the Chaplain in connection with the Chapel services and religious life of the University; an endowment of \$2,500,000 for the advanced instruction and research planned in connection with the new developments in the Schools of Mines, Engineering and Chemistry; and an endowment of at least one million dollars for the Columbia University Press—are all even more

clearly necessary now than they were when first made. They are repeated here with all possible emphasis.

These great sums are over and above the amount which must be obtained if the Medical School is to be rebuilt and properly equipped for its work. For this latter purpose about six million dollars will be necessary.

These are facts commended to the careful and sympathetic consideration of those who are disposed to elevate New York and the nation to new eminence and to lasting intellectual and moral leadership.

The careless observer takes it for granted that standards of knowledge, of taste and of conduct can be maintained; that productive scholarship can be carried forward and multiplied; and that constant and effective examples of idealism and the highest type of service can be offered to the public, without special or particular effort on the part of any individual, organization or institution. Quite the contrary is the case. Life, especially in the United States, is a constant struggle between the forces that make for unselfishness, for placing the resources of knowledge at the fullest service of the public, and for a genuine and permanent elevation of the plane of public and private taste and conduct, and those that make for a purely selfish use of what should be the rich resources of civilization. In this struggle the duty of the University is so plain that he who runs may read. It is the duty of leadership and the duty of direction. For these purposes vast and constantly increasing resources are necessary in order that ground already gained may not be lost, and that our civilization may be helped forward to still higher and more worthy accomplishment.

NICHOLAS MURRAY BUTLER, *President*.

November 4, 1912.

COLUMBIA COLLEGE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1912

To the President of the University,

SIR:

I have the honor to present the following report with regard to Columbia College for the academic year ending June 30, 1912:

A careful study of the student records, formal and informal, goes to show that the figures presented in my report of last year, regarding the make-up of the entering class, academic mortality, and the like, are typical, there being no differences of importance in the figures for the two years. The slightly increased registration, 820 as against 802, is due to the fact that fewer students left college without graduation, the number of entering students being smaller, both in September and in February, than in 1910-11.

The Committee on Instruction has continued its policy with regard to the maintenance of scholarly standards; and the schemes for special forms of probation, tried tentatively last year, have been continued with satisfactory results upon the whole. The Summer Session, and particularly the Extension Teaching enable us to test the sincerity of the professions made by students under the rod before full collegiate privileges are restored, and this feature of our organization enables the Committee to be strict without being heartless.

The year has been one primarily of study by the Faculty, and particularly by the Committee on Instruction, of the opportunities and responsibilities of Columbia College. To this end, the Committee received during the year special reports from each department as to its present and probable future needs. Except for the authorization of the new program lead-

ing to the advanced courses in Engineering, there has been no important Faculty legislation or change in administrative procedure.

It may be of service to present a general statement of what appears to be the task of Columbia College and the possibilities for strengthening its work in certain respects without creating corresponding weaknesses in others. It is easy enough to find means to improve any particular aspect of our work, but real academic efficiency is the result of the subtle inter-play of so many different factors that any change in the college machinery must be judged not alone from the point of view of its direct results, but of its indirect results as well.

Problems

In very broad terms, the problem which faces the Faculty of Columbia College is twofold, there being in the student body a division which, though not sharp-drawn, is fundamental. Of the two classes of students, the more numerous consists of those who come

The Professional Option

to Columbia with the definite purpose of taking advantage of the combined course of collegiate and professional study. The report of the Registrar will show (page 199) the number of the graduates of last year who exercised the professional option. An individual study of three college classes makes it clear that, in the large majority of cases, the students who take up any particular branch of professional study had made their plans to do so before entering college. The situation with regard to these professional option students is, I think, satisfactory. The concentration of the prescribed college studies and the requirement of a stated number of "points" before taking up professional work, while not ideal, has proved to be a workable plan. The students mean business when they come and it is only in rare cases that they need prodding. The problem is far more often to keep them from too great haste, and this problem we are finding ways to meet as the individual cases arise. Thanks to the cordial co-operation of the professional Faculties, and particularly of their Deans, the difficulties which might be expected from divided responsibility do not as a matter of fact present themselves.

Speaking in detail of the relation of the College to the several professional schools, attention might be called to the following matters:

The election of the first year's work in Law is, if anything, too popular. The task of making 94 points in three years is not a heavy one, and many boys who are not really intellectually fitted for professional study drift into the Law School for their fourth year along the path of least resistance. As a result, the mortality among the College Seniors taking Law is higher than anywhere else (21 per cent.). Considering the rapid growth of the Law School in numbers and in prestige, and the limitations as to numbers which the so-called "Case System" involves if effective teaching is to be done, it might be well for the two Faculties to consider, before long, the possibility of establishing some qualitative test as a basis for granting the privilege of a professional option in Law.

Our relations with the schools of Mines, Engineering, and Chemistry are particularly close, and the recent decision to place these schools upon an advanced professional basis presents problems which, I trust, will be met by the College with entire satisfaction to all concerned. A three-year collegiate course in preparation for professional work, during which the requirements for the B.S. degree shall be met, is a variation upon our plan for professional options, but the program affects the same type of students as the formal option. This course has been tentatively arranged and a preliminary Announcement issued to the many inquirers with regard to it. From the number of students now in Columbia College who are voluntarily planning a six-year preparation for the practice of Engineering, plus the not inconsiderable number who supplement their school work by a residence in the College of from one to three terms before entering the professional school, it is evident that this three-year program will be well supported from the outset. It seems likely that it will attract to the College, in addition to the students who are definitely looking forward to Engineering as a profession, a number of boys who are now sent by their parents to one of the

technical courses articulating with the secondary school, not because the boy is to follow Engineering, but in the belief that he will thereby get a better preparation for business than the traditional college course is supposed to offer.

The number of College students taking the combined course in Medicine is rapidly increasing, and we are glad to learn from Fifty-ninth Street that, in general, the two-years training at Morningside is a satisfactory preparation for professional work. The Committee on Instruction hopes that the example of the three-year course **Medicine** for those looking forward to Engineering may bring about the organization of a similar three-year course with emphasis upon the biological rather than upon the physical sciences, into which the less mature candidates for admission to the College of Physicians and Surgeons, and others who can afford a seven-year program, may be turned.

The recent death, in the summer vacation, of a college student whose vitality had been lowered during the first years' work in medicine, brings up very sharply the question whether there is any way in which the strain of this work may be reduced, or if that is not practicable, whether there is any way of testing in advance the ability of the younger students to withstand it.

The number of students taking a combined course leading to Architecture is also growing. Since much of the present program in Architecture lies in what is regarded as debatable ground between professional and non-professional, the details of articulation between these two parts of the University need more consideration than they have received up to the present. **Architecture**

The relations between Teachers College and Columbia College are complicated by the separate financial interests of the former, and, possibly for that reason, are not on quite so satisfactory a basis as is the case with the other professional Faculties. Too **Teachers College** many of our students take work there merely to qualify for an appointment in the public school system which may prove to be a convenient stop-gap; and on the other hand a number of

our men who look forward to teaching as a permanent career are discouraged by the present inelastic requirements from taking advantage of the unrivalled strength of Teachers College in the field of education.

A new type of professional option will go into operation next fall in connection with the School of Journalism. No

Journalism fewer than eight of our students have already chosen this option for next year, and the number will probably be increased. The two programs of study have so much in common that the College looks forward to unusually close, profitable and friendly relations with her new neighbor on South Field. The terms of Mr. Pulitzer's will, render it difficult to place the degree in Journalism upon the six-year basis which is now characteristic of the University as a whole. The provision that students entering Journalism direct from the secondary school are to be registered for the first year in Columbia College, however, will guard against the possibility of that inequality of disciplinary and academic standards which to-day greatly complicates the undergraduate problem at more than one of our American universities. It may be noted in passing that, under our characteristic policy of academic reciprocity, the establishment of the new school will enrich the opportunities for college students who do not look forward to professional work in Journalism, and will enrich it in fields—as, for example, political geography—where we have been relatively weak.

In addition to the formal professional options, opportunity is constantly being made for deserving students to follow individual lines of professional preparation; and this,

Other Options I believe, strengthens our appeal to a type that we are particularly anxious to attract—the self-reliant young men of independent mind who regard their college years as an investment, and desire to make them as profitable as possible. During the year arrangements have been made for Seniors to count designated courses toward the College degree at the Union, General, and Seton Hall Theological seminaries, and at the New York School of Philanthropy. By recent vote of the Faculty a high record in the United States Military Acad-

emy at West Point, made by a student who had previously spent three years in Columbia College, was accepted as fulfilling the requirements for our Bachelor's degree.

The second great division of the student body is not so numerous; but, after all, it constitutes the core of the College—the men who complete the requirements for the Bachelor's degree entirely in what is commonly regarded as non-professional work.*

The Core of
the College

With us the majority in this second division are serious-minded, and are doing creditable work. In the largely uncritical hubbub which is being raised to-day regarding American college life, the fact is usually overlooked that practically all the trouble is with the so-called "floaters," the boys who look upon academic tasks as an unwarranted intrusion upon their leisure. That this element at Columbia College is fortunately both actually and relatively small, gives us the better chance of saving those of them who are worth saving, and the group includes some precious human material. In many cases the boy's brain is clear enough and his attitude is merely the result of previous bad handling in school or, more often, at home. Current opinion as to the elements in the college community which are doing the best collegiate academic work is far from accurate. Our high-stand students, for example, are found much more commonly among the well-to-do and even the rich than is popularly supposed, and, on the other hand, some of our most negligent boys are sent to college at great personal sacrifice on the part of their parents. Another general impression is that, particularly in a metropolitan institution, the best work is being done to-day by boys of foreign parentage. Here again, in spite of the fact that only the picked boys among the latter are likely to come to college at all, the work of the older American strains compares very favorably.

*The group, indeed, includes not a few students who select courses as a direct preparation for teaching or for the ministry, but as I have said, the distinction cannot be very sharp-drawn, and for the purpose of our present discussion such students fall rather into the non-professional group.

So far as the future of the College is concerned, our more acute problems lie apparently with the non-professional group.

The Future

It is for us to see that Columbia College shall never be regarded as the by-product of a group of successful professional schools, artificially fostered by a protective tariff in professional options. We must not only hold the boys of this type whom we now get, but we must do more for them than we now do, both for their own sakes and to induce others to join their ranks. To insure a healthy intellectual rivalry among the students taking advanced non-professional work, we need more students than we now have. With the students taking professional options, on the other hand, the question of numbers is not so important from the point of view of the College. The work is largely prescribed, and the number of sections can be increased or reduced according to the demand.

There are two methods of advance. The first is by increasing the general efficiency of instruction all along the line. Certainly there is no place in the world where an undergraduate ought to be more sure of first-rate teaching than in Columbia University; and, in most cases, I am confident that he gets it. There are, however, some practical difficulties which I venture to mention:

Our departmental system, as at present organized, sometimes makes it very difficult to get into focus the interests of the College as such in any particular field. As a result, the College is sometimes neglected even by the members of its own Faculty. There were, for example, ten members of this Faculty last year whose contribution to the courses conducted primarily for Columbia College students was less than three hours per week for the year. As you are aware, the Deans of Barnard College and Columbia College have suggested, for the consideration of the Council, the possibility of definitely designating in each department a Collegiate representative with whom each College may deal directly, and who can, in Collegiate matters, speak for the department as a whole. Another departmental difficulty is that the current American misconception of what *Lehr Freiheit*

really means often deprives the younger teachers of the supervision (or coöperation, if that is a more pleasing term) of their elders. This is particularly serious, because our younger instructors are picked from the graduate schools of the country, where the art of teaching is to-day elaborately neglected.

The fact that the budget of the Summer Session and that of Extension Teaching are made up separately from the budget of the University as a whole, operates unintentionally I know, but none the less effectively, to the disadvantage of Collegiate teaching. When these branches were in the tentative stage a separate financial machinery was wise and necessary; but, now that they have become standardized and their future needs can be foreseen as well as anywhere else in the University, the possibility of a change in our procedure may at least be suggested. Given a hard and fast salary scale for the junior grades and these two outside opportunities for increasing salaries, and what happens? The particularly desirable Collegiate instructor is almost universally under temptation to leave our service and go elsewhere at a higher salary, and possibly a more exalted title. To hold this instructor, a position in Extension Teaching, or in Summer Session, or both, is found for him. As a result in too many instances his work is done by an overworked man with neither appetite nor opportunity for mental growth, or the amount of his collegiate work is reduced. It can be seen that neither of these results is to the interest of the College. I submit that, given the same amount of instruction and the same salary total as at present, the departments could do distinctly more for Columbia College, and for Barnard College as well, if they could make their plans as a unit.

Summer
Session and
Extension
Teaching

Considerable progress in efficiency might, it seems to me, be made through gaining more time for actual teaching through the more general employment of printed syllabi and reading-lists, and simplification of tests of progress. Formal lecturing and dictation are historic survivals with an honorable past, but are no longer practical and economical methods of conveying information to students.

The whole question of the personal relations among the students, and their contact with the University as a whole, and with individual officers, has a very important bearing on the efficiency of teaching, but many fundamental matters with regard to these relations are still in the stage of discussion or experimentation. The point of view of the American college student is obscured by many more or less absurd intellectual, social, and other conventions. It is not easy to find what he honestly feels, and what he really wants. The Faculty which goes ahead without such knowledge is likely to make serious mistakes. While, therefore, we have learned much during the year, we have much more to learn, and for this reason it seems wiser to postpone any discussion of these matters until a later report.

Another method of attack, as contrasted with general improvement in efficiency, is the adoption of special devices or schemes of Collegiate study.

As I have indicated earlier, it will be most interesting to see the part that will be played by the newly established three-year course leading to the degree of Bachelor of Science, not only as a preparation for professional work in Engineering, but as a possible basis for similar programs looking forward to Medicine, and also to teaching or research in Science, and possibly to Commerce as well.

A second device to be taken into consideration, as an attempt by the Faculty to be a cause of scholarship in others, is the system recently established whereby a student may become a candidate for a degree with honors, and may thereupon pursue a much more independent career as an undergraduate. Any such system can be known only by its fruits, and as yet only five men have taken the degree with honors. If, however, we can regard their work as typical products of the plan, any one who was present at the final oral examinations of these students will, I am confident, be optimistic as to its outcome. The students, too, seem to be interesting themselves in the course for honors, the number of candidates being as follows: 1910-11, 20; 1911-12, 35; 1912-13, 42, with the fall registration to be added.

The amount of coöperation received from the different departments in putting this system on its feet is very irregular. This is partly due to the nature of the different subjects, and partly to the presence, in the departments where the best work is being done, of some officer who believes heartily in the system and who is willing to take a good deal of personal trouble to put it upon a satisfactory basis so far as his own students are concerned.

Honors
Program

The possibility of a third device in the interests of the student who wishes to take his Bachelor's degree without professional work was eloquently set forth by Professor Woodbridge in his Phi Beta Kappa Address in June. The plan, upon which Professors Woodbridge, Keyser, and Erskine have put a great deal of thought, is, in rough outline, as follows:

Students who are ready to enter the Junior class of Columbia College may elect what has been tentatively christened the "Conference Program." Two years residence will be necessary for a degree, there being no provision for advanced standing. The course of study is to be arranged not on departmental lines, but the aim will be to represent among the teachers the principal divisions of knowledge. A certain number of professors have already offered to conduct, in addition to their present programs, one three-hour course continued through two years. None of these courses are to be elementary, the students being expected to familiarize themselves, by private study, with the elementary parts of the subject not already covered by their previous Collegiate work. A charge of \$75.00 per half year is proposed.

Conference
Program

Each student is to appear at least twice a year before a conference of all the instructors and students of the group and to present, by means of an essay or otherwise, evidence of the progress of his studies. This conference which, in plan, is not unlike the Disputations of the Medieval Universities, is to be held weekly. It is designed to be the educational center of the program. The total hours of attendance on lectures prescribed for the degree are to be considerably less than under the present program, it being the expectation that participation in and preparation for the conferences will take up a considerable part of the students' time and energies.

Each student is to present to the Faculty, not later than April 15 of the year of his graduation, an essay on a topic proposed by himself and approved by the Committee in Charge at least one year before graduation. The essay must show mastery of the topic with which it deals.

This proposal, as will be seen, involves an educational experiment made possible through the voluntary co-operation of a group of University professors, with a view to proving with a picked group of students that the cause of liberal study may be advanced more effectively in a metropolitan university than in a small separate college, because of the wider range from which the teachers may be chosen.

One of the first questions which arises is as to what the effect of such a plan would be upon the present honors program. This latter, it seems to me, promises too well to be lightly cast aside. That the two may be combined is, of course, possible, but a combination of this kind would involve greater detailed thought than has at present been given to the matter by the Faculty. The whole question will doubtless be the subject of careful Faculty consideration during the coming year, not only at the formal meetings, but at the informal dinners which are establishing themselves as a pleasant and useful feature of our academic life.

All this goes to show that our College community is in its accustomed state of ferment. The College in a city University may lack some of the qualities of the separate and sequestered institution (though I personally believe these lacks to be far less important than is sometimes supposed); but, on the other hand, the innumerable stimuli striking its life from the life of the city and the life of the University about it, keep us safe from complaisancy and resulting intellectual stagnation. We must guard against being pulled up by the roots too frequently and too violently, and also against the sapping of our strength by other University activities. In the mean time the danger of dry-rot is not immediate.

Respectfully submitted,

FREDERICK P. KEPPEL,

June 30, 1912.

Dean.

SCHOOL OF LAW

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1912

To the President of the University,

SIR:

I have the honor to submit the following report of progress of the Law School for the academic year ending June 30, 1912.

The total number of students registered during the year was 465, an increase of 60 over the total number registered during the academic year 1911-12. The registration of the respective classes was as follows:

	Registration
Third Year—Class of 1912.....	112
Second Year—Class of 1913.....	147
First Year—Class of 1914.....	180
Non-matriculated Students	26
	<hr/>
Total.....	465

The registration of the First Year Class included 48 qualified seniors in Columbia College, as compared with 32 last year and 35 the year before. The degree of LL.B. was awarded to 114 candidates. Eight candidates from the Third Year or previous classes failed to pass some of the required examinations, and did not receive the degree. Two non-matriculated students who had completed with especial excellence the work of the School required for the degree of LL.B. were awarded the degree by a special vote of the Faculty. The Master of Laws degree was awarded to one candidate.

There has been a notable increase in the number of students in the School since it moved into Kent Hall in 1910, it having increased during that period from a total membership of 358

to its present membership of 465. It is worthy of mention that this increase is not due to the change in entrance requirements made in the spring of 1911, which permits students who have successfully completed a three year college course, including satisfactory college courses in English and American History and Economics, to be admitted to the School. Of the total membership of the School only three have availed themselves of this privilege. All other matriculated students are either college graduates or have had preliminary education fully equivalent to a college course. These statistics demonstrate that the policy of placing the Law School on a graduate basis has been justified in its increase in numbers as well as by the better quality of the student body as a whole. The very fact that the School is made up of substantially all college graduates makes it attractive to the best students, and it is therefore the hope as well as the belief of the Faculty of Law that during the coming year few will avail themselves of the opportunity afforded to enter the School before the successful completion of a full college course.

The recent increase in registration is due primarily to two causes: The advantages offered by the School are proving more attractive to the students of other law schools who are applying in large numbers for admission to advanced standing, usually in the Second Year Class. Those who are admitted come from other schools of good standing, and are admitted only on passing our examinations in the more important of our First Year subjects. They are usually the strongest students in the institutions from which they come and are valuable additions to our own student body. The increase in numbers is also due to the fact that our students are returning to the School to complete the Third Year, instead of withdrawing to enter practice, as has been not uncommon in the previous history of the School. Practically all the members of the Third Year Class during the past year were entitled to present themselves for Bar examinations and a very large number of the class had already passed their Bar examinations and were admitted to the Bar of the State of New York. This indicates in a grati-

fyng way the fact that the instruction in the School is proving sufficiently attractive to its members to lead them, or most of them, to remain with the School until the completion of their course, even at the sacrifice of the immediate practical advantages which might result from their going into practice. The increased membership of the School continues to preserve its cosmopolitan character. A little less than half of its students were registered as of New York City, and of these a considerable proportion comes to the city from other states. The remaining membership of the School is distributed among thirty-nine states and four foreign countries. It is important, both for the cause of legal education and for the School itself, that it should never be exclusively local in its character and influence. The wide distribution of the student body, especially among the states of the west and south, ensures its continued influence upon the development of the legal profession throughout the length and breadth of our country.

While this increase in numbers is gratifying as an indication of public confidence in the School and its work, it should be steadily borne in mind that any substantial increase over its present size, as the School is now organized, will necessarily be at the expense of efficiency. Many of the classes have about reached the limit of size for satisfactory instruction in a single division. Further increase in number of students means a separation of the larger classes into divisions and will cast upon the teaching staff a burden which cannot be sustained without increase in the staff of instructors. It is the purpose, therefore, of the Faculty, so far as it may properly be done, to regulate to some extent at least the size of the School by raising still higher its standard of requirement, and by eliminating from the School altogether students who do not show distinct aptitude for law study, by the end of the first year. It is believed that by such a policy the efficiency and reputation of the School will be enhanced, and that a needed service will be rendered to the profession of law by dissuading in some measure the unfit from entering it.

**Higher
Standards**

Some progress in this direction has already been made in

regulating the admission of non-matriculated students. Owing to the variation in educational experience on the part of applicants for admission, the provision for admitting the exceptional man who does not exactly meet our entrance requirements as a non-matriculated student, is a wise one. Its exercise, however, should be limited to the case of the exceptional man. Notwithstanding the increase in size of the School, the number of non-matriculated students decreased during the past year. Of the 26 non-matriculated students 9 received their first academic degree before admission to the Law School; 5 had received their Bachelor of Laws degree from other schools and a number of others had been admitted to the Bar of their respective states.

An innovation in the Law School curriculum for the academic year 1912-13 is the formation of a new group of "special courses." These courses are open to members of the Second and Third Year Classes, the schedule of lecture hours permitting, with the proviso that not more than six of the total number

**Special
Courses**

of seventy-four points required for the degree of LL.B. may be procured by the successful completion of special courses. The special courses announced for the year 1912-13 are English Legal History, Admiralty, Federal Jurisdiction, Patent Law, Law of Mining and Irrigation, Trial Evidence, Readings in the Digest of Justinian, Modern Civil Law, History of European Law. With the rapid increase of elective courses offered in the second and third years of the Law School, there has developed a tendency on the part of students to elect, to some extent at least, the more technical and specialized subjects at the expense of those which the Faculty of Law regards as fundamental. Since the prime object of instruction in the Law School is to give training rather than the mere accumulation of knowledge, the Faculty feels under the necessity of emphasizing the importance of those courses which are best adapted to affording such training, such as, for example, Real Property, Torts, Contracts and Equity. On the other hand, since Columbia draws its students from all sections of the country, in many parts of which there is marked specialization in such subjects, as for example,

Mining Law, Irrigation Law and Patent Law, many of our students have been disappointed in not finding here, in addition to more usual law school courses, instruction in these special topics. The Faculty has therefore felt under the necessity of extending the curriculum by the addition of courses on these and other subjects, included in the group of special courses. It is believed that by the formation of the group of special courses, only a limited number of which can be offered for the degree, the double purpose of fundamental training, coupled with opportunity for study of special topics, will be accomplished. The result of the new arrangement will be that every student will be bound to offer for his degree the more important fundamental courses. On the other hand, no student will be denied the privilege of securing instruction in any law subject in which he may have a legitimate interest. If the new plan is found to work well, it is not unlikely that other special courses may be added to the group.

The distribution of courses among the teaching staff for the coming year remains unchanged, with the exception that Professor Goodnow returns from his year of service as a member of the "Commission on Economy and Efficiency" in the Executive Departments appointed by the President of the United States, and will take up his regular work in the School. Three new courses of instruction will be offered during the academic year 1912-13. A course on English Legal History will be given by Harold D. Hazeltine, A.M., J.U.D., law lecturer in Emmanuel College, Cambridge, and reader of English Law in the University of Cambridge. Mr. Hazeltine is an American, a graduate of Brown University and of Harvard Law School. He has studied extensively abroad, and his writings on English Legal History have attracted much attention both here and in England. A course in Mining and Irrigation Law will be given by Henry N. Arnold, A.M., LL.B. Mr. Arnold is a graduate of the Columbia Law School. He has had practical experience in the practice of Mining Law and has written several interesting monographs on phases of this subject. A course in Patent Law will be given during the first

New Courses

half year by the Honorable George C. Holt, United States District Judge for the Southern District of New York.

The unwillingness of the Trustees to establish the degree of Juris Doctor in accordance with the joint recommendations of the Faculty of Law, the Faculty of Political Science and the University Council, leaves the Master of Laws degree the highest degree awarded by the University for law study in course. The basis upon which this degree has heretofore been awarded does not reflect credit upon the University. Mere residence for a year and the successful completion of a limited number of courses have entitled the candidate possessing the Bachelor of Laws degree to the award of the higher degree. Students should not be encouraged to remain in a law school after three years of study, except in cases where they demonstrate an exceptional proficiency in legal research and investigation. No student, therefore, should receive the Master of Laws degree merely because he has reached a passing grade in the fourth year of attendance upon law lectures. I therefore recommend that such amendments be made in the requirements for the Master of Laws degree as to make its award discretionary with the Faculties concerned in every case, and that no award be made unless in the opinion of these faculties the candidate has demonstrated marked capacity for legal research.

The gift to the University for the promotion of scientific study and investigation in legislative drafting, mentioned in my report of last year, has already established its utility and in a large sense its educational value. During the past year the Fund has rendered important service in assisting in the preparation of numerous legislative acts, including, for example, the Workman's Compensation Act, passed by the Congress of the United States; the proposed amendment of the New York State Constitution, authorizing a Workman's Compensation Act, adopted by the New York State Legislature; a bill now pending before Congress revising the laws relating to foreign shipping and the safety of passengers sailing upon ships entering American ports; in coöperation with the Commissioners on Uniform

State Laws a uniform Probate of Wills Act and a uniform Workman's Compensation Act; and it is now working with various public bodies and legislative committees in the preparation of other legislative bills. More important than the immediate service rendered, however, is the stimulation of public interest in this work and the awakening of legislators in Congress and our state legislatures to the need of such study and investigation. Much of the criticism recently directed at our judicial system might better have been turned toward our lax and shiftless methods of legislation, which are primarily responsible for the failure in many instances to render legally effective the popular will. It will, I believe, be a source of gratification to the friends of Columbia that the first steps toward the organization of this important reform were taken at this University in connection with this generous gift.

For many years the methods of conducting bar examinations in New York have been a reproach to this state and a distinct detriment to sound legal education. The practice of the Bar Examiners of asking questions based exclusively and minutely on statutes or decided cases, and of judging the answer on the basis of their "correctness," places a premium upon memorization by the candidate and affords no adequate test of his ability to reason in a legal way or to apply his knowledge to a new state of facts, which are, after all, the essential qualifications of the lawyer. The law schools are devoting themselves to the development of these qualities in the law student, and it seems particularly unfortunate that no substantial effort is being made by the Bar Examiners to test the efficiency of the candidates for admission along these lines. Preparation for Bar examinations as they are now conducted is nothing more than a cramming process, in which the student with the photographic memory has the decided advantage over the candidate who possesses higher faculties and has had better training. The result is that many unfit candidates are annually admitted to the Bar, whereas many undoubtedly better fitted are rejected. The effect of this policy has been most demoralizing. It has not only had a distinctly bad effect upon the Bar of the state,

Bar
Examinations

but it has reacted upon the various agencies of legal education within the state in a most pernicious way. I am happy to say that an investigation discloses the fact that these methods do not obtain in any of the other states conducting examinations for the Bar by State Boards of Bar Examiners, and in the majority the questions are prepared and answers marked in accordance with the best law school practices. The Association of New York Law School instructors and several other bodies interested in legal education and in the requirements for admission to the Bar in this state have recently appointed a committee to consider the subject and to urge improved methods. This indicates that the need of reform in this direction is recognized by members of the Bar, as well as those exclusively interested in legal education, and that improvement may be looked for in the near future. It is highly important that all interested in this subject, or indeed, in the future of our Bar, should coöperate in the efforts to improve the methods of examining for the Bar, to the end that New York may at least equal the progress made in this direction in other states, and that there may be more harmonious coöperation between the Board of Bar Examiners and those engaged in giving professional legal instruction.

The work of the School during the past year has been especially free from interruption of any kind. The action of the Faculty upon all matters affecting the educational work and policy of the School has been taken with a zeal and unanimity and in a spirit of harmonious coöperation which augurs well for the future success of the School.

Respectfully submitted,

HARLAN F. STONE,

Dean.

June 30, 1912.

COLLEGE OF PHYSICIANS AND SURGEONS

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1912

To the President of the University,

SIR:

I have the honor to present the following report on the condition of the College of Physicians and Surgeons and on the work accomplished during the College year 1911-1912. No one event stands out preëminent but there are a number of facts which can be stated with a feeling of satisfaction. The several departments have made report to me concerning their present activity and future aims. The principal points to be emphasized are the following:

The Department of Anatomy has always ranked with the departments of other Universities and with many individual institutes of anatomy throughout the world as one of the most productive in scientific work. **Anatomy**

During the past year two publications of marked value have been completed. One entitled "The Anatomy and Development of the Systemic Lymphatic Vessels in the Domestic Cat" has been published as one of the Bulletins of the Wistar Institute of Philadelphia, and the second, consisting of a collection of papers on the Anatomy and Development of the Salivary Glands of Mammalia, will appear shortly as volume 4 of the reports of the George Crocker Research Fund. The teaching of Anatomy to medical students at Columbia has always been conducted on a broad basis and on very thorough lines. So much so that a confidential report of an inspection made for one of the State Departments of

Education has criticized the space devoted to this department as too extensive and out of proportion to that allotted to other departments. Such a criticism can be considered only as a well-earned compliment for the teaching of Anatomy in Columbia. The work of the department has been carried on under the same conditions as heretofore and can be developed even to greater efficiency in research as means may be available.

The Department of Bacteriology has given instruction to the students of the school and to graduate students also. This department looks forward to an enlarged usefulness and development for research as soon as the building of the new Presbyterian Hospital will make possible a closer clinical connection than has been possible with any hospital up to the present time.

Bacteriology

The Department of Biological Chemistry has for some time also endeavored to make a closer alliance with clinical medicine and the future prospects of the school would seem to promise that this might be consummated in the not too distant future. The work in chemistry during the year has been along several new lines, of which one on dental caries may be especially mentioned. In connection with this department a Biochemical Association has been formed and a bulletin devoted to the work of this association and also to general biochemical subjects has been established. This new journal is published quarterly and has met a welcome among the fellow societies and similar departments in other universities.

Biological Chemistry

The Department of Clinical Pathology will be merged in the future within the Department of Medicine. This work has been placed under the direct charge of Assistant Professor Vogel. This change will result in a still more intimate connection between the laboratory study of disease and the theoretical and clinical teaching of medical subjects. The change has been made possible at the present time owing to the advancement of Professor Wood from the Chair of Clinical Pathology to that of Director of Cancer Research, as will be mentioned later in this report. The spirit of scientific research and investigation

Clinical Pathology

which has animated Professor Woods department will not be lost to the University.

The many departments for clinical instruction in the specialties of medicine have been conducted along much the same lines as before. The specialties of medicine take up a very large part of the time of the students in their third and fourth years and the work done in all of them has been of a very satisfactory nature. In Gynecology the new Sloane Hospital has proved its great usefulness to the College and the students have seen more of this class of case, both those of lesser ailments and those of severe operative importance, than has been possible before the building of the addition to the hospital. In Neurology the instruction has been extended during the past year to include the demonstration of many of the recent developments in diagnosis and therapeutics which are included in the study and treatment of functional nervous diseases and has included the use of psychic therapy and hypnotism. The department has now organized a special clinic for training the various defects of speech known as stuttering, stammering and defective enunciation. These methods and the cases treated have been demonstrated to the students. These new branches of Neurology have been added without curtailing the regular work in nervous diseases, in electrical therapeutics and diagnosis and in psychiatry.

**Medical
Specialties**

In the Department of Materia Medica and Therapeutics the laboratory of pharmacology has been extended and organized on a thorough basis of efficiency. The course in this department is becoming more and more an important addition in the instruction of the students to prepare them to apply in the last year of the curriculum a scientific knowledge of medicinal remedies to their clinical studies of disease.

Therapeutics

The Department of Pathology has carried on a large number of studies of the pathology of the organs of internal secretion, which includes a communication by Professor MacCullum to the German Pathological Society at its meeting in Strassburg on the

Pathology

changes in the blood which are the cause of the hyper-excitability of the nerves in tetany. The department is now giving between the College and the Presbyterian Hospital a thorough training in this fundamental science which underlies both Medicine and Surgery.

The Department of Physiology increased its educational activity by offering for the first time a post-graduate course in clinical physiology. This was devoted to a study of selected topics in physiology and physiological methods as applied to problems of clinical medicine and was taken by some twenty graduates of medicine who have been for several years engaged in practice. It is believed that this course will increase in importance and lead to that closer relationship between the Department of Physiology and the Department of Medicine which should be furthered in the school and which would make the Department of Physiology a training ground for the younger instructors and clinical workers in medicine. The work of Dr. Williams with the electro-cardiograph has been very successful. The apparatus has been connected with the Vanderbilt Clinic by wire and it is possible to study cases in the laboratory which are seated in the Clinic 400 feet distant. The research in this department has been conducted along lines of study upon the heart, upon the circulation and also upon the physiology of the internal ear and some extended investigations have been made upon the physiological properties of the muscle of the diaphragm.

In the Department of the Practice of Medicine there has been carried on during the past two years a special division in the Vanderbilt Clinic for the treatment of the disorders of metabolism. During the past year this subdivision has been particularly active in the treatment of a group of cases of diabetes. This clinic on metabolism as a subdivision of the Department of Medicine is conceived and organized along lines of modern development and has made possible the giving of valuable systematic clinical lectures to the students on these subjects. The department has been active in medical research upon the question of the physio-

logical activity of blood vessels and also upon kidney diseases. The organization of the hospital service unit of the department which was effected at the Presbyterian Hospital last year has proved very successful and has added much to the ease with which a clinical training has been given to the students. The hospital is extending the physical equipment of the medical clinic by building medical research laboratories and a lecture room. These additions will increase the efficiency of the medical service in a very desirable manner.

The Department of Surgery has followed the lead of the Department of Medicine and has started an organization of the hospital service unit which is controlled by the department to form a surgical clinic at the **Surgery** Presbyterian Hospital upon true university lines. The appointment of an associate professor of surgery who shall serve as an associate visiting surgeon on that part of the surgical service of the hospital and as assistant director immediately under the Professor of Surgery is the first step towards a proper reorganization of this service. The department has reorganized its laboratories for experimental surgery at the College and much work has been accomplished, both for the instruction of the students and for the general advancement of surgical investigation. A small hospital for the treatment of diseases of animals has been opened and equipped in the manner of modern surgery and a number of dogs suffering from surgical diseases have been successfully treated and returned to their owners. This new departure has added to the experience of the students in surgical technique.

The registration at the College during the past year has included 379 students divided into several classes as follows: **Registration**

First-year class	81
Second-year class.....	71
Third-year class	104
Fourth-year class	91
Special students, including graduates.....	32

Included in the first and second year class there were 28

juniors and seniors enrolled in Columbia College. The graduating class numbered 86, including one graduate who received his degree in the previous fall; of these 62 per cent. had received previous academic degrees.

The additions by gifts to the equipment of the College have shown a continued interest in medical educational work on the part of a number of individuals. The most

Gifts

noteworthy is the endowment of the library of the Department of Medicine by a gift of \$25,000 from Mrs. Russell Sage. A number of comparatively small amounts have been made for the purchase of instruments in several departments. I would specify also a gift of a large kymograph for the Department of Pharmacology, the gift of Mrs. Herter; of an ultra-microscope and complete accessory apparatus for the Department of Biochemistry; of the latest electrical devices for Professor Hayden's department in the Vanderbilt Clinic and of a very substantial increase in the laboratory facilities of the Department of Medicine, the gift of Mrs. E. S. Auchincloss, Jr.

Departmental libraries at the College of Physicians and Surgeons have during the last two years received some very material assistance. The library of the Department

Libraries

of Physiology has had added to its support the income from the George G. Wheelock Fund. The library of the Department of Medicine has been established by the gift of the personal library of the late Dr. Edward G. Janeway and has been put on a liberal foundation by Mrs. Russell Sage, as already recorded. This collection of books will be known hereafter as the Edward G. Janeway Memorial Library and should before long become a complete working library both for the research workers in the department and for the instruction of undergraduate students in the use of contemporary medical literature. The library of the combined Departments of Bacteriology and Pathology has received the continued support of the Alumni Association and forms one of the most notable activities of that Association in connection with the work of the College. Other departments need similar endowments to continue the departmental

collections which have been begun already especially in Anatomy and Biological Chemistry.

The Vanderbilt Clinic has continued its work of caring for the many departments and of the specialties of medicine and has had a successful year. The roof which has been used for three years as a day camp for the treatment of tuberculosis cases has been taken care of financially by the gift of Mr. Frederick Vanderbilt. The work in this department of the Clinic has grown to a very notable extent and the attendance has doubled within the past year. It forms one of the best activities of the Clinic in the care of the sick poor of the city and has been visited by many workers in this field of philanthropy from distant localities. It is one of the most efficient means for instruction of the students in the special means of combating and preventing this chronic and endemic infectious disease. Another new department instituted during the year in connection with the Vanderbilt Clinic has been the establishment of a system of visiting those patients in their homes who are suffering from slight ailments or from acute exacerbations of chronic diseases and who cannot go to a hospital ward. The physician, who attends such medical cases as may be referred to him by the Chiefs of Clinic both in the Department of Medicine and the Department of Therapeutics, has instituted the custom of taking with him the students of the fourth year class who are assigned to the courses in therapeutics at the Clinic, and the system has proved distinctly advantageous to the methods of instructions at use at the College. The Vanderbilt Clinic has been classified by the State Board of Charities in Class I "as showing practically no defects" after the regular inspection of the dispensaries of the city.

The Sloane Hospital for Women has had a successful year and the advantages due to the enlargement of the institution which were anticipated last year have been more than proved in active practice.

During the past three years the College has been carrying on certain studies on Cancer and allied subjects. This work was made possible by a special donation from the late Mr. George

Crocker during his lifetime and has been continued by the very liberal endowment provided by his will. The work of the past three years has been brought together in four volumes which will be published in the near future. The first volume consists of a review in detail of the present knowledge of cancer. This has been prepared in a large part by Dr. W. H. Woglom under the editing of Prof. Wood. The other three volumes will present in the form of reports such studies as have been made by various investigators in the Departments of Anatomy, Biology, Biological Chemistry, Clinical Pathology, Pathology and Surgery. Volume II from the Department of Pathology has appeared already and the remaining volumes are in press. Cancer research will become in the future, in consequence of this George Crocker bequest, an important department of the University and of this College. A permanent organization has been effected on the same general basis which has been so successful in the management of the Vanderbilt Clinic and the Sloane Hospital. A Board of Managers composed of members of the Board of Trustees and of the medical faculty has been appointed which shall have general oversight and control of this work. The position of Director of Cancer Research has been created and this director has been made a member of the Managing Board. Professor Francis C. Wood who has held until now the position of Professor of Clinical Pathology has been appointed to this position. The organization promises much for the future success of this work in the special medical research of the many features of the cancer problem.

An important step was taken by the Faculty during the winter which looks forward to the placing of the Chairs of Medicine and Surgery upon a University basis.

Medical Professorships Much has been said upon this subject of late by critics and observers of medical education and attention was called in my last year's report to the desirability of limiting to some extent the work of the heads of these important clinical departments. The action of the Faculty was originated by the heads of the departments in-

volved and can best be summarized by reprinting the resolutions passed by the Faculty in regard to this matter. These resolutions are as follows :

"WHEREAS, it has become evident that the education of the university students in clinical medicine and surgery and the advancement of these branches of knowledge can no longer be entrusted to physicians and surgeons engaged in general practice, but demands the best thought and energy of men with scientific training, working in adequate hospitals and laboratories ; and

"WHEREAS, the recent affiliation with the Presbyterian Hospital already puts at the disposal of the College of Physicians the Surgeons of Columbia University, small university clinics in medicine and surgery ; *therefore, be it*

"Resolved, that this Faculty recommends to the Trustees of Columbia University that Section 65 of the Statutes of the University be interpreted to require that the Bard Professor and Assistant Professor of the Practice of Medicine and the Professor of Surgery be not permitted to engage in the general practice of medicine and surgery nor to treat patients in their homes, but be allowed to treat private patients in the Presbyterian Hospital and to do a limited consultation practice which shall not occupy one-half of their time during the academic year. *And be it further*

"Resolved, that the Trustees of Columbia University be requested to represent to the Board of Managers of the Presbyterian Hospital the desirability of providing such private offices and other facilities for consultations in the new hospital, and private rooms, as shall, upon its completion, make possible the limiting of the practice of the Professors of Medicine and Surgery to the Hospital."

The Trustees of the University have endorsed this action of the Faculty and so far as is possible with the present facilities of the Presbyterian Hospital, the plan outlined is being put into practice at the present time. The general principle is now adopted by Columbia and only lacks opportunity to be developed to the minutest detail. The building of the new hospital will see this desirable improvement in University prac-

tice brought to a successful trial in all details for the first time in the history of any American University. I believe that this action of the Faculty of this College and of the Trustees of Columbia marks a departure in medical education which must have a widespread and very important bearing throughout the whole country.

The Carnegie Foundation for the advancement of teaching has just published its bulletin upon medical education in Europe. This work is supplementary to the publication, two years ago, of its first report on medical education in the United States and Canada. No medical school can afford to neglect a study of these two reports. American medicine has been hammered at both from within the profession and from without until it is almost universally believed that the best schools in America are outcasts and inefficient purveyors of medical degrees to those seeking a proper scientific training in their contemplated profession. A careful study of this last report of the Carnegie Foundation leads one to believe that it is a straightforward statement and just criticism of the existing state of affairs in European countries. The majority of the reviews of this report on the other hand which have appeared have drawn conclusions not warranted by the facts and have taken occasion again to belittle American medical education and even the best American schools have not been spared in this wholesale condemnation. Such a conclusion condemning all medical education in America is far from warranted from a study of these two reports, both of which present facts which point out the existing weaknesses not only of American methods but also of the methods of German, of English and of French education in medicine and which are as equally faulty as are some of the errors of the American schools. I believe that any school of medicine which no longer feels that it is capable of improvement is already on a retrograde course; I do not minimize the necessity for an improvement in American methods and I surely do not uphold the weak schools of this country. A careful study of these two Carnegie reports must impress the reader however that

Carnegie
Foundation
Report

the clinical instruction of the "praktikant" or clinical clerk in Germany is often bad and inferior to the clinical instruction now given in the best American schools and that laboratory methods for the average German student are very elementary and inefficient. And it is safe to say on this same authority, secondly, that laboratory instruction in Great Britain and in France is of low grade, except in the English physiological laboratories, whereas the clinical instruction in those countries forms the strong element in their education system. I believe that the inference is justified that the best medical schools in America are better in their laboratory teaching than are those of Germany and that they are rapidly becoming as good clinical schools as are those of France and Great Britain.

One of the interesting contributions to the study of medical education of this last report of the Carnegie Foundation is its statement of the cost of education in the universities of Prussia. It is exceedingly difficult to formulate the cost to an institution like a medical school of the instruction of the individual student. Most of the American medical schools make use of hospital wards in whole or in part which are in no sense a part of their own corporate body and it is impossible to arrive at a correct statement of total cost. This is preëminently true of the College of Physicians and Surgeons which uses the wards of many hospitals in the city at a nominal charge for the service rendered. The advantages to the hospitals and the development of the present system of clinical clerks has been enlarged upon and described in my previous reports. The character of this service renders impossible an exact statement of the cost of medical education in this college. The figures for Prussia contained in the Carnegie Report also are only a partial statement of the facts. They include only the expense to the state although much of the hospital expenditure is included. No account is taken of the fees paid by the students which are turned directly over to the teaching staff and do not appear as disbursements although they assist materially in paying the salaries of the professors. The

**Cost of
Medical
Education**

report however gives the average cost of a student's fees at the University of Berlin for each of the ten semesters necessary to complete a medical education. The average for the ten terms is 220 marks or 440 marks for each of the five years. The following table is made up from the facts in the Flexner report. To the figure given for each university this average Berlin fee has been added and a fair estimate has been reached as to the cost of education in medicine in Prussia to-day.

Universities in order of size	Number Medical Students in 1910	Cost per Student, 1910	Cost plus average fee at Berlin 440 M	Total in dollars (approximate)
Berlin	1995	1840 M	2280 M	\$570
Kiel	535	1926	2366	591
Breslau	530	1945	2385	596
Bonn	496	1704	2144	536
Marburg	383	1667	2107	528
Koenigsberg	370	1850	2290	572
Halle	325	2808	3248	812
Göttingen	277	2322	2762	690
Greifswald	248	2730	3170	792

The cost per student runs fairly evenly for the first six of these schools whether the number of students be 370 or 1995. The cost at Göttingen and Greifswald is increased because the number of students is low and at Halle because of a single outlay for a clinic of nervous diseases which is larger than at any other University.

The average of the first six of the schools in the above list gives \$565 as the total cost in Prussia for the annual education of each medical student. The Flexner report gives figures also which allow of a comparison between the cost of general education and of medical education. In Berlin in 1905-06 the cost per student for the whole University (medicine included), exclusive of fees, was 762 marks, which would make medical education about two and one-half times as expensive to the University as is its general expense for all its students.

Another inference which seems warranted from the above figures is that it is not economical to conduct a medical school for less than 300 students. The greatest item of expense is that

which provides a proper equipment for clinical instruction and the American plan of establishing medical courses to cover only the first two years of the curriculum in smaller university centers is completely justified by this study of conditions in Germany. A further justification is found in these figures for Columbia's action in endorsing such two-year schools by admitting to advanced standing the graduates of these two-year medical courses and of the combined courses of which they form a part. This policy has been fully commented upon in previous reports. In this connection it is interesting to note that an approach to such a partial school exists in one Prussian University. At Münster medical students can pursue all the studies necessary to carry them through the first medical examination. In 1910 206 students were taught at an expense to the state of 136 marks per student. Adding the Berlin fee to this sum it gives 576 marks or \$144 as the annual cost per student for the preliminary years of the curriculum which is about one-fourth of the average of \$565 needed for the whole course in Prussia as developed in the table given above. Mr. Flexner was unable to secure full financial statements from any country other than Prussia, so that further comparisons are not possible. But in contrasting the above figures with the cost of medical education at Columbia some interesting comparisons are developed. During the session just finished the cost to Columbia for each medical student, exclusive of all hospital service but including all salaries paid for hospital work, was approximately \$700. The development of the Presbyterian Hospital will increase this figure materially next year, unless there be an addition also to the number of students. The difference between \$700 at Columbia and \$565 in Prussia does not represent the true difference between American and European standards of value but at the present time it is not possible to draw a nearer comparison. If the total hospital budgets for the Presbyterian Hospital, the Sloane Hospital for Women and the Vanderbilt Clinic were to be included the difference would be more striking than the amounts quoted and when the whole of the Presbyterian Hospital comes under the care of the College professors a careful

estimate on these lines will again be profitable for comparative study.

Two facts stand out clearly; first, the student pays for less than one-third of his education, which is the most expensive of all kinds of education; and second, every

Endowment successful medical school must have a large endowment to meet its needs. The deficit in the College of Physicians and Surgeons is met each year from the general funds of the University. The school does not possess an adequate endowment of its own. The recently established Harkness fund will furnish the income necessary for the scientific and educational development of the Presbyterian Hospital so far as using the present hospital plant is concerned. This fund, however, will not be sufficient to meet the demands of the proposed new hospital plant of 300 beds built on modern plans as an university hospital. The income of the Harkness fund will about furnish a surgical hospital service division of 150 beds with its scientific and educational endowment. Another million dollars is needed to meet the requirements on similar lines of a medical service division of the same size.

In my last year's report I spoke of the amount of money needed to rebuild the College, and the best interests of the school demand that it should join with the Presbyterian Hospital in establishing a center of medical education in New York City with laboratories for teaching and research with proper dispensary equipment and with hospital wards not only for internal medicine and surgery but for every specialty of medicine. The Carnegie Report shows how this is being done for the German Universities and the best American schools must improve upon and follow along the same lines of upward growth or American education in medicine will deserve the slurs and criticisms which the poorest schools of the country have brought down upon the whole structure. The College of Physicians and Surgeons has accomplished much along this road of a proper development and there is needed only the funds to bring this college up to a higher plane of efficiency.

Respectfully submitted,

SAMUEL W. LAMBERT, *Dean.*

June 30, 1912.

SCHOOLS OF MINES, ENGINEERING AND CHEMISTRY

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1912

To the President of the University,

SIR:

One of the most significant and encouraging signs of progress in the Schools of Mines, Engineering and Chemistry is the marked improvement in the scholarship of our students as shown by statistics of the past half Scholarship decade. For purposes of comparison, the following figures for 1906-1907 and 1911-1912 are given here:

STATISTICS IN REGARD TO SCHOLARSHIP STANDING

FEBRUARY, 1907

SCHOOLS OF MINES, ENGINEERING AND CHEMISTRY

	FAILURES					Number of Failures	Number of Students	Number without Failures	Number of Failures per Student	Percentage of Students with Failures
	Entrance	First Year	Second Year	Third Year	Fourth Year					
Freshmen...	283	176	6	....	....	465	136	16	3.42	88%
Sophomores.	144	207	110	....	....	461	161	8	2.87	95%
Juniors.....	104	126	302	38	....	570	117	23	4.87	80%
Seniors.....	36	42	100	184	36	398	88	35	4.52	60%
Total.....	567	551	518	222	36	1894	502	82	3.77+	83%

FEBRUARY, 1912

	FAILURES					Number of Failures	Number of Students	Number without Failures	Number of Failures per Student	Percentage of Students with Failures
	Entrance	First Year	Second Year	Third Year	Fourth Year					
Freshmen...	50	101	2	....	....	153	132	75	1.15	47%
Sophomores.	18	37	50	5	....	110	144	82	.76	44%
Juniors.....	14	12	107	119	9	261	167	81	1.56	51%
Seniors.....	5	4	30	50	58	147	124	70	1.18	39%
Total	87	154	189	174	67	671	567	308	1.18	45%

NOTE.—The total number of students does not include Special students or students in the College who are exercising the engineering option.

An analysis of these figures is very interesting. It will be seen that the number of entrance conditions alone fell from 567 for 502 students in 1906-07 to 87 for 567 students in 1911-12, and the total number of failures fell during the five years from 1894 to 567, or from 3.77% failures per student in 1906-07 to 1.18% in 1911-12. Whereas in the former year 83% of all the students in the Schools had one or more failures, this proportion has now been reduced to 45% and our account is coming over to the right side of the ledger. There is still much room for improvement, but the satisfactory showing of the First and Second Year Classes indicates clearly that this is sure to come about. That these records accurately reflect actual conditions is shown by the testimony of the instructors, who commend most highly the quality of work done by the students during the past year and state that no greater seriousness of purpose nor better attitude toward their work could be expected. These results are due to a careful elimination of unsatisfactory students, to the plan of dividing classes into small sections in the first and second years (a policy which must be extended to the third and fourth years as well) to the system of academic advisers, to an increasing firmness in the administration of reasonable regulations looking toward the maintenance of high academic standards and, above all, to efficient and interested instruction,

with a corresponding and persistent strengthening of the various courses offered by the Schools.

While the number of new students annually entering the Schools of Mines, Engineering and Chemistry is much larger than it was five years ago, it is obvious that the policy of raising standards by elimination of poor students is not conducive to the retention of large numbers, as about 150 students are dropped or are compelled to withdraw each year. This year's First Year Class alone was reduced from 184 to 132 at the end of the first term. Our Faculty, however, is a unit in placing quality before quantity and, fortunately for our Schools, the President and Trustees feel no less strongly than we do on that subject. There can be no doubt that our Alumni are of the same conviction.

With high standards carefully maintained the Schools will be in splendid condition to meet the responsibilities which will be imposed upon them by the plan, formally and unanimously approved during the past year by the Faculty, the University Council and the Board of Trustees, to raise from and after July 1, 1914, the requirements of admission to the Schools and generally to elevate and strengthen the course of engineering and technical study.

**Increased
Requirements
for Admission**

After this date candidates for admission will be required to present evidence of such preliminary general education as can ordinarily be had only by taking three years of assiduous study in a college or scientific school of high rank and the Schools of Mines, Engineering and Chemistry will, therefore, be placed upon the same academic plane as the present Schools of Law and Medicine. The revised program of studies will cover a period of three years, instead of four as at present, and will offer advanced work of a strictly professional and specialized character for students looking forward to our several degrees. The course given in a college or scientific school, completion of which will be required for admission to the Schools, will include thorough instruction in Mathematics, Physics and Chemistry, as well as certain designated work in Drafting, Shop work, Surveying and Mineralogy together with fundamental courses in English, History, Economics, Philosophy and either French, German or Spanish.

As has been stated in substance in my reports for several years, the rapid development of engineering practice, the wider social and public recognition now given to the engineering profession and the frequent demands that men in executive and administrative posts have an engineering education, make it imperative that the graduate engineer shall be a broadly educated man and not merely a technical expert. Many of the Alumni of our Schools are already sending their sons through a college course as a preliminary to entering upon the professional study of engineering, and the Dean of the College estimates that at the present time nearly one hundred students are availing themselves of the existing combined course.

It is obvious that when the new course goes into effect it will materially reduce the numbers of our students for several years and the Trustees are to be congratulated upon having the courage to face not only the decreased income which will result therefrom, but also the increased expenditure which will be made necessary by the advanced character of the instruction offered.

Another important step in the direction of higher standards in engineering instruction and research in the Schools of Mines, Engineering and Chemistry was taken by the Faculty when they acted unanimously in favor of the following report of the Committee on Instruction recommending that courses in advanced instruction and research work be established in these Schools, looking toward the Degree of Doctor of Engineering.

In establishing under the Faculty of Applied Science courses for the higher degree of Doctor of Engineering it is essential that the various subjects should be presented by the professors and should be pursued by the students in a different way from the methods prevailing in the work for the first degrees. In the latter the time for the presentation of the several branches is restricted and the treatment is necessarily condensed. Often the student can only be carried through the rudiments. The considerations are all important that the knowledge acquired is to be used in later professional work, and that the discipline should be so shaped as to fit the student for these special demands. He passes through a prescribed course of

study, whose conditions are set by the teaching staff. He receives his degree if he successfully meets these requirements, and the character of his work is shown by the records in the Registrar's office. Inevitably, to a great extent the student's attention is fixed upon his marks, and their acquisition stands in his mind for the mastery of a subject.

In the work which is contemplated for the degree of Doctor of Engineering conditions are to be radically different. The responsibility is in largest degree placed upon the student. A devotion to his special subject or subjects is assumed as a preliminary condition and sufficient maturity of mind is essential for the necessary independent thinking and reading. In the course of lectures the subject-matter should be presented from the historical and evolutionary point of view. The workers of to-day, and especially the younger workers who are pursuing graduate study, should consider themselves the last members in an unbroken series of investigators of whom the greater number have gone before. Having mastered the results attained by their predecessors, the workers of to-day are then justified in pushing forward into new fields.

Again, as contrasted with candidates for the first degree in engineering branches, much more time is afforded graduate students for collateral reading. Fewer lectures are necessarily taken and greater allowance is made for acquisition and assimilation. The idea of so many hours of work and so many marks of credit must be abandoned in favor of a consuming desire to master a special branch and to know it without regard to the Registrar's records. Only with these expectations and in this spirit should the Faculty of Applied Science undertake to offer courses for the doctor's degree. Nevertheless, definite courses of lectures should be provided as a skeleton for a candidate's work until the investigation leading to his dissertation is undertaken. The various branches of engineering all furnish matter of absorbing interest for such instruction, and it is anticipated that professors having gathered about them classes of a few devoted and mature students in special subjects in which they may speak from rich experience and wide reading, will find the work enjoyable far beyond that of the ordinary routine.

In the case of the student we consider that the man who is best qualified to pursue the work for the doctor's degree is one who has had sufficient experience in the practice of engineering to have learned in this way of its problems. He will have acquired that self-reliance and maturity which is alone gained in active life and in professional associations. If, after encountering the problems calling for solution, he can

then return to the University and, with the facilities in libraries, laboratories and the counsel of older men, take up his studies and investigations, he may properly receive the degree of Doctor of Engineering. We should discourage a candidate from immediately following up his final engineer's degree with work for a second of the doctor's degree. Engineering is different in this respect from many subjects taught in the University. Being Applied Science, its advanced study calls for a man of experience in active professional life.

The degree of Doctor of Engineering will necessarily be given in several different branches, such as Mining, Metallurgical, Civil, Electrical, Mechanical, Chemical, and possibly also Sanitary Engineering. A candidate who takes up work in Mining should have a Mining Engineer's degree; one in Civil Engineering, a Civil Engineer's degree—and so on in the other branches. While degrees in Mining and Metallurgy or in Mechanical and Electrical Engineering may be interchangeable, yet for work in other branches, as for instance, an Electrical Engineer desiring to pursue work for the doctor's degree in Mining, the candidate should first make up what he lacks of the courses which are required of students in Mining Engineering when entered for the first degree.

Under these general principles and in accordance with them the Dean may wisely call for courses from the several departments. In the nature of the case they cannot be numerous. It would be wisest to have in each department but one or two which would be correspondingly thorough. We may then hope to see our laboratories and other equipment not only used for undergraduate instruction, but also furnishing substantial contributions to the advancement of our several branches.

In the ordinary course of study for the degree of Doctor of Philosophy, the candidate registers for the major subject and for two minors. These are customarily pursued for a minimum period of two years, after which a year is mainly devoted to the dissertation. The major and two minor subjects are normally in different departments or in different branches. It will be important for us to consider to what extent we shall follow this precedent. While having a suggested and advisable practice, we ought to hold ourselves prepared, as is done under the other graduate faculties, to vary the method for deserving candidates. If a candidate has had a bachelor's degree before undertaking engineering studies, he might well be permitted to take all his work in one department. In the Faculty of Applied Science departments have certain natural affiliations. Mining and Metallurgy are very close. Metallurgy and Chemistry have a connection scarcely less intimate. Civil and Sanitary Engi-

neering are near akin; as are Electrical and Mechanical. Doubtless a properly mature candidate would easily find besides his principal choice one other subject which would be related and appropriate. He might with profit take a subject not immediately in engineering, such as geology for a candidate in Mining. We will do best, while having our main requirements well defined, if we give some latitude in minor selections. Ordinarily a minimum period of two years of candidacy would be required for the degree of Engineering.

The following regulations governing the bestowal of the proposed degree were also adopted and are made a part of this report:

(1) The regulations of the Faculty of Applied Science for the degree of Doctor of Engineering shall be administered by a Committee on Graduate Study consisting of the Dean as Chairman and three professors in engineering departments, who shall also certify the candidates to the University Council in the usual manner for the degree.

(2) Candidates for the degree of Doctor of Engineering must hold an engineering degree in all respects equivalent to the similar degree bestowed by Columbia University.

(3) Every candidate for the degree must have had at least one year's experience in the practice of that branch of engineering in which he applies for the advanced degree, unless specifically waived by the Committee on Graduate Study.

(4) Each candidate for the degree must pursue his studies in residence for a minimum period of two years and must produce a satisfactory dissertation.

(5) The candidate shall select one subject of principal, or major, interest, and one of secondary, or minor, interest, and shall apportion his time between them as directed by the head of the department in which his principal subject lies, subject to the approval of the Committee on Graduate Study.

(6) No candidate for the degree of Doctor of Engineering shall be admitted to examination except on the recommendation of the professors in charge of the major and minor subjects. Every candidate must pass an oral examination on all subjects, and must defend the dissertation in the presence of the Faculty, or of so many of its members as may desire or as may be designated to attend.

(7) The ability of all candidates for the degree to read French and German must be certified to the Committee on Graduate Study by such member or members of the Faculty as may be appointed by the Committee for that purpose.

(8) Dissertations must be printed and deposited with the Registrar in accordance with the regulations of the University

Council, governing the degree of Doctor of Philosophy. For reasons of weight publication (*i. e.*, general distribution), may be postponed by a vote of the Committee on Graduate Study to be taken in every case.

This report was unanimously concurred in by the Faculty of Pure Science, under whose jurisdiction advanced instruction in Engineering had previously been offered, and by the University Council, which unanimously recommended it to the Board of Trustees for adoption. The Board has already given the report preliminary consideration in committee and it is sincerely hoped that, with both Faculties, the University Council and the President unanimously in favor of the plan and with the very successful experience of the German *technische Hochschulen* as a precedent, the Trustees will act favorably upon it in the autumn. It will surely mark one of the most important steps in the progress of higher education in engineering in this country.

The establishment of these advanced courses will greatly accentuate the urgent need which has been presented in these reports, for a number of years, for adequate laboratories for advanced instruction and research. As has been repeatedly pointed out the best method of accomplishing this would be to erect on a site easily accessible from Morningside Heights substantial buildings of good, modern factory construction, with plenty of light and free floor space, on land possessing facilities for railroad and water transportation. Here we could establish engineering research laboratories which, with the cooperation of our instructors, could be made of inestimable value to the industrial progress of our country. Here we could build up an American "Charlottenburg" and enter into the same enviable and helpful relationship to our America industries now held by the splendid laboratories of the *technische Hochschulen* in Germany, which have had so much to do with the remarkable industrial progress of that country, and with the atmosphere of efficiency and prosperity which pervade it. No other University is so favorably situated, by its environment, prestige and traditions, to lead in this important field, and we are offered an opportunity such as has been presented to few other Engineering Schools.

In February, 1864, instruction was begun in the School of Mines and consequently the fiftieth anniversary of this School will occur in 1914. It is most fitting that this milestone in its history should be marked with appropriate exercises. As has been stated above, the new entrance requirements will go into effect in that year and the School will be placed on a plane which was contemplated and desired by its founders, but which was found at that time impracticable because the preparatory schools had not then reached the desired standard. It has taken just fifty years to reach this ideal. It is hoped that the advanced instruction leading to the Degree of Doctor of Engineering will also be in full operation by that time. What could be more fitting, therefore, than to mark the beginning of our second half century by raising a fund of at least five millions of dollars for the erection and endowment of the research laboratories such as have been described above, to enable us properly to care for this advanced instruction. The President has already offered his hearty coöperation toward carrying out this plan and every effort should be put forth by the Alumni and friends of the Schools to bring about this much desired end. As the President has stated, "the centre of gravity in the University is surely shifting toward applied science," and we must put forth every effort to make the most of our opportunities.

**Fiftieth
Anniversary**

In the meantime we are endeavoring to make the best use of the space at our command. We have, during the past year, moved the Assay Laboratory from its unsatisfactory and unhygienic quarters in the sub-basement of Havemeyer and have equipped a fine new laboratory on the top floor of the School of Mines building. The administration of this important subject has at the same time passed from the Department of Chemistry to the Department of Metallurgy, a very logical and, as it has worked out, a very satisfactory transfer. The removal of Architecture to the new Avery building has set free the entire top floor of Havemeyer, and the very generous and timely gift of \$30,000 by Dr. William H. Nichols, President of

**Laboratory
Changes**

the General Chemical Company, will enable us to equip this space during the summer with modern laboratories for instruction and research in General Chemistry and Qualitative Analysis. This in turn frees space in the building for a much needed expansion of the other chemical laboratories. The entire ground floor will be devoted to engineering chemistry and, in addition to the present electro-chemical laboratory, is being equipped with apparatus for a paper and textile laboratory, electric furnace room, grinder room, gas laboratory, four private laboratories for industrial research, and a large laboratory for instruction in engineering chemistry. A generous provision has also been made by the Trustees for additional instructors and laboratory assistance in the Department of Chemistry, and this department has been placed on a very satisfactory basis, both as to personnel and equipment.

A gift of \$50,000 has been received from Mr. and Mrs. William R. Peters as a memorial of their son, William Richmond Peters, Jr., a brilliant student in the
Gifts Class of 1912. The income from this fund is to be applied to research in Civil Engineering and will enable that Department to carry out important work which had already been begun.

The gift of Mr. Charles H. Davis, '87 Mines, of \$50,000 in five annual instalments of ten thousand dollars for the establishment of a graduate course in Highway Engineering, enabled us to begin advanced instruction and research in this important field last autumn. The very satisfactory work during the past year has more than justified this gift.

A gift of \$15,000 from an anonymous donor to equip a research laboratory in Electro Mechanics has served to make even more effective the excellent theoretical instruction in this field.

The Class of 1885 Mines, on the occasion of the twenty-fifth anniversary of its graduation, presented to the University the sum of \$8200 to maintain a fellowship to be known as the Class of 1885 Mines Fellowship, and the Class of 1887 Mines, at its twenty-fifth anniversary last June, presented the sum of \$7100 to form the nucleus of a Loan Fund for needy students under the Faculty of Applied Science. With these examples before

them it is fair to assume that succeeding classes will add to these sums gifts for much needed equipment of laboratories and for the establishment of a fund for an adequate Engineering Library, which is now one of our greatest needs.

Another happy and generous gift was that of Mr. Benjamin B. Lawrence, '78 Mines, who presented the gold crossed hammers to the members of the Graduating Class of the School of Mines at a very interesting and impressive ceremony immediately after the Commencement exercises, setting an example which it is hoped will be followed each year by alumni in the other professions, namely, in Civil, Electrical and Mechanical Engineering and Chemistry. An occurrence like this, coming as it does just as the student is leaving his Alma Mater, becomes a memorable one to the young graduate.

Respectfully submitted,

FREDERICK A. GOETZE,

Dean.

June 30, 1912.

FACULTY OF FINE ARTS

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1912

To the President of the University,

SIR:

Outside of the material to be found in the reports of the Registrar there is not much for the Dean of the Faculty of Fine Arts to communicate. That little is, however, important. First and foremost the great advantage for future work and usefulness offered the School of Architecture by its occupation of the new quarters in the Avery building should be mentioned. No school of architecture in America has now the physical equipment of the Columbia University school, and a new era of prosperity lies now, evidently, before it.

Architecture The retirement of Professor Hamlin, after nine years of service, from the office of administrative head of the department of architecture, during whose incumbency the registration of the school has been almost trebled, the atelier system in the teaching of design been introduced, the degree of Bachelor of Architecture with a minimum entrance requirement of two years of college studies been established, the curriculum been revised, made broader and more elastic, and the graduate society of Columbia University Architects been organized, is felt by all to be a distinct loss. Professor Hamlin will now, however, have a larger opportunity to devote his entire energies to his professorship of the History of Architecture, as has long been his chief desire; and this with the establishment of a new professorship of architecture and the appointment of Mr. Austin W. Lord, of the well-known firm of Lord & Hewlett, to this professorship and

to the administration headship of the Department give satisfying promise of the continuing prosperity and increasing excellence of the school.

The Department of Music is evidently successfully solving the problem of the study of music in the University. This is to be seen in the increasing amount and excellence of the work in composition and in the increasing recognition and cultivation of music as an important part in the general education of the students of the College and University. The concert of May 6th, the programme of which was made up of students' compositions, as most successful and gratifying, and the large number of students, especially from the two colleges in the University, Columbia and Barnard, who have elected courses in music during the past year is sufficient proof that music is rapidly making its way again into the curricula of general culture. One change made in the programme of study during the past year seems now to require another. I refer to the limiting of the attendance on course 1-2 in the history of music to male students. If this practice be continued it will be necessary to have the course repeated at Barnard College. The department has been strengthened during the past year by the appointment of Mr. Walter Henry Hall, as Conductor of Choral Music.

Music

The weak point in the Faculty of Fine Arts and the schools under its jurisdiction is still to be found in the unfulfilled promises of the National Academy of Design to erect a building for its school of Drawing, Painting and Sculpture on the University grounds and establish professorships of painting and sculpture in the University. There is no valid reason for this long delay in carrying out the plans agreed on years ago, which made the school of the National Academy a department of the University. As it appears to me, the trouble lies chiefly in the disposition of the leading members of the Academy to regard their profession too much from the technical and commercial side and not sufficiently from the genuine artistic standpoint. I have little faith that the problem will be solved by the Na-

Design

tional Academy of Design in its present temper. I think some wealthy lover of art will have to come forward and place a million of dollars in the hands of the Trustees of the University to erect a suitable building for the School of Design, Painting and Sculpture and for the exhibition of the works of the teachers and pupils thereof, and to establish professorships of the history of art and of æsthetics and composition in the University before we shall be able to place the School of Design, Painting and Sculpture upon the same level with the Schools of Architecture and Music in the trio of departments under the jurisdiction of the Faculty of Fine Arts.

Very respectfully submitted,

JOHN W. BURGESS,

Dean.

June 30, 1912.

FACULTIES OF POLITICAL SCIENCE, PHILOSOPHY AND PURE SCIENCE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1912

To the President of the University,

SIR :

I shall take no advantage of the opportunity offered in the making of my final official report as Dean of the University Faculties of Political Science, Philosophy, Pure Science and Fine Arts to inflict upon the President, the Trustees and my colleagues of the Faculties any lengthy communication. The words of personal regret at parting and of personal farewell have been already otherwise spoken and will not be here repeated. What I have here to impart is a few words of advice regarding the further development of these Faculties, and of their relation to the University as a whole, expressing convictions gathered through the experiences of a long life devoted to the solution of the problems of the higher education in these United States of America.

The academic year now closing has been very rich in such experiences and has been a year of unparalleled progress in many directions. The way has been found to federate these Faculties by means of a tripartite representative institution entitled the Joint **Organization** Committee on Instruction, an institution as unknown to the law of the University as the Cabinet of the President of the United States is unknown to the constitutional law of the nation, but in its modest sphere equally as effective. By a resolution of the Trustees of the University each of these Faculties has been empowered and required to elect a Committee on Instruction,

“which committees shall serve as the advisers of the Dean of these Faculties.” In taking their advice the Dean has brought these committees together, and consults with them as a single body, preserving, however, a principle of majority action in the body, which prevents fusion into a simple body, viz., that for any counsel it may give having binding force upon the Dean at least nine of the fifteen members must concur and among those nine must be found at least three of the five members of which the committee selected by each Faculty is composed. I may say that it is now quite firmly established in the administration of the Dean’s office that any advice given by such a majority of the Joint Committee will be accepted and his powers will be executed in accordance with such advice, provided only that it does not conflict with some clause of the charter, some resolution of the Trustees, the Council or the Faculties or some order of the President. This is not to be understood, however, as reducing the authority of the Dean to mere administrative functions. He not only presides over the meetings of the Joint Committee, but he introduces most of the business submitted to its action, and discusses fully and freely every phase of the subject considered. In fact, the committee follows the Dean’s advice, as much as the Dean follows its. The object and the result of the arrangement is simply friendly and zealous coöperation between the Dean and the Faculties over which he presides by means of this capital representative institution. The results of this method of action have been, especially during the past year, satisfactory to an almost marvelous degree. Not only has a spirit of cordial coöperation been developed and firmly established between the three Faculties, and between these and the Dean’s office, but all apprehension of a consolidation of these Faculties through the unity of the Dean’s office and authority has been dispelled. The time and energy of these respective Faculties are now no longer wasted, in any degree, in defending themselves against the encroachments, real or fancied, of each other, at the same time amply sufficient unity of action under the federative principle has been attained to secure both harmonious progress and intensity of special interest. It seems to me that the problem of the relation of these

three Faculties to each other has been thus most fortunately solved. I believe this is also the unanimous opinion of the members of these Faculties.

These Faculties are thus finally organized and prepared to enter upon the consideration of the transcendent question of their relation to the University as a whole. I am, of course, with the long experience I have had on this subject conscious that I am now approaching a somewhat delicate matter. But I think that the facts that I am the senior officer now in service in this University, have taken a longer part at least in its development than any other and am now about to retire from the deanship of the so-called Graduate Faculties entitle me to speak fully and frankly and without fear of being misunderstood by my colleagues or of giving them offense. I think no one who has watched closely the development of the system of American education during the last quarter of a century has failed to perceive that two of the most pronounced features of that development are, first, a large increase of the student body of the colleges and a large multiplication of the vocational schools in the university unity. In fact there are institutions having only colleges and vocational schools which call themselves, and really believe themselves to be, and are believed by the public at large to be, universities. Now such institutions are not universities at all. They lack the one indispensable feature which distinguishes the university from the polytechnicum, viz., the faculty of original philosophical and scientific criticism and research, what is generally called in American universities, rather unfortunately I think, the Graduate Faculty or Faculties, or the Graduate School or Schools. It is this Faculty, and this alone, which makes out of a collection of colleges and vocational schools a real university. The function of the university, as distinguished from all other educational institutions, is the *advancement* of knowledge, the discovery of new truth and the readjustment of what has been regarded as truth already discovered. Unless it performs this function, while it may do much for the spread of civilization, the dissemination of knowledge, and the discipline of mind and the formation of character,

**The True
University**

it will do nothing for the advancement of civilization, and if it does nothing for the advancement of civilization then so far as its influence is concerned it will create a condition in which civilization first stagnates and then retrogrades. Moreover, unless the colleges and vocational schools in the university receive the stimulus and act under the influence and lead of the university Faculty of Philosophy, they will cease to be any real elements of the university and fall more and more into the ruts of professionalism. I believe thoroughly in the schools of the great professions being integral parts of the university, but only when their discipline and development proceed under the influence of those methods, principles and aims, which it is the peculiar function of the university Faculty of Philosophy to fix and prescribe. If they are not placed in this relation they will be very likely, in a hyperpractical and commercial community, such as is peculiarly American, to dominate the university Faculty of Philosophy and reduce the university to the polytechnicum. This danger is especially imminent in the American universities, because, in all of them except only one, the University Faculty of Philosophy has been gradually evolved out of the college and vocational school faculties, by associating such members of these faculties as feel in some degree the impulse of scientific and philosophical inspiration and are willing to give a remnant of time and energy to research and higher instruction. All honor to the self-sacrificing spirit of such souls! Without them no institution in these United States, except only the already mentioned one, would have any right whatsoever to be entitled a university. But it is very difficult for men so hampered and beset to solve, with any large measure of success, the problems of the university. Some of them are distracted by what they consider a division of loyalty between the college or the professional school and the graduate faculty to which they may belong. Others, who are able to see what loyalty is to the university as a whole, are unfortunately too much occupied with college or professional instruction to do much in the way of research and graduate instruction, and still others are temperamentally better fitted for college or professional work than for research and graduate

instruction. Whichever and whatever it may be, the vast majority of the men charged with the work of research and graduate instruction are too much otherwise occupied to fulfill successfully the great aim of university activity. This is unfortunately too true of Columbia University. It is too true of every American university, except perhaps only one. As I conceive it, the two greatest problems which lie before us now at Columbia University and most urgently demand solution are, first, a readjustment of the personnel of the Graduate Faculties so as to give the entire attention of a much larger number of officers in each of these to the work of research and graduate instruction, and, secondly, the independent endowment of the research and graduate work upon a large and generous scale.

The first must be attained most largely through the efforts of the Graduate Faculties themselves. The Trustees of the University have already done their part with great wisdom and with full appreciation of the re-

Personnel

requirements of the situation in that they have given the Graduate Faculties ten voices in the Council of the University, have authorized each of them to elect a committee on instruction which shall act as the council of their Dean, have made the Dean of these Faculties always acting President of the University in the absence of the President, and have chosen as my successor in the Dean's office a member of one of these committees under the approval of the committees themselves, expressed through the voices of their chairmen. It remains thus for these Faculties under these conditions of practical autonomy and leadership, in coöperation with their Dean and the President of the University, so to constitute themselves as to solve the great questions of university organization and education. During the now closing academic year, the Joint-Committee on Instruction in coöperation with their Dean have addressed themselves with great assiduity to this difficult and delicate task and have come to the deliberately formed conclusion that the Graduate Faculties should be so reconstituted as to give a much larger proportion of their members exclusively to the work of philosophical and scientific research and graduate instruction, at the same time that they should

preserve other elements in sufficient strength to transmit the leaven of philosophical and scientific ideals, methods and purposes to the colleges and the professional and vocational schools in the University unity. The turn now comes upon the Faculties themselves to bring these conclusions of their own chosen Committees on Instruction to realization. I sincerely hope that these Faculties will take up this great work immediately and pursue it to a speedy and successful result, for upon this depends more than upon anything else the existence and growth of the genuine university.

On the other hand, the second of the two great problems remaining still to be solved, viz., the separate and independent endowment of the Faculties of philosophical and scientific research with a satisfactory fund, is one to the solution of which the Faculties themselves cannot be expected to contribute directly in any great degree. This problem must be solved by the President and the Trustees and the men of large means, who feel the duty or the impulse to take part in the advancement of the higher civilization of this country and the world. An independent endowment of at least ten millions of dollars for these Faculties is what Columbia University needs at this moment most of all to make it a genuine university of the highest order. To secure fifty of the best men whom the nation has produced for philosophical and scientific research, with salaries of ten thousand dollars each per annum, distributed through these Faculties and giving their whole time and effort to the work of research and graduate instruction, is the great end, the successful attainment of which is the final indispensable condition for making Columbia a genuine University of the highest order. I do not believe that the whole time and energy of the fifty best masters of research and graduate instruction can be commanded, perhaps it will be more exact to say will be commanded, without such an endowment. The manner already described in which these Faculties have arisen at Columbia and in other American universities has held them in a financial dependence, through the original attachment of the salaries of most of their members to chairs in other Faculties, which has

greatly crippled their efficiency for the proper work of the research Faculties. When a professor draws his salary from a chair located in a college or professional faculty, it is almost inevitable that he will regard his chief duty as lying in the domain of that college or professional faculty. Moreover, until this independent endowment is obtained, sufficient salaries will not be paid to secure the men of genius for philosophical and scientific research, who can make a real university. Still farther, there is danger in this incidental development, so to speak, of our universities, that men of wealth may become impatient with the slow results and may seek to found institutes for research unconnected with any university at all. This has happened already in two or three notable instances in the United States. I regard the creations of institutes for research independent of the universities as both unfortunate and unfair. Unfortunate because in these institutes the investigators do not have the stimulus of contact with the inquiring minds of students, and because no students are admitted to the advantages of coöperating in research. The spirit of research is thus not transmitted in them from generation to generation, as it is in the universities, nor has it the same opportunity to imbue the college and professional disciplines with its philosophical and scientific ideals. As I view it, it is a distinct loss to educational development and to civilization to divorce philosophical and scientific research from the universities and give it over to independent institutes, which have neither students nor associated professional and vocational faculties and schools. And I also think it is unfair to the universities to be shorn in this manner of their crowning glory, stunted in their development and depleted in the very vital force which makes them universities, that is institutions both for the advancement and the dissemination of knowledge in which the philosophical and scientific ideals lead the way for, and give the tone to, the professional and vocational disciplines. No one who has not lived his life in the universities knows or can know with what pain and travail and self-sacrifice they have been built up from small beginnings to their present, in many respects, magnificent

**Institutes vs.
Universities**

proportions. Boards of trustees without any pecuniary consideration whatsoever, devoting time and energy and money contributed by themselves and their friends, and faculties composed of scholars of slender means on small and sometimes pitiable salaries, have united to make the American universities what they are, and are still striving to make them what they ought to be. These are the people to whom in all fairness the whole work of the higher education ought to be entrusted. They have proved their capacity, their loyalty and their unselfishness by what they have already done. They have been faithful over not simply a few things but many things, and deserve the reward of recognition and confidence. Instead of endowing new enterprises for encroaching on the proper domain of the universities, it would be far wiser, far more practical and far more generous for the men of wealth to aid the great universities, which through great exertion and sacrifice have developed faculties and schools for philosophical and scientific research and graduate instruction and which with half the sum bestowed upon these independent institutes can do double the service. Especially is this true of the relation which ought to exist between the men of wealth of New York City and Columbia University. During the last twenty-five years

The Future this University has from the condition of a small college and a number of loosely connected professional schools become one of the leading universities, if not the leading university, of the world. When I came to Columbia College, as the entire institution was then called, in the year 1876, there was a Faculty and a School of Arts, consisting of some eight or ten professors and about two hundred and fifty students, a Faculty and a School of Mines of about a like number of professors and students, most of the professors being the same persons already enumerated (as members of the Faculty of Arts, a Faculty and a School of Law, consisting of two officers of instruction and some five hundred, mostly illy-prepared, students and a Faculty and School of Medicine, whose only connection with Columbia consisted in the President of Columbia acting as Master of Ceremonies on the public occasions of that School. The library of

the College consisted of some twenty-five thousand volumes, administered by a single librarian, without assistants, and the whole institution was located in a few inadequate and uncomfortable buildings in the centre of the traffic and noise of the great metropolis. Out of such an institution there has been developed, during the last twenty-five years, a great international university with seven hundred officers of instruction, representing all branches of knowledge, eight thousand students attending their instruction, and a library of half a million of volumes administered by a corps of able librarians and assistants more numerous than the entire staff of the institution in 1876, all housed in ample and commodious quarters on the Acropolis of New York. Above all and beyond all, Columbia is now a real university, having not only her colleges for men and for women and her professional and vocational schools, but her faculties and schools of philosophical and scientific research and of graduate instruction. Columbia is now not only a genuine university, but it is in many respects the leading university in the world. I do not think that the City of New York realizes this fact. I really believe that Columbia University is better known to-day, in what it stands for, in the City of Berlin than in the City of New York. It is with this feeling that I take advantage of this last opportunity for addressing an official document to the President of the University of calling the attention of all New Yorkers to the splendid institution, which crowns their Acropolis, and of urging upon them to show their confidence in the able and self-sacrificing men who have guided this unparalleled development by aiding them to bring their University to its perfection through the independent endowment of the Faculties and Schools for philosophical and scientific research and graduate instruction with the millions necessary to enable them to do their great work for education and civilization under most favorable conditions and to maintain their proper leadership and influence in the University unity.

Respectfully submitted,

JOHN W. BURGESS,

Dean.

June 30, 1912.

BARNARD COLLEGE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1912

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 1911-12:

As compared with the preceding year, there has been an increase of about 15 per cent. in the number of students primarily registered at Barnard. The enrollment in our four regular classes has been as follows:

	1910-11	1911-12
Seniors	70	78*
Juniors	144	156†
Sophomores	115	132
Freshmen	185	226
	<hr/>	<hr/>
	514	592

Besides these, we have had 20 matriculated special students and 36 non-matriculated specials, making a total of 648 primarily registered at Barnard, as against 564 last year. There has been a decrease in the number of students coming to us from other schools of the University for part of their work. We have had 148 from Teachers College, as against 201 last year, and 62 from the Graduate Faculties, as against 64 last year. Our total enrollment last year was 829; this year it has been 850, or, if we exclude duplicates, 843.

During the year we have recommended to the University for the degree of Bachelor of Arts 114 students, and for the de-

*Including 6 students registered at Teachers College for the professional diploma.

†Including 2 students registered at Teachers College for the professional diploma.

gree of Bachelor of Science 4 students, making a total of 118. This is the largest number of degrees ever awarded in Barnard College in one year.

Provost Brewster has been absent on leave throughout the academic year, enjoying a well earned rest. In his place Professor Trent has been acting as Provost. Professor Shotwell was absent on leave during the first semester and Professors Wheeler and Robinson during the second. The new members of our Faculty have been Professor Charles S. Baldwin, who returned to us from Yale as Professor of Rhetoric and English Composition and is in charge of the very important prescribed courses in English, and Professor Robert E. Chaddock, who came to us from the University of Pennsylvania as Assistant Professor of Statistics. Next year Dr. David S. Muzzey, who has been giving us part of his services, will become Associate Professor of History and still further strengthen the work in that department. Other new members of the Faculty for next year are Dr. Gertrude M. Hirst, promoted from Instructor to Assistant Professor of Classical Philology, and Dr. Ida H. Ogilvie, promoted from Instructor to Assistant Professor of Geology.

During the past year Barnard has seen with deep regret the resignation of Mr. Seth Low from the Board of Trustees, a withdrawal made necessary by the pressure of many other claims upon him. Mr. Low was the first President of Barnard, and to his deep and generous interest and efficient labors on her behalf the College is largely indebted for her successful and rapid progress during the trying period of her infancy. All Barnard women will ever feel toward Mr. Low the warmest gratitude, and it is a pleasure to know that in the future, though he is no longer officially connected with our Board, we may still count upon his friendship and advice.

The educational standards of the College have continued to be improved during the past year. We are much indebted to the devoted members of the Faculty who sit upon our Committee on Instruction and spend many hours in the important and often laborious administrative work devolving upon that body. The com-

Faculty

**Resignation of
Mr. Low**

**Educational
Development**

mittee has formulated and, with the approval of the Faculty, put into effect stricter rules regarding the early removal of entrance conditions, the repeating of courses by deficient students, the status of special students, and the limitation of the amount of work which may be taken by any student with a poor record. Our aim has been to ensure a student's doing of a small amount of work well, rather than a large amount in a slovenly and superficial manner.

An interesting change has been made in our modern language requirements. Hitherto our students have been obliged to take both the elementary course in French and the elementary course in German, unless equivalents have been offered for entrance. In altering this rule the Faculty has had two points in mind:—first, that each student should be able, in her Senior year and in after life, to use both French and German as tools for the acquiring of knowledge in other branches; and second, that any modern language work done in college should so far as possible be the advanced study of literature and not the elements of a language. According to the new requirements, every student must offer at entrance at least three units in modern languages. After she has entered no modern language courses are prescribed, but before being registered as a Senior she must satisfy the Departments of Romance Languages and Germanic Languages that she has a working knowledge of French and German. As a rule the departmental test will take the form of an oral examination in translation at sight. Students who offer Greek at entrance or take it in college will be obliged to stand the test in only one of the modern languages. These new requirements are optional at present; in 1915 and thereafter they will be prescribed for all students in the A.B. and B.S. courses.

Some progress has been made in enlarging the opportunities for professional training open to our students and articulating our own curriculum with the professional work. Philanthropy and social research are fields which are attracting many of our graduates. It is now possible for a Barnard Senior to take several courses at the New York School of Philanthropy and to count them towards her Barnard degree. She can thus anticipate part of the requirements for the Diploma of the School of Philanthropy.

The quality of our undergraduate curriculum and our connection with the Department of Economics and Social Science of Columbia University enable us to offer exceptionally thorough training to women desiring to enter the new profession of social research. Another profession offering new and interesting opportunities to women is Architecture, for which they can obtain training in the Columbia University School of Architecture. Our so-called "general two years' course," not leading to a Barnard degree, which has been in existence for seven years, was designed to provide the collegiate basis for professional work in the other schools of the University. It has been used hitherto chiefly by students intending to transfer to Teachers College for their last two years. We are now planning to adapt it also more effectively for those who wish to enter the School of Architecture or the School of Music.

The most interesting adaptation of our general two years' course, however, is that made for students in Journalism. Women who are candidates for the degree of Bachelor of Letters in the new School of Journalism now being organized by the University, will take the first two years of the course, consisting almost entirely of collegiate work, in Barnard College, as men will take it in Columbia College. We expect to have them receive the last two years of the course—the purely professional training—in the School of Journalism. In 1912-13 Barnard will offer all the work required in the first year of the journalistic curriculum. The only new course which it has been necessary for us to establish for this purpose is one in American Government. Barnard College has viewed with great interest the founding of the School of Journalism and is very glad to be able to coöperate in opening to women this admirable opportunity for professional training.

From the point of view of student life the year has been a very gratifying one. Self-government has always flourished at Barnard and during 1911-1912 our Student Council has administered the affairs of the student body with special dignity, efficiency, and high ideals of college life. Last autumn we welcomed here a conference of the Women's Intercollegiate

Journalism

**Student
Affairs**

Association for Student Government, at which the delegates from the student organizations of twenty-two colleges and universities reported on the problems and progress of their local self-government. It was most interesting and inspiring to observe the competent and high-minded manner in which these young women managed the student affairs of their respective institutions, and the reports of the delegates fired our own student body and Council with renewed energy and enthusiasm. During the winter our undergraduates adopted a modified form of the Honor System, whereby the students pledged themselves to do everything in their power to ensure absolute honesty in all examinations, tests, and class work. We have always had at Barnard, in an informal way, some features of the Honor System. The recent explicit formulation of the principles of student honor will be helpful in maintaining and improving the high standards of the past and holding up before incoming students sound ideals of scholarly conduct. Another valuable line of work in which the undergraduates have coöperated with the administration is in the development of our chapel services. The Chapel Committee has aided efficiently in making these helpful and inspiring for the college at large and especially in organizing our regular monthly "academic chapel," when the entire student body—or as many as can crowd into our little theatre—meets for a wholly non-sectarian college service. An adequate and dignified chapel or assembly hall, large enough to contain the entire college, would add immensely to the effectiveness and inspiration of these services.

Next year we hope to improve our care for the physical welfare of our students. Though heavily handicapped by the utter inadequacy of our gymnasium accommodations, the Department of Physical Education, under the sympathetic and efficient direction of Dr. Wood, has nevertheless done some excellent work in advising the students, supervising their sports, and giving them such gymnasium training as has been possible. They will now be aided by the work of the newly appointed University Health and Sanitary Officer, Dr. McCastline, who will have jurisdiction over Barnard as well as Columbia. He will supervise the sanitation of the college and give personal advice to the

**Physical
Welfare**

students concerning their health. The generosity of one of our Trustees has made it possible for us to secure the services of a competent trained nurse, who will reside in Brooks Hall and who will work under Dr. McCastline's direction in promoting the health of all our students. If we can only secure adequate space for carrying on the work of Physical Education, we are now prepared to develop efficiently this extremely important side of our college training.

The gifts received during the past year have amounted to \$47,196.52. Of this, \$30,000 comes from the estate of Mrs. Mary E. Brinckerhoff, the generous donor of Brinckerhoff Hall, in partial payment of a Gifts legacy of \$50,000 left us for general purposes. We have been especially fortunate in gifts for scholarships. With \$10,000 bequeathed to us by the late Mrs. William Moir the Trustees have established two scholarships in memory of her husband. A scholarship fund giving an income of \$250 a year has been established in memory of our valued Trustee, the late Charles Stewart Smith. For other scholarship purposes we have received \$3,175.

From the estate of the late Joseph Pulitzer Barnard College will eventually receive a sum amounting probably to at least \$125,000, for the endowment of additional scholarships in memory of his daughter, Lucille Pulitzer. With this noble gift the College is planning to establish a number of tuition scholarships, of a value of \$150 a year apiece, and several residence scholarships, carrying an annual income of \$600 a year apiece and open to students not residents of New York City or the immediate vicinity. It has been possible to open two of these latter for competition this June, and many able students all over the United States have been competing for these high academic honors and the privilege they carry of enjoying practically without expense residence and study at Barnard College.

We have been much gratified by the gift from an anonymous donor of a Graduate Fellowship of an annual value of \$600, 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. The

holder is to pursue a year of graduate study at Columbia or any other college or university of approved standing. For some years we have had no aid to offer to such of our students as might wish to go on to graduate work; nor is there anything but the most scanty provision in Columbia University for women scholars of promise who need financial help for graduate study. In this respect we are far behind some of the other colleges for women. It is to be hoped that this generous beginning will lead other donors to establish fellowships for women in this University, in order that scholars of brilliant promise may not be cut off from opportunities for research merely because they are women.

Various other gifts have been very welcome,—especially \$1,000 from a former student to found an Italian prize in memory of our late esteemed Professor of Italian, Carlo Leonardo Speranza. Contributions towards the erection and equipment of a new building, though small in amount, have been highly gratifying because of the loyalty and enthusiasm they have expressed. The Class of 1902 has given \$500, and various undergraduate organizations have added their welcome shares. Indeed, one of the most encouraging and inspiring features of Barnard is the generous manner in which the undergraduates turn over to the college any profits from their enterprises, and aid us to the very utmost of their ability.

The past year has deepened in those who are actively engaged in the administration of Barnard the conviction that no college has more splendid opportunities for useful service to the community and to the nation. There lies before

Needs

her an infinite field for future development. But she cannot take advantage of all these rich opportunities, she cannot adequately perform her duty to the state, unless her resources are largely increased by the gifts of generous benefactors. She needs an addition of \$50,000 to her annual income. This would enable her to wipe out the deficit. It would also provide additional instructors, especially in the large required courses, where we could use to great advantage the services of eight more teachers, preferably young women of scholarly ability and strong personality, who should give about half their time to teaching small sections and the other

half to keeping in intimate touch with a certain number of students and advising them with really close knowledge and friendly spirit. Such a corps of trained advisers will certainly be needed as the college grows in numbers. The increase in our income would also enable us to raise the salaries of our professors, a constantly pressing necessity in view of the rapidly increasing cost of living in New York City. We should also have the means to develop some new fields of work demanded by the new interests and needs of the women of to-day—for example, bacteriology and certain aspects of social research.

It is a source of the deepest regret to all friends of Barnard that the year has gone by without the gift of the new building of which we are in such dire need. A gymnasium in which to care for the physical welfare of our students, an auditorium large enough to hold the entire undergraduate body, well ventilated and comfortable reading rooms spacious enough to provide seats for all who wish to study, a lunch room of sufficient size to enable our students to eat in comfort and peace, rest rooms in which those who are ill or weary may recuperate in quiet seclusion,—surely all these are primary necessities on the physical side of college life. They could all be provided in the “students’ building” for which we ask, and much space would thereby be released in our present halls for the needed increase of laboratories and class rooms. We can give at Barnard instruction of a quality second to that of no college in the country. But we cannot give it to more than 800 students in buildings designed for 500. Nor can we expect the students thoroughly to profit by it when they are cramped and crowded, without adequate space for study, for rest, for exercise, for social relaxation. Surely no investment of funds could be more useful to the women of this community than a gift which would enable Barnard to carry on her educational work without these harassing physical handicaps, and educate the daughters of New York in comfortable and healthful surroundings.

Respectfully submitted,

VIRGINIA C. GILDERSLEEVE,

Dean.

June 30, 1912.

TEACHERS COLLEGE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1912

To the President of the University,

SIR:

The total enrollment of matriculated students in the College during the academic year has been 1623; additional matriculated students in the Summer Session, not in attendance during the regular academic year, 408; non-matriculated students and special classes, 1970; pupils of Horace Mann and Speyer Schools, 1262—a grand total of 5263. Of the College enrollment 280 graduate students and 1012 professional students were candidates for a diploma, 163 were candidates for the certificate in Applied Arts, and 168 were unclassified students. In addition to this primary registration, 141 graduate students from the University Faculties, 5 from the Faculty of Fine Arts, 47 from Columbia College, and 204 from Barnard College elected courses in Teachers College. To this number might be added 375 students enrolled in neighborhood classes given at Speyer School. The number of college graduates registered in Teachers College was 415, and 384 others had a partial college course. There were also 660 normal school graduates. Our resident students came from 47 states and territories, and 17 foreign countries. They represented 186 colleges and universities, 116 normal and training schools, 96 technical schools. Of the resident students 78 were candidates for the degree of Doctor of Philosophy, 202 were candidates for the degree of Master of Arts, 608 were candidates for the degree of Bachelor of Science in Education, and 8 for the degree of Bachelor of Arts.

The colleges and universities which send us the largest number of students stand in the following order: Columbia, 64;

College of the City of New York, 63; Barnard, 38; New York Normal College, 38; Chicago, 36; New York University, 26; Cornell, 22; Minnesota, 19; Smith, 18; Vassar, 18; Harvard, 17; Mt. Holyoke, 16; Indiana, 15; Wellesley, 14; California, 13; Union Theological, 12; Oberlin, 10; Nebraska, 9; Northwestern, 9; Pennsylvania, 9; Wisconsin, 9; Butler, 8; Colgate, 8; Simmons, 8. Four institutions are represented by 7 students each; 7 (1 foreign) institutions by 6 students each; 6 by 5 each; 9 by 4 each; 16 (1 foreign) by 3 each; 27 (6 foreign) by 2 each; and 89 (30 foreign) by 1 student each.

The normal schools with the largest representation are the following: Manhattan Training School, 30; Oswego, N. Y., 17; Oneonta, N. Y., 15; Trenton, N. J., 15; Albany, N. Y., 13; Bridgewater, Mass., 13; Brooklyn, N. Y., 12; Ypsilanti, Mich., 12; New Paltz, N. Y., 11; Geneseo, N. Y., 9; Nashville, Tenn., 8; Potsdam, N. Y., 8. Five normal schools are represented by 7 students each, 8 by 6 each, 3 by 5 each, 9 by 4 each, 8 by 3 each, 17 by 2 each, 49 by 1 student each.

Leave of absence was granted, for the first half-year, to Professor Dow and Principal Pearson, and, for the second half-year, to Professor McMurry. Promotions have been made as follows: Naomi Norsworthy, **Faculty** from assistant professor to associate professor of educational psychology; Romiett Stevens, from instructor to assistant professor of secondary education; Cecil Fairfield Lavell, from lecturer to assistant professor of the history of education; Charles Conrad Sleffel and Charles William Weick, from instructors to assistant professors of industrial arts. Professor Upton assumed the duties of secretary of the college. Mrs. Mary Schenck Woolman has resigned after nineteen years of devoted service as instructor and professor of domestic art to become the leader of a movement in Boston for the training of girls in trades. For this work Professor Woolman is peculiarly fitted and I predict for her a repetition of the splendid success that has attended her work in New York. Miss Grace Fulmer, instructor in kindergarten education, 1906-10, and assistant professor since 1910, has resigned to become supervisor of kindergarten and primary

grades in the public schools of Los Angeles, California, one of the most attractive and responsible positions of its kind in the country. Dr. William H. McCastline, instructor and assistant professor of physical education since 1904, has resigned to become health and sanitary officer of the University.

The great event of the year has been the division of the College into two schools—a School of Education and a School of Practical Arts. Following the recommendations in my last annual report the Trustees of Columbia University and of Teachers College approved a plan which had been formulated by the Teachers College Faculty and adopted by the University Council. The School of Education has charge of all work leading to the degree of Bachelor of Science in Education, and to the several diplomas in education. The School of Practical Arts offers to both men and women who have completed a secondary school course a program of study four years in length, equivalent in standards of admission and graduation to the traditional College course in letters and science. It includes in its program general cultural subjects, by which any particular curriculum may be enriched and extended, and offers, therewith, a broad and generous technical training, based on adequate instruction in science or the arts, by which the student may get a high type of vocational preparation in the varied fields falling within the scope of the school—in industrial arts, household arts, dietetics, institutional work, public health, fine arts, the art industries, music, and physical training. In co-operation with the School of Education of Teachers College, it prepares students as teachers in these fields. The School of Practical Arts is organized as a school of full University grade, parallel to the colleges of the University; it enjoys all the privileges of University membership, and its graduates receive from the University the degree of Bachelor of Science in Practical Arts.

The significance of this step can hardly be estimated at present. It may well be the beginning of a new type of collegiate education for women, one which sacrifices little of the traditional cultural element and attaches special importance to those

practical arts which determine the efficiency of domestic and industrial life.

The establishment of the School of Practical Arts creates a new situation in the professional work of the College. Teachers College is preëminently an institution for the training of teachers. The new school segregates the majority of students of undergraduate rank. Outside of the technical departments there are comparatively few students who are not college graduates, and they are chiefly graduates of normal schools in the departments of kindergarten and elementary education. Some there are, to be sure, in the several departments of secondary education, but it would be no great loss to the College and a positive advantage to the profession if only graduate students were admitted to courses preparatory to high-school teaching. I am not yet ready to make recommendations for any change in the present regulations, but it seems to me that the time is not far distant when we shall be forced to raise the entrance requirements to the School of Education and to provide a program of study for graduate students in which experience in teaching and the practical problems of education shall be more particularly emphasized. It is probable that when that time comes we shall have need of higher degrees more significant of professional attainment than are the degrees of Master of Arts and Doctor of Philosophy.

During the past fifteen years Teachers College has given instruction to some twenty-five thousand students. Of this number about thirty-three hundred have completed the full course and been duly graduated.

Alumni

Probably two thousand others will return later to finish their work. Such figures tell emphatically of the extent of Teachers College influence. Our students are at work in every state of the Union and in practically every country on the face of the globe. They occupy positions ranging from the kindergarten to the University and from assistant in the lowest grade to the headship of the educational system of our leading state. When one takes into account the youth of the institution — in 1898 the graduating class numbered 29 and in 1912 it was 600 — it must be clear that the maximum strength

of the College will not be exerted for several years. Most of our graduates are still young; in ten years they will have advanced to more commanding positions. By that time we shall have ten thousand graduates in the field and probably forty thousand others who have had a partial course. Then we shall know whether Teachers College training is worth what it costs. No other institution has ever had such an opportunity. Judgment will be taken on the way we use it.

The character of our alumni was never better illustrated than in the conference held at the College on February 9th and 10th, 1912. Nearly a thousand graduates came back to interchange with former instructors and fellow-students the results of experience in the field. It was an out-and-out alumni affair. One series of meetings was devoted to School Administration and College Teachers of Education; another to Secondary Education; a third to Elementary Education; a fourth to Kindergarten Education; and a fifth to the technical departments — Fine Arts, Industrial Arts and Household Arts. In each conference the lead was taken by alumni; officers of the College were guests participating only by invitation. A report of the meetings was published in the Teachers College Bulletin on March 23d; it is well worth reading by every friend of the College.

There has been more than the usual number of invitations extended to members of our staff to go to other institutions, but with the exceptions above noted we have suffered no loss. The responsibility felt by our
The Staff instructors for the upbuilding of the institution and the inspiration they find in working with the kind of student that comes to us are bonds which are hard to break. The fact that our officers are loath to leave us even at higher salaries does not free us from the obligation to increase their remuneration in every possible way. In respect to salary our Trustees have year after year authorized advances and done it cheerfully even in the face of certain deficiency in income. It is accepted less as an act of generosity on the part of the governing board than as a mark of their confidence in the ability of the staff to create an institution in which all may take

pride. The prompt recognition of professional ability and the obvious intent of our Trustees to reward conspicuous merit are largely responsible for the joyous spirit which pervades our life. Such mutual confidence overcomes many obstacles and makes it possible to secure good results in cramped quarters and with inadequate equipment.

Many officers are looking forward to the development of College Park at 246th Street as a residence center. We need community life. The Park can never fully meet that need because all cannot take advantage of it, but it can become a center round which College traditions may cluster. The plans now forming are very pleasing. What is needed is the money to realize them. A half million dollars may well be expended in that enterprise alone.

The Teachers' Retirement Fund is another evidence of thoughtfulness on the part of our Trustees in the welfare of those officers who are not eligible to retirement under the provision of the Carnegie Foundation. There are now eighteen members of our permanent staff who are eligible to participate in the benefits of the fund. During the past two years they have contributed annually two per cent. of their salaries to this fund, amounting to \$2074, and the Trustees have contributed \$5000. The object is so worthy that I bespeak for this purpose generous contributions from friends of the institution. No gift which may come to us will be more welcome than this and none can be of greater service.

It has lately come to our attention that there is need of a fund for relief of officers in time of emergency. Many of our staff are without resources sufficient to meet unexpected expenses, such as those arising from prolonged illness, surgical treatment or death. What resources they have are largely the ability to do work, and when that fails they are in serious straits. During the past year several such cases have arisen, and there is good reason to believe that two lives might have been saved if relief had been available. It will probably seldom happen that gifts of money will be acceptable, but loans without security will often be the means of avoiding much mental distress and sometimes even more serious consequences. To

meet this situation the members of the staff, including all officers of the College and its schools above the rank of servants, numbering some two hundred and eighty persons, have agreed to contribute annually to an Officers' Emergency Fund, one-fifth of one per cent. of their salaries. By authority of the Trustees these contributions will be placed in a special fund, under care of the Treasurer of the College, subject to the order of an administrative board to be appointed by the Dean. The first members to compose this board are Controller McFarlane, chairman; Mrs. Jenkins, Professor Wood, Miss Daniell, Miss Norsworthy, Professor Bonser and Mr. J. C. Brown. This board is authorized to use the Emergency Fund as it sees fit in the relief of distress among officers and employees of the institution. It is probable that for several years the prospective resources of the fund will not afford sufficient working capital; meanwhile gifts are solicited for the purpose. The need of such a fund is apparent when it is known that there are 67 persons on the payroll who receive less than \$700, 48 who receive between \$700 and \$1000, and 83 who receive between \$1000 and \$1500 per year.

The Bureau of Publications has issued during the year the following books and monographs:

Teachers College Record: "Industrial Education," studies by Professor Sykes, Professor Bonser, and Mr. Henry C. Brandon; "The Teaching of Spelling," by Professor Suzzallo; "Comparative Experimental Teaching of Spelling," by Professor Suzzallo and Mr. Pearson; "The Present Teaching of Mathematics in Germany," by Professor Smith, with the cooperation of various graduate students; "Health Instruction in the Elementary School," by Professor Wood and Miss Mary Reesor, with an introduction by Professor Bonser.

Contributions to Education. "Educational Views and Influence of De Witt Clinton," by Edward A. Fitzpatrick, Ph.D.; "The Rise of the High School in Massachusetts," by Alexander James Inglis, Ph.D.; "The Social Factors Affecting Special Supervision in the Public Schools of the United States," by Walter Albert Jessup, Ph.D.; "The Educational

Theory and Practice of T. H. Green," by Abby Porter Leland, Ph.D.; "Causes of the Elimination of Students in Public Secondary Schools of New York City," by Joseph King Van Denburg, Ph.D.; "The Question as a Measure of Efficiency in Instruction: A Critical Study of Class-Room Practice," by Romiett Stevens, Ph.D.; "Admission to College by Certificate," by Joseph Lindsey Henderson, Ph.D.

Other Publications. "The Common Faith of Common Men," by Rev. Rockwell Harmon Potter (Teachers College Lectures on the Religious Life, series II); "Annotated List of Books Relating to Industrial Arts and Industrial Education," prepared by the School of Industrial Arts (Technical Education Bulletin 6); "The Determination of Cotton and Linen by Physical, Chemical and Microscopic Methods," by Alois Herzog, Ph.D., translated by Ellen A. Beers, B.S. (Technical Education Bulletin 7).

New Editions. "The Teaching of Arithmetic," by Professor Smith (fourth edition); "The Vocabulary of High School Latin," by Professor Lodge (third edition); "Handwriting," by Professor Thorndike; "Stenographic Reports of High School Lessons," edited by Professor Stevens; "Kindergarten Problems," by Professor MacVannel and Miss Hill; "A Bibliography of a Course on School Management and School Supervision," by Mr. Edson.

Teachers College Bulletin—Third Series. 1, Evening Technical Courses, circular for 1911-12. 2, "A Syllabus of Household Management," by Mary Louise Furst, A.B. (Technical Education Bulletin 8). 3, Catalog of Publications, 1911-12. 4, "The Girl of To-Morrow—What the School Will Do for Her," by Dr. Andrews (Technical Education Bulletin 9). 5, Alumni Number VII. 6, "Fundamental Values in Industrial Education," by Professor Bonser (Technical Education Bulletin 10). 7, Dean's Report, 1911. 8, Evening Technical Courses, circular for second half-year. 9, Commercial Education Circular for Second Half-Year. 10, Alumni Bulletin VIII. 11, "Annotated List of Text and Reference Books for Training Schools for Nurses," prepared by the Department of Nursing and Health, School of Practical Arts (Technical Edu-

cation Bulletin 11). 12, "Address List for Illustrative Materials and Laboratory Supplies for Instruction in Household Arts," prepared by the Department of Household Arts, School of Practical Arts (Technical Education Bulletin 12). 13, "A Dietary Study in a Children's Hospital," by Mary Swartz Rose, Ph.D., and Harriet C. Jacobson (Technical Education Bulletin 13). 14, Preliminary Announcement—School of Practical Arts. 15, Alumni Bulletin IX. 16, "A Year's Work in the Industrial Arts in the Fifth Grade, Speyer School," by Clara Bennett Stilmar, M.A. (Technical Education Bulletin 14). 17, School of Education, Announcement, 1912-13. 18, "Industrial Education and the Labor Unions," by Frank Duffy (Technical Education Bulletin 15). 19, School of Practical Arts, Announcement, 1912-13.

The Appointment Committee has experienced an unusually busy year. The Recorder reports 3105 inquiries as against 3074 in the previous year. Even this large number hardly shows the scope of the Committee's work. Probably two or three times as many tentative calls are made as the Recorder makes note of, and each serious inquiry means that several letters are passed in correspondence. In the busy season—from February to June—the day's mail is regularly from fifty to one hundred letters. Each one demands the personal attention of some one. Much of the correspondence is handled direct by the Recorder; some of it goes to heads of departments and to the Dean. Records of candidates are examined, their teachers consulted and their availability carefully weighed, before recommendations are made. It is a delicate and responsible task at best; if mistakes are made the institution suffers the consequences.

Twice in two years I have asked for additional appropriations for clerical service to the Appointment Committee. Late this year it was seen that the Recorder needed special assistance in directing the work. Consequently the Trustees at this May meeting authorized the appointment of Professor Kilpatrick as Secretary of the Committee to take personal charge of the graduate section of the work. Professor Kilpatrick's

wide acquaintance with the graduate students peculiarly qualifies him for the task, and his acquaintance with schools and school men should make him a valuable executive officer of the Committee.

The following table shows the distribution of appointments reported to the Committee for the years 1906-12, inclusive:

	1905	1906	1907	1908	1909	1910	1911
	-06	-07	-08	-09	-10	-11	-12
Colleges and universities.....	41	84	71	68	81	110	127
Superintendents of schools.....	3	5	11	15	9	9	22
Normal schools.....	20	47	54	94	76	71	110
Supervisors and special teachers.	114	208	228	290	332	369	494
Secondary schools.....	152	168	161	196	188	137	255
Elementary schools.....	70	74	87	73	102	70	100
Kindergartens	24	17	24	34	34	21	38
Industrial schools.....	...	...	...	...	4	14	5
Hospital administration.....	13	20	8	14	20	23	19
Social work.....	...	...	...	...	...	...	16
Miscellaneous positions.....	24	42	34	40	43	33	54
	461	665	678	828	889	857	1240
Less names counted twice.....	88	154	138	166	174	185	236
Total	373	511	540	662	715	672	1004

For the first time in many years the report of the Treasurer shows no additions to endowment funds. Gifts have been received of \$15,460, to meet expected deficiency in the general fund for current expenses, of \$3,950 for scholarships and lectureships, of \$202.92 for the Library, and of \$431.50 for student loan funds—\$300 of which was a gift from the Class of 1912.

The current expenses of the year amounted to \$592,181.36, of which \$35,449.92 was paid from income of special funds and \$4,220.02 from designated gifts. The income applicable to general purposes was \$501,172.51 from College earnings and \$58,805.24 from investments, leaving a surplus of income for the year of \$7,616.94. In the gross income, however, there has been included \$20,000, as income on the investment in Whittier Hall, which, in former years, was credited to the surplus account. Excluding this item the deficit would be \$12,383.06, as compared with \$25,767.62 for the previous year.

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

TEACHERS COLLEGE

COMPARATIVE SUMMARY
 SHOWING TOTAL CURRENT EXPENSES (INCLUDING INTEREST, ASSESSMENTS, ETC.), INCOME FROM ALL SOURCES, AND
 STUDENT ENROLLMENT FROM 1897-98 TO 1911-12 (NOT INCLUDING WHITTIER HALL)

YEAR	Total Current Expenses, including Interest and Assessments	Income, Earnings chiefly from Tuition Fees	Income from Trust Funds	Gifts for Designated Purposes	Gifts for General Purposes	STUDENT ENROLLMENT		
						College Matriculates	College Non-matriculates	Schools
1897-98	\$142,761.87	\$66,464.68	\$252.50	\$2,600.00	\$63,570.00	169	399	395
1898-99	186,664.23	96,582.57	530.00	12,232.00	62,500.00	335	1,173	534
1899-1900	212,278.89	105,149.00	4,266.29	8,016.00	58,520.00	454	750	626
1900-01	223,723.85	132,759.48	8,866.00	8,560.00	84,625.00	593	679	702
1901-02	276,432.54	172,076.63	12,605.82	11,900.00	74,135.00	709	900	842
1902-03	310,969.56	221,767.14	12,541.00	12,184.50	71,285.00	729	1,196	1,093
1903-04	345,031.72	265,611.08	12,789.34	6,952.11	64,975.00	804	1,448	1,105
1904-05	360,375.42	283,155.98	15,735.06	3,134.98	55,520.00	832	1,189	1,166
1905-06	370,168.84	319,049.73	28,849.23	1,855.21	33,560.00	976	1,201	1,182
1906-07	405,866.15	333,246.26	48,508.06	3,875.87	26,060.00	743 ^a	1,574	1,274
1907-08	439,859.52	363,723.48	59,223.16	4,560.88	16,210.00	896	1,901	1,323
1908-09	450,863.30	363,351.03	58,164.08	2,330.99	29,060.00	992	2,032	1,269
1909-10	497,788.50	399,103.29	62,821.62	4,973.81	20,660.00	1,123	1,946	1,221
1910-11	560,896.12	458,473.86	74,767.41	4,679.62	15,060.00	1,571	1,838 ^b	1,320
1911-12	592,181.31 ^c	501,172.51	74,472.82 ^d	4,152.92	15,460.00	1,623	1,970	1,262

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

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

^c Exclusive of \$178,832.25 current expenses of Whittier Hall and lunch room, making a total expenditure of \$770,563.56.

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

Large as these figures are no account is taken of \$178,382.25 expended in the maintenance of Whittier Hall and the lunch room, nor of moneys expended through voluntary organizations in the support of the social and religious work of the College. On the other hand, the statistics of enrollment do not include some 1350 students of the summer session, who take work in the College, but are not matriculated for degrees, nor of special classes in the Speyer School, nor of Columbia students of engineering who use our shops, nor of Barnard students in our physical training classes. Altogether we have given instruction to more than eight thousand persons during the year, counting regular and part-time students in the College and its schools. Reduced to the equivalent of full-time students the total enrollment runs over four thousand persons, of whom about twenty-six hundred should be credited to the College proper.

The admissions for the year 1912-13 show a probable increase in all departments. When the end will come is impossible to foretell, but it must come soon unless our plant and equipment are enlarged. **Admissions** For several years we have been steadily reducing the number of special and part-time students, giving their places to regular students on full time. This fact accounts for the disproportionate increase in earnings as compared with student enrollment. This process must soon reach its end and we shall be unable to increase thereby our earnings. If we maintain the standing of our instruction, expenditures are bound to increase automatically because so many of our staff are still young in point of service and rightfully expect an annual increase in their salaries. The development of our field and the growth of other schools for the professional training of teachers force us to keep our work to the front, and that tends annually to increase the cost of maintenance. Instead of larger classes and fewer professors we must have smaller classes and more professors. Otherwise the word will go out that Teachers College is no longer in the forefront, and when that happens we shall see the beginning of the end.

The policy of the institution during the past fifteen years has been to be of the greatest possible service in all depart-

ments of public education. We have kept our requirements for admission in advance of most other similar schools, and we have sought to give the best possible instruction through the best teachers available, supported in the best possible way. The growth of the College shows that we have measurably lived up to our ideals. Unless more buildings are provided that policy must be changed. We must restrict attendance throughout or eliminate certain departments altogether. The former course means a decided limitation in the scope of our possible influence; the alternative means the retreat from certain parts of the field and personal hardship to many loyal workers, both students and teachers, a situation which is hard to contemplate. Shall we abandon the departments of kindergarten and elementary education? That would strike at the very foundations of public education. Or shall it be the technical departments which are comparatively so expensive to maintain? That would be attacking the primary article in the creed of Teachers College. Or shall we retain what pays best and let departments with few students shift for themselves? That would stultify us in the eyes of all men and reduce a great professional school to the level of a private enterprise conducted for personal gain. But something must be done to avert such impending ills. I am loath to believe that an undertaking which so well justifies its existence and promises so much of public service will be permitted to suffer for lack of adequate financial support.

We need endowment for the support of departments; only three out of thirty-three departments have any assured income whatever, and even they get only \$19,441 to offset an expenditure for salaries alone of \$32,413. Our salary roll, exclusive of departmental expenses, administration and the maintenance of buildings and grounds, amounts to \$471,000. We need a building in which to house our library and to give class and study rooms for the use of graduate students. We need a building for the use of students in the departments of nursing and health and the household arts. With these buildings and the means for maintaining them, we could face the future in confidence that Teachers College is to go forward.

Respectfully submitted,

June 30, 1912.

JAMES E. RUSSELL, *Dean.*

COLLEGE OF PHARMACY

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1912

To the President of the University,

SIR:

I have the honor to submit below my report for the academic year 1911-12.

The important developments of the year, outside of the regular work of the College, have been in the direction of standardizing and legalizing our University Courses and degrees. In my recent annual reports, I have recorded the steady progress that has been made in securing the coöperation of the other pharmacy schools of the country in establishing minimum standards for what may be called the rudimentary course in pharmacy, designed to fit students for meeting pharmacy board examinations. In spite of continued opposition, open or secret, by various unfit schools, sentiment favorable to such standards has continued to strengthen and extend throughout the year, and it may now be safely regarded as merely a question of time when these standards, or higher ones, shall completely control American pharmaceutical education.

In the meantime, attention has centered upon the existing diversity in those courses and degrees which lay claim to a higher rank in the educational scale. A number of schools have offered advanced courses of instruction, leading to supposedly higher degrees than that of Graduate in Pharmacy, which is appropriate for the rudimentary course mentioned above. In our own school, which has conferred the higher degrees of Pharmaceutical Chemist and Doctor of

Pharmacy, it has been held that such courses should be based upon the college entrance qualification, as well as that they should cover advanced instruction. That this view has by many not been shared is apparent from the following facts. Such courses have been offered and both the above named degrees conferred by other schools on the basis of a preparation of but one secondary school year, and even this requirement has been very loosely enforced. The course of instruction leading to these degrees has varied from two to four years and from 1,000 to 3,500 hours, so that in no case have the requirements for the Doctor's degree approximated those in medicine or other departments. Moreover, various other degrees have been conferred by other schools on the same terms. Thus one school gives a short two year course, two others a short three year course for the Doctor's degree, and in one the third year work is an absolute farce. One gives a three year course, based on one secondary school year, for the degree of Analytical Chemist while another gives the degree of Bachelor of Pharmaceutical Science for a two year course. The degree of Pharmaceutical Chemist is given on most unequal terms in a number of institutions.

It will thus be seen that while uniformity is being secured in the conditions for the lower degree, in which the Universities are but little interested, those for the higher degrees are quite chaotic. Recognition of this fact and concern regarding it are not new. For many years individual pharmaceutical educators have sporadically appealed for correction of the evil, but there has been no group of schools both willing and able to establish a successful precedent.

Several years since, our school took up this problem with the intention of solving it, and engaged in preparatory work in this direction. It was quite essential that **Co-operation** whatever was done should be done officially by our State Education Department. That Department could not well establish any requirements in pharmacy that were not approved by at least a majority of the four schools of our state, and unanimity among them was most desirable. At the same time, the ideals of Columbia must be

respected and, if possible, fully met, and this without increasing the heavy burdens already resting upon our college, cut off as it is from all participation in that outside assistance which is now deemed essential in all educational development. Could all of these interests, the state, the other schools, the university and the college trustees and faculty, have taken part in the several conferences, the work would have been easier, but at no time has such a general conference been secured. The results attained by conference of part of them have been afterward overturned by objections from another part. At length, however, we succeeded, at a meeting of the Pharmacy Council held in Rochester on June 25, and presided over by Acting Commissioner Downing, in **Agreements** reaching an unanimous agreement upon the following propositions, subject to the approval of the several schools; all of the propositions having already received the unanimous approval of the faculty and board of trustees of this college.

1. That the course leading to the degree of Bachelor of Science in Pharmacy shall be a four year course, of not less than 600 hours' instruction yearly, and based on an entrance qualification of high school graduation, equivalent to 14½ units as accepted by Columbia.

2. That the course leading to the degree of Doctor of Pharmacy shall be a two year course, of not less than 600 hours' instruction yearly, based on the degree of Bachelor of Science in Pharmacy.

3. That no other degrees than those named shall be registered for the four and six year courses, respectively.

4. That the course leading to the degree of Pharmaceutical Chemist be a three year course, of not less than 600 hours' instruction yearly, and that no other degree for a three year course shall be registered.

5. All of these arrangements shall apply to students matriculating after the first of January, 1913.

6. Arrangements having already been made by two of the schools for the three year course and the Pharmaceutical Chemist degree based on one high school year, it was agreed

that this arrangement should not be changed until one year later, when the entrance requirement should become the same as that for the Bachelor's Course above named. Proper provision will then be made for a third year of study with suitable degree, for those graduates in pharmacy whose deficient preliminary qualifications render them ineligible to matriculation for any of the other courses here named.

The effect of these changes is to separate completely and clearly University instruction in pharmacy from that which is not based on University requirements and which cannot receive University recognition. This does not mean that schools not connected with independent universities will be debarred from participation. In this state such schools are *ex officio* members of the University of the State of New York, and, meeting the same conditions, under the supervision of the State, these degrees, conferred by them, will receive the same recognition as when elsewhere conferred.

With the exception of that of three years, it is not expected that these courses will for sometime attract many students. Nevertheless, there is a demand for graduates with the qualifications which they represent, and it is certain to be a growing one. The federal government now requires a Bachelor's degree for all applicants for positions as chemist and analyst, and state and municipal governments will doubtless follow suit. We are in receipt of frequent requests for teachers having the higher pharmaceutical training, while many prospective medical students recognize the great advantage of a preliminary pharmaceutical training.

It is expected that the step thus taken by Columbia and New York will be met by similar action on the part of other American Universities and states, the result of which would be the standardizing of the higher pharmaceutical training as has been done with the lower practical pharmacy course. Steps to bring this about will be taken at Denver in August next, at the meeting of the American Conference of Pharmaceutical Faculties.

Some other progressive steps taken during the past year are worthy of record here. At the beginning of the session stu-

dents were informed that the passing mark in the University Course would become a general average of seventy-five per cent. and that a higher grade of scholarship would be required than previously in all departments. Evidently, the meaning of this announcement was not fully understood by all, so that we found it necessary to reject the final examination papers of a very large number, as compared with previous records. After the first shock of disappointment, this action was well received by the unfortunates, nearly all of whom have entered earnestly upon the work of retrieving their lost position. It is believed that at a supplementary examination, held in September, they will be fully reinstated in their class standing.

**Higher
Requirement**

Heretofore, all students failing at their spring examinations were eligible to re-examination in the fall, but hereafter this privilege will be denied to those failing in a majority of their subjects. Those failing in more than one subject will hereafter not be permitted to seek reinstatement by examinations at and admission into any other school than that at which they so failed. Ninety per cent. of actual attendance after admission will hereafter be exacted of all students. The system of recording and checking attendance and work has been reorganized. Frequent joint meetings of the faculty and the committee of instruction of the board of trustees have been provided for.

Altogether, it is pleasant to record a general revival of working interest among all bodies connected with the college.

Respectfully submitted,

H. H. RUSBY,
Dean.

June 30, 1912.

SUMMER SESSION

REPORT OF THE DIRECTOR

FOR THE SESSION OF 1912

To the President of the University,

SIR:

I desire herewith to present the report of the thirteenth Summer Session of Columbia University, which opened July 8 and closed August 16.

It seems extraordinary that at the opening of the report of the Director for each succeeding year reference should be made to the registration of students. Nevertheless, the remarkable increase in the number attending the Summer Session in each succeeding year has demanded special consideration. It may be said that exultation because of extraordinary numbers and anxiety and depression because of decreasing numbers have no place in the general estimate of attainment in education. It is true that numerical supremacy is of slight importance in the comparison of two educational institutions. Nevertheless, it is a wise administrator who regards decreasing numbers as a possible evidence of some inherent weakness or lack of attainment of purpose, and who, in like manner, finds in increasing numbers greater responsibility and necessity for discovering whether such increase is due to methods inconsistent with the purposes for which an educational institution exists. It is with this spirit that we consider the increase of over 600 students in the Summer Session of 1912. In view of the great registration of this summer, it is especially incumbent upon the Administrative Board of the Summer Session to prepare new plans and to modify existing methods, so as to properly care

for the great and ever-increasing numbers who look to Columbia University to provide summer instruction. It is also their part to consider carefully how, with the influx of numbers, the standards may be safeguarded, and to determine whether this popularity is due to the reputation earned by reason of the attainment of its educational purpose. The Summer Session looks back upon the history of thirteen years and a record of increasing numbers, unbroken with the exception of one summer, and of statistics often phenomenal. Certainly, experience has proved the wisdom of the original plans which were set forth and carried out in the first Summer Session of 1900. I may enumerate briefly the principles which have guided the administration of the Summer Session: intensive study; limitation in the subjects of interest; a liberal policy in affording the broadest opportunities, both physical as well as educational; and, finally, personal interest in the individual student, which leads to exact consideration for the educational needs of each one, and to providing reasonable recreation of a character affording educational stimulus.

In the fall of 1912, in making the plans for the Summer Session, special attention was given to the addition of subjects which should aid in rounding out the offering which belongs to a great University. This involved the introduction of subjects and parts of subjects which would not, in all probability, prove popular, but were necessary and most desirable from the point of view of many of those who cannot attend educational institutions during the academic year. We may record, therefore, the addition of the following subjects: Agriculture, anthropology, astronomy, commerce, finance, physical geography, physiography, Church history, literature of the Old Testament, history of religious institutions in the Old Testament. An increase in undergraduate and graduate work marks the offering in architecture, chemistry, classical philology, economics, English, geology, and history. Teachers College regards the Summer Session as an integral part of its academic year, and hence it has established a regular Summer Session schedule of instruction, offering every year the courses that are most in demand, while other

New
Subjects

important courses are given in alternate years. This is true also of the Schools of Household and Industrial Arts, which presented for this summer an admirable schedule of subjects and supplied courses which are called for in this new and popular field. The result was an increased registration in almost every subject offered.

It is always profitable to study the election of subjects and courses, and the distribution of the increased registration, as indicating the desires of the students and as aiding in the determination of the subjects and courses which shall be offered in the coming Summer Session. It is gratifying to record that there was a suitable and appropriate distribution of the increase among many different subjects. The largest increases are in economics, English, German, Latin, law, philosophy of education, educational psychology, elementary education, fine arts, physical education, and household and industrial arts. As in the last two years, the elaboration of courses in companion subjects in Teachers College was followed by a lower registration in the subjects themselves. This was particularly true of chemistry and psychology. The introduction of subjects which are outside of the usual curriculum of arts and sciences has not in any way interfered with the registration in the more important subjects. Thus we record an increase in Greek and Latin, and a large registration also in bookkeeping and stenography. We must record also an increase in the number of women students, due to the great popularity of the courses in education and in household arts. Of matriculated students a great increase is found in all the graduate faculties. The registration has doubled in fine arts and political science, has increased greatly in the faculties of philosophy and pure science. In the professional schools Teachers College has an increase of matriculated students of 155 in a registration of 532, and law has doubled its registration of matriculated students over that of the Summer Session of 1911.

Graduate students evidently continue to find, at Columbia University, subjects and courses adapted to their needs. There is an extraordinary number of mature students in the session

of 1912, for the percentage of instructors in secondary schools, of higher educational institutions, supervisors, and superintendents, in proportion to the number of teachers of elementary schools, is considerably larger than last year. In the Summer Session of 1900 there were 4 graduate courses; in 1911, 106; in 1912, 140. The present summer witnesses the introduction of the new regulations for candidates for the degree of Master of Arts. The great freedom of selection, due to the abolition of the requirements for major and minor subjects, was deeply appreciated. The new designation of "full" and "half," as applied to the courses, gave increased facility in the selection of the subject and courses desired. The only serious difficulty was caused by the lack of consistency in the designation of the courses and the varied interpretations of the new terminology on the part of the different faculties and departments. This has caused considerable unevenness in the preparation of the individual program. This lack of uniformity can readily be obviated before another Summer Session, and the experience of the coming academic year will undoubtedly bring about this much-desired result.

**Graduate
Students and
Courses**

In 1900 there were 24 instructors offering 28 courses in 11 subjects. In 1912 there were 210 instructors and 38 assistants offering instruction in 349 courses in 90 subjects. The number of instructors coming from other institutions in 1911 was 55; in 1912, 60. This interchange, so easily accomplished, has in many ways proved to be of great value to the University, and the custom should certainly be maintained because of the excellent reciprocal results. Nevertheless, students who select a university as their place of study always expect the permanent force of instructors to be largely represented, even in the staff of the Summer Session. For this reason, therefore, the system of vicarious supply of instruction in the Summer Session should not be extended too widely, and the work of the Summer Session will be strengthened and rendered more consistent with that of the academic year if the regular force of instructors is largely represented in the summer term.

Instructors

The career of the Summer Session has been marked, as usual, by a series of interesting events which cannot be recorded in the list of regular exercises, or which may be said to assume a direct educational value. These events may be classified under:

Concerts and Excursions Musical entertainments, public lectures and excursions with educational purpose, and, finally, the various meetings of the state organizations of the summer students. Under the leadership of Mr. Walter Henry Hall a large chorus was maintained during the Summer Session, and through its instrumentality a course in choral music was given. Rehearsals were regularly held, and two concerts were given in the week before the closing of the Session. The organization of the chorus, which is maintained in the academic year, is continued into the Summer Session, and thus the students of the summer have the advantage of practice with those who have been trained during the winter months. The number of students taking part in the chorus was much larger than in former years. The oratorio of the Messiah was given in St. Paul's Chapel on the evening of August 6 to a large and very appreciative audience. The second concert was given in the Gymnasium on the evening of August 8. The program consisted of the oratorio of St. Paul (given in great part) and selections from the Meistersinger. The soloists for both these concerts were Miss Marie Stoddart, Miss Mildred Potter, Mr. Lambert Murphy, and Mr. Clifford Cairns. These concerts are looked forward to by the summer students, and are an important feature in the experience of the Summer Session. Concerts were given by the Seventh Regiment Band in the Grove on the evenings of July 16, 18, 23, and 25. On two occasions vocal selections were rendered; in the first instance by a chorus of men, and in the second by the University Chorus, which sang the Hallelujah Chorus from the Messiah and the Inflammatus from Rossini's Stabat Mater. Miss Marie Stoddart was the soloist. On one evening an exact account was kept of the persons entering the Green, and the attendance was found to be 3,660. Mr. William J. Kraft, organist of the Summer Session, gave the usual Thursday afternoon organ

recitals, assisted by soloists. These concerts were attended by large audiences.

The usual informal reception was held on the evening of July 11, and was attended by 1,800 people. After a few words of welcome had been spoken by the Director, a concert was given by the Manhattan Ladies' Quartette. This social event was enjoyed with the same enthusiasm which has always marked the introductory reception of other years.

A list of public lectures which were given in connection with the Summer Session forms a part of the report of the Secretary of the University, and is recorded there.

The Summer Session excursions for 1912 have been conducted in such a way as to give a maximum amount of information with a minimum of inconvenience and discomfort in travel, as well as in expense of time and money. Every excursion has been made under personal supervision, and over 6,000 students have, without a single known mishap, taken advantage of the arrangements which have been made for their comfort by the officers of the Summer Session. These excursions are arranged as historical, literary, cultural, sociological, practical. Eighteen different excursions have been provided. Ten of these were limited because of the large demand, and seven of those limited were arranged in from two to five sections, making a total of 36 excursions. As a result of the reduced rates secured, tickets aggregating \$2,740 were purchased by the Summer Session students for \$1,990, thus making a saving of \$750, or about 26 per cent. The total attendance for last year was 3,910; and for this year 6,089, an increase of 2,179. A list of the excursions includes the following:

Around the University Grounds.....	400
To the Metropolitan Museum of Art.....	150
To the Children's Farm School.....	300
To the Jumel and Van Cortlandt Mansions.....	280
To the American Museum of Natural History.....	125
To the New York Stock Exchange, 5 limited sections.....	300
To West Point.....	1,050
To West Point lecture.....	250
To Brooklyn Navy Yard, 2 limited sections.....	350

To the making of a book, 4 limited sections.....	88
Circumnavigating Manhattan Island.....	260
To S. S. Olympic, limited.....	425
To Tarrytown—Washington Irving Region.....	450
Preliminary lecture.....	210
To the New York <i>Times</i> , 3 limited sections.....	175
Ellis Island, 5 limited sections.....	625
To Speyer School.....	149
To Modern Tenements and Social Settlement, 2 limited sections.	150
To Fort Hancock on Sandy Hook, limited.....	112
To Printing House for the Blind.....	75
To Chinatown, 3 limited sections.....	75
To Statue of Liberty.....	90
<hr/>	
Total.....	6,089

Chapel services were held on the five Sundays of the Session at four o'clock in the afternoon. The University preachers were the Chaplain, Rev. Raymond C. Knox; the Rt. Rev. Charles E. Woodcock, D.D., Bishop of Kentucky; and the Rev. John A. Hutton, M.A., United Free Church, Glasgow, Scotland. These services were purposely made informal and spirited, and were largely attended by the Summer Session students.

A great incentive to loyalty to Columbia has been found in the state organizations which afford the student a convenient means of becoming acquainted with those from the same community, and also to give a suitable medium for social events and converse. These state organizations are continued from year to year, and are the means of bringing students to the University for a number of summers. Officers are elected each year, who represent Columbia in the home state. Through these officers the Director of the Summer Session has been able to reach a large number of students who otherwise would have been unaware of the existence of the University and the advantages which it offers. This is an appropriate medium of advertising, and the necessity of placing advertisements in magazines and newspapers has been obviated by thus relying upon the students, who universally feel an interest in the institution where they have secured educational uplift, even though the period may be short as the Summer Session term. Stu-

dents from the following states have formed organizations: Alabama, Arizona, California, Colorado, Connecticut, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming. In a number of instances organizations have also been formed representing different sections of the country, such as The Southern Student Association, The New England Association, The Canadian Association, etc.

The administration of the Summer Session has assumed such importance, and has become so extensive and intricate, that the Director has found it necessary to assign various administrative duties to others, **Administration** and thus form departments which are calculated to care more exactly for certain important divisions of Summer Session activity. Professor James L. Love, who has had much experience in summer education at Harvard University, has for the second year rendered most efficient service, relieving the office of the Director in many ways. Professor Love has assumed charge of the state organizations, and has done much to make them useful to the Summer Session and to the students. He has also taken charge of the class visitation, so that the administrative head has readily kept in touch with the conduct of the class-room work. The editing of the weekly bulletin has also been in Professor Love's hands. Through his assistance it has been possible to give advice and help to individual students and to maintain the reputation for this special attention which belongs to the Summer Session.

Professor Leonidas W. Crawford has again conducted the excursions with his usual success, and has made this part of the Summer Session a most useful adjunct to the regular courses of instruction. He has also **Excursions** taken charge of the services in the Chapel and presided over the reception, looking carefully after the details of entertain-

ing about 2,000 guests. Mr. Crawford will take charge in the coming summer of student welfare and entertainment, and it will be necessary to furnish him with several assistants to aid him in this difficult and important task.

The serious problem of registration and payment of fees must be carefully considered and solved before the opening of the next Summer Session. The rooms assigned for this purpose are inadequate, and students have been compelled to stand for long periods in the sun, for the purposes of registration and paying their fees. If the registration days had been stormy, the discomfort would have been very serious. We need at once proper quarters for the Registrar, and for the Bursar, so that a larger force of clerks may be in service in both offices. In this connection I may say that the need of a large audience room for concerts has pressed itself upon us with greater force this summer than before. We should have a hall in which students of the Summer Session could be gathered for concerts, and to listen to important addresses. It is a serious loss not to be able to have a convocation of this great body of students who are assembled for the one purpose of summer study.

The experience of the past summer has been productive of many suggestions for strengthening the educational offering, and also for the further well-being and convenience of the students. It is evident that the courses in law should be increased in number. The application of the intensive principle of study to this department is already giving evidence of most satisfactory results. Students who can take only one or two courses, as is true of those in the Summer Session, and who give their attention every day to these subjects, and to these alone, find that they obtain a knowledge that is superior to that of the academic year, when many subjects claim their attention and the large classes interfere with individual instruction. Hence, I should urge offering, in addition to the courses in law in this year's schedule, such important courses as Evidence. May I urge also a wider range of subjects and courses in medicine.

**Problems of
Registration**

**Educational
Suggestions**

Every year shows a larger registration and greater interest in the summer courses in medicine, and this interest should be met by the introduction of a number of important courses to the regular curriculum. There is also serious demand for a larger number of courses in economics, particularly on the side of commerce and finance. It would be well to give a group of such subjects, increasing the offering in bookkeeping and adding accounting and commercial geography, thus supplementing the courses given in commerce during the winter in the evening. The students in journalism, in commerce, and the secretarial studies are often compelled to take advantage of summer courses, and these subjects should, therefore, receive special attention in the preparation of the summer list. Many requests are being received for more graduate courses in English, and we should have fine arts given in several courses, particularly in the history of art, by some well-known specialist in this field. In science there should be a wider range in botany and geography, and a far more attractive program in physics.

On the side of the convenience and comfort of the students much can be done to render travel to New York less expensive and less difficult. For the first time Columbia University has co-operated with the great rail- **Travel**
way systems, particularly the Pennsylvania Railroad, the New York Central, and the Southern railways. Representatives of the Pennsylvania Railroad established an office at the University and gave advice and sold tickets to the students who were arranging to return to their homes. For the coming Summer Session this co-operation will be carried still further, and special cars will be added to trains leaving Washington, Pittsburg, and Buffalo, and assigned to Columbia students.

There are two novel suggestions which I desire to present, and which should receive careful thought and consideration. There are sections of the country in which Co- **Extension**
lumbia University could render a great service -
by establishing a branch of this Summer Session. For example, a diminutive Summer Session could be established in Portland, Oregon, and instructors carefully selected by the Univer-

sity could be sent from Columbia, or from other institutions, to conduct such classes. The total expenditure of time and money would be greatly lessened by this plan. Subjects which are extraordinarily popular in the Summer Session could be given in a center of this kind. It has been proposed to enlist in this movement the co-operation of local colleges and universities. If this could be accomplished, the plan would be not only feasible, but heartily welcomed by those who are unable to afford the expenses of a journey to New York City.

Again, constant application has been made for evening classes in the summer in certain subjects. The attractions in the evening in New York are much less numerous in the summer, and many who are compelled to remain in the city would welcome the opportunity thus afforded. I would recommend the establishment of a few evening courses by way of experiment in the Summer Session of 1913.

I must not fail to mention, in my closing words, the wonderful devotion of those who, though in obscure positions, make the success which we all appreciate possible. The clerks and subordinates in the various offices and departments have given unstintedly of their labors, sometimes far into the night, following the example of their superiors, whose ability and fidelity are most worthy of mention.

Respectfully submitted,

JAMES C. EGBERT,

Director.

August 17, 1912.

EXTENSION TEACHING

REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1912

To the President of the University,

SIR:

I desire herewith to present the report of Extension Teaching for the academic year 1911-12.

When in 1910 the work of Extension Teaching was placed under the control of the Director and the Administrative Board of the Summer Session, it was clearly understood that the University intended to regard Extension Teaching literally and exactly as an extension of the educational privileges of the University to those who could attend only at a time different from that of the regular courses of instruction and at places of greater convenience and accessibility. Therefore in the matter of time and place alone, courses in Extension Teaching should differ from those assigned to the day. Columbia University was thus planning for a new development of Extension Teaching sharply differentiated from the tendencies indicated in other universities throughout the country where educational opportunities have been increased and broadened through courses given by correspondence. Columbia University has always recognized the educational importance of cultural courses which were a feature of the early history of the Extension movement, but it soon appreciated that its duty was not completely fulfilled until it provided for those who cannot make use of the customary hours of instruction and study, the opportunity to secure identically the same privileges as are enjoyed by those who are designated as regular students. The principle of intensive study, supplemented by the necessary limitation in the number of subjects, which has given to the Summer Session its record for high

Purpose

standing, is now applied in Extension Teaching, and the courses, therefore, have the same standard as those recognized and accepted in other parts of the University. A broad and liberal spirit in dispensing the offering of the University is not inconsistent with the sturdy and rigorous upholding of the best educational standards.

The report of the Director of Extension Teaching for the last academic year set forth very clearly the purpose of the Administrative Board in the plans outlined in

Development the various announcements. At Morningside Heights courses were offered which were co-ordinated so as to form collegiate and professional work of one, and, in some instances, of two years, so that students might make progress toward their degrees even though these degrees might be a very far distant reward. Thus a student could take subjects which appear in the curriculum of the first two years of Columbia College, of the first year of the Schools of Mines, Engineering and Chemistry, or the first two years of the School of Architecture. This represents the most extensive and elaborate part of the work of Extension Teaching and, suitably located at Morningside Heights as the principal centre, serves as the general plan and model to which the courses in other centres are in general adapted and with which they are closely and nicely articulated. A few courses were offered in subjects and parts of subjects generally regarded as belonging to the department of secondary education. Great care was taken to avoid offering courses as preparatory to college, although opportunity was afforded mature students to make good an imperfect high school career through certain courses conveniently adapted to this purpose. Full opportunity was given to those who had no intention of securing academic honors to enjoy the benefits of college instruction and to take advantage of the special branches of study which were offered in the evening, in the late afternoon and on Saturday morning. The following subjects were offered at Morningside Heights: architecture 14 courses, botany 4, chemistry 4, engineering 3, English 19, fine arts 2, geology 2, German 7, history 6, Latin 7 mathematics 7, mechanical drawing 4, music 2, philosophy 3, physical education

3, physics 1, politics 1, psychology 3, French 6, Italian 1, Spanish 2, stenography and typewriting 1. All the courses were given as announced with the exception of one in architecture and one in physical education which were not given because of lack of registrations.

The first year of a three-year series in Commerce, Accounts and Finance was carried out with considerable success and with an attendance of 103 students. The purpose of these courses is the training of students for preparation for the State examinations for the certificate of Certified Public Accountant, and to offer to college students subjects which do not appear in the curriculum of any school of the University. Students are expected to present evidence of a four years' high school career for admission, although no examinations are required. Students over twenty-one years of age are allowed to enter and take courses as special students.

Commerce

By a combination of the courses in Commerce with others offered in Extension Teaching a new series was arranged for the training of private secretaries. The plan involved a thorough training in English, French, German and Spanish, a knowledge of the most important subjects in the field of commerce and finance, together with bookkeeping and stenography and typewriting. Students were required to take four courses in English composition corresponding to those required of students of Columbia College; also the general history, the politics and the English literature which regularly form part of a collegiate course.

**Secretarial
Courses**

Extension Teaching also included within its scope courses in Agriculture which were offered for the first time in the University, and likewise in Practical Optics which were called for by the State Department of Education for the training of optometrists. In the courses in Agriculture there were seventy-one registrations. The courses were adapted to students of a collegiate grade, but were open to those who were qualified to appreciate study of this character. A series of sixteen lectures

**Agriculture:
Optics**

on the most important topics in this field were offered from November 22 to March 27 and were open to the general public as well as to the regular enrolled students. The courses in Optics cover two years. There were 249 registrations in the courses in Practical Optics, with a total of 31 students.

This is a general summary of the work as planned and carried out at Morningside Heights.

Centres were maintained in Brooklyn and Newark. In Brooklyn the following subjects were offered: English 3 courses. French 1, German 2, history and government 2, mathematics 4, psychology 1 and Spanish 1. One course in German was abandoned because of lack of registration. In Newark courses were offered as follows: Education 1 course, English 3, French 2, history and government 1, mathematics 4, Spanish 1. The course in history and government was abandoned because of lack of registrations. A centre was maintained in Trenton, N. J., with two courses in English and two in education, also in Paterson where a course was given in psychology. Incidental lectures were given in Westfield and Ridgewood, New Jersey, and at the Ethical Culture School in New York City.

For statistics, as to the number of students registered in all classes, reference should be made to the Report of the Registrar. It is appropriate to call attention at this point to the fact that there was a decided increase in the number of students taking courses at Morningside Heights. The increased attendance in the evening collegiate courses was 50 per cent. and in the Saturday courses 42 per cent.

A series of lectures on Political Questions of the Day was offered in Newark at the Universalist Church on Broad Street. On March 26 the subject was The Initiative, Referendum and Recall by Hon. Ezra P. Prentice; on April 2 International Arbitration by Hon. John Bassett Moore; on April 9 The Supreme Court, Usurper or Grantee by Professor Charles A. Beard; on April 16 Historical Development of Representative Government by Hon. John Dyneley Prince.

The University Festival Chorus, which was established in the fall of 1910 under the direction of the Administrative Board of Extension Teaching, held its rehearsals in four different centres—Morningside Heights, Brooklyn, New Rochelle and Yonkers. Two concerts were given, one at Carnegie Hall on December 8, 1911, the anniversary of the birthday of Edward Alexander MacDowell, first Professor of Music at Columbia University. A large chorus, assisted by distinguished soloists, rendered Verdi's *Requiem* and a miscellaneous program of selections from the works of Professor MacDowell. The second concert was given in the Brooklyn Academy of Music on the evening of March 24. This concert was given in appreciation of the assistance of the Brooklyn Oratorio Society and its alliance with the Festival Chorus of Columbia University. The Oratorio of *St. Paul* was sung. It is a source of great gratification to report a very successful season in choral music in Extension Teaching under the direction of Mr. Walter Henry Hall, Conductor of the University Chorus. The University should have a great influence in the field of music in New York and vicinity. The great expense incident to the conduct of a large chorus and the need of a formal organization for its proper management interfere often with the success of choral societies. The University can provide the organization and reduce the expense through co-operation. The present organization of the various choruses under the supervision of Extension Teaching makes the cost of maintenance for the individual choruses insignificant, as the University provides the conductor. The Chorus maintained during the academic year has been of service in supplying a nucleus for the Chorus of the Summer Session.

The various announcements published in the spring indicate the activities of the work of Extension Teaching for the academic year 1912-13. The principal centre is at Morningside Heights where a large number of courses are offered in thirty subjects. All of these are given in the late afternoon and in the evening, and reproduce those offered in the day. They are of the same

Choral Music

1912-13

standing and in many instances are given by the same instructors. The location in Brooklyn has been changed from the rooms of the Central Branch, Young Men's Christian Association to the Prospect Heights School, 51 Seventh Avenue, near Lincoln Place. The change permits opening this centre to women. The work in Brooklyn has been placed under the care of William K. Lane, A.B., as Assistant to the Director. Courses will be offered in eight subjects—English, French, German, History and Government, Italian, Mathematics, Spanish, and Stenography and Typewriting. The centre in Newark will be continued at 33 East Park Street under the direction of Richard D. Currier, A.B. A number of courses will be offered in Commerce of the same grade and character as those offered in the evening at Columbia University. Courses will be given also in English, French, Mathematics, Spanish and Psychology. At the Carroll-Robbins High School, Tyler Street, Trenton, New Jersey, the University will offer courses in Education, Psychology, English and German. This offering is an extension of that of the past winter, and there is great promise of a large and flourishing centre in the capital city of New Jersey. At the earnest request of Columbia students in Buffalo, a centre has been established in the Lafayette High School. Two subjects will be offered—English and History. The instructors of all these courses are appointed by the Trustees of the University on the nomination of the Administrative Board of Extension Teaching and with the advice of the departments concerned. In every instance the instructor selected is one who would be eligible for appointment on the regular academic staff of the University.

The courses in Commerce, Accounts and Finance which have been conducted at Morningside Heights and which form the first year of a three years' series of Commercial Studies have been amplified by the addition of a number of courses which will give a wide election for the students of the second year. Much attention has also been given to improving the series known as Secretarial Studies for the training of private secretaries.

These are the plans for the coming year. It will be noticed

that they indicate a consistent adherence to the original purpose to offer through Extension Teaching courses of the same grade and character as mark the regular academic work of the University. Criticism may be made that this implies the neglect of the cultural courses for which Extension Teaching came into being. This criticism is not entirely valid, for opportunity is given to those who do not care for academic recognition to enter many of the courses offered in the manner described above. Nevertheless, because of the very serious importance which this side of Extension Teaching possesses, the Administrative Board is considering the establishment of an Institute for popular education in literature, art and music, set forth through illustrated lectures, lectures on travel, dramatic readings, vocal and instrumental recitals, chamber music, orchestral concerts, choral concerts, etc. It is proposed that these should be given in the late afternoons and evenings in the various auditoriums on the University campus and elsewhere in Manhattan. This plan will recognize the difference between courses of an academic nature established for university credit given in unusual hours, and those which are offered simply to provide a general college outlook, to increase general culture and to encourage rationalized recreation of an educational nature. The plan for this Institute is being developed by Milton J. Davies, A.B., formerly connected with the Chautauqua Institution, afterwards Supervisor of Lectures and Concerts of the Brooklyn Institute of Arts and Sciences, and at present Educational Director of the Central Branch of the Young Men's Christian Association in Brooklyn. Mr. Davies has been requested to carry on investigation as to the various problems involved in establishing this Institute, and will present a report to the Administrative Board to be forwarded to the President and the Trustees of the University in November.

Still another field of activity in Extension Teaching remains undeveloped. I refer to the classes which should be established in the large manufacturing plants for the benefit of apprentices which desire instruction but can only secure the same in close

**Undeveloped
Fields**

proximity to their place of employment. Classes of this character are already maintained by certain large corporations, but the University, through its Extension Teaching Department, can have great influence in extending and making prevalent this very useful method of continuing the education of young people who are compelled, by the necessity of obtaining a livelihood, to relinquish hope of an education at an early period in their career.

I would report also that the work of Extension Teaching has grown so rapidly, and its many ramifications are so numerous and extensive, that it has become necessary to appoint an Assistant to the Director whose duty will be to care largely for the extramural centres. The gentleman selected for this work is one who has great sympathy in the widening of educational opportunities for those who have been deprived of these advantages, and the University is fortunate in securing the services of Frank Allen Patterson, Ph.D., a former graduate student at Columbia, and up to July 1st Associate in English in the University of Illinois.

Respectfully submitted,

JAMES C. EGBERT,
Director.

June 30, 1912.

REPORT OF THE SECRETARY

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1912

To the President of the University,

SIR:

I have the honor to present the report of the Secretary of Columbia University for the academic year 1911-12.

The routine of the office has gone on during the past year pretty much as usual, and does not demand review at this time. Matters connected with that routine and suggested by happenings which have come within the cognizance of the office may, however, be of interest.

A canvass of the main sources of the University from which printing is done, reveals the fact that something over \$40,000 is each year expended for this purpose from the funds of Columbia University, Barnard College, Teachers College, the College of Pharmacy and student organizations. This figure is of itself sufficient to demand attention and to raise the question of the advisability of establishing a University printing plant. If, however, a plant were established and could show practical results, other work, amounting to \$12,000 annually, could be secured and could be cared for with practically no increase of equipment. Proof of quality and of favorable price would secure this additional work which includes publications edited from the campus, but printed anywhere within two or three hundred miles of New York. Unquestionably such material could be handled with greater convenience to the editors at a nearby plant. With this amount of work to be done, the problem of the University doing its own printing is a practical one, and professional printers assert that the equipment needed to handle our present printing would be capable of caring for \$75,000 worth of busi-

**University
Printing**

ness a year, if properly administered, by simply adding to the payroll. Visits to a number of plants, including both university and commercial shops, and estimates, outlines, and descriptions secured from different manufacturers of printing machinery, indicate that \$25,000 should purchase equipment that would meet our needs. It is estimated that the cost of operation, including charges for heat, power, light, depreciation, interest, and insurance, would amount to about \$47,000. These figures indicate that a saving in the cost price of the printing is possible, and there would, in addition, be no mean saving in postage, carfare, and telephone. Financial saving, however, is not the most important item to be gained by a University plant. Much more greatly to be desired are distinction, uniformity of style and quality, convenience, and dispatch. There is a great deal of material for the printing of which our present appropriations are insufficient, that could be taken care of by a well run plant at practically no expense beyond the cost of the paper—such as syllabi, outlines of courses, and examination papers. A thorough rearrangement of our present schedule of printing will become a necessity the moment we begin to do our own work. This would mean inconvenience to no one, but it would mean a decided change of habit and the exercise of a certain amount of foresight which would break up a tendency to rush orders and permit the even distribution of our work over the entire year. There seems also to be a field in this country for a printing plant equipped with little-used and somewhat difficult language type. A University plant should be most adaptable for this kind of work, and through the Columbia University Press there should be ample opportunity for the development of this side of the plant's activity, by appropriating much of the work which is now sent to foreign presses.

This office must halt frequently during the college year to apologize for or to explain some lecture or meeting under the auspices of a student organization, involving political, social, or religious theories. The University Platform public press, often quite excusably, represents the University as officially supporting whatever theories and statements are made within its walls, the

gates to which are wide open, with resulting distress of mind on the part of parents of students or prospective students, and of alumni and friends who have ideals and hopes for the University. The objections come alternately from both radical and conservative sides of questions. It cannot be disputed that many advocates of movements of one kind or another deliberately seek the University platform for the sake of the publicity, and the phrase "lectured at Columbia University." Occasionally this phrase is so varied as to make it seem that the Trustees are officially responsible for the individual. The whole question, of course, is whether the University should maintain an open or a closed rostrum. It cannot but maintain an open rostrum, but it should exercise the right to draw a sharp line between scholars and faddists.

A movement was started during the past year by some of the student non-athletic interests to organize and to secure a paid administrative officer, as the Athletic Association has already done. One **Non-Athletic Association** very important object is the regulation of advertisement and patroness soliciting, both of which have recently brought considerable odium upon the University, and have led to an unhealthy competition between the several organizations. The movement is of sufficient importance to the University to merit active co-operation on the part of the Faculty and Trustees. It is hoped, too, that a definite non-athletic organization will tend very quickly to crystallize the student club house idea, and will bring about some practical working plan for providing and maintaining it.

The annual Commencement has become a matter of very serious concern to the Committee on Public Ceremonies. The Gymnasium is totally inadequate to accommodate not only those who wish to come to **Commencement** commencement, but even those who have the absolute right to be present. Parents coming from a considerable distance are forced to stand in line for hours, and in the end are told there is no room. Something can be accomplished by the purchase of a smaller chair and possibly by a rearrangement of aisles. But such a change would, at best, be but temporary. The

number of graduates is increasing each year, and, under our present system, accommodations must be provided for three times the number of graduates. The suggestion that the number of tickets given to each candidate be reduced from two to one, seems less practical than the attempt to crowd five thousand people into a room accommodating only three thousand. It would be far preferable to give none and have a private Commencement. Another suggestion is that the exercises be divided. This solution would indeed be unfortunate, for the very impressiveness of our Commencement comes in no small degree from its size. The completion of University Hall is, of course, the solution but, pending that happy event, the problem is a serious one.

A post office with individual boxes to care for University mail would be a boon to the several administrative offices and to the several student organizations and publications. At present, all important mail for students is sent to their home addresses, at considerable annual expense. A centrally located post office, where each student could be given a numbered box and could be held responsible for mail deposited therein, would relieve the situation and throw the burden, not an over-onerous one, upon the student. The initial cost of installation, while possibly large—seven to nine thousand dollars—should not be prohibitive, especially if the present expenditure for postage is considered as interest on that capital, and the improvement would bring great return in the shape of satisfaction.

The Directory of Officers and Students for 1911-12 reveals the fact that forty members of the teaching staff are living in Hartley and Livingston Halls. Leaving quite aside the question of propriety in this large number of officers occupying dormitory apartments when there is a waiting list of student applicants, is there not a suggestion in the situation that would make the erection of a well-equipped Faculty Club, or Faculty apartment house an investment to which the University might well turn? There can be little doubt that a building run primarily for the Faculty, at the same average cost as the dormitories,

**Mail
Distribution**

Faculty Club

would be popular among the unmarried members of the staff—even more popular than the Residence Halls. The present building, while delightful in many ways, is quite inadequate for the demands now made upon it.

For many reasons, the most prominent of which is modesty, it is very difficult to get any exact statement of the outside work of a purely public nature which the members of our teaching staff are doing. It might be of interest, however, to know that we have

**Public
Service**

14 men among us who are acting in an advisory capacity to public officials; 31 who are actively and influentially engaged in philanthropic work; 6 who are serving on national and international commissions; 13 editors of publications; 3 members of State commissions, engaged in the revision of legislation; 11 officers of city public institutions; 38 presidents, vice-presidents or active officials in learned societies; 5 prominent officials in connection with the movement for international peace; and 9 who are serving on school boards, boards of trustees and other bodies supervising educational institutions apart from Columbia University.

The partial figures given above leave out of consideration the immense amount of work which is done by members of our staff in connection with purely local undertakings, such as church and Sunday-school work, tax-payers' associations, community beautifying associations and a multitude of other channels.

I beg to call to your attention the information in regard to the teaching staff, public lectures and the work of the Employment Committee, the Board of Student Representatives, and Earl Hall, contained in the appendices to this report.

Respectfully submitted,

FRANK D. FACKENTHAL,
Secretary of the University.

June 30, 1912.

APPENDIX 1

STATISTICS REGARDING THE TEACHING AND ADMINISTRATIVE STAFF FOR THE ACADEMIC YEAR 1911-12

SUMMARY OF OFFICERS

	1910-11	1911-12
Professors (not including four administrative officers of professorial rank).....	177	181
Associate Professors	19	23
Assistant Professors	70	82
Clinical Professors	16	16
Associates	43	50
Instructors	130	144
Demonstrators	8	3
Curators	1	..
Lecturers and other special officers of instruction.....	42	26
Assistants	65	70
Clinical Assistants	79	86
Total	650	681
Other Instructors in Teachers College.....	67	94
Other Instructors in College of Pharmacy.....	4	6
	721	781
*Administrative Officers	28	33
*Other Administrative Officers, Barnard College, Teachers College and College of Pharmacy...	3	5
Total	752	819
Emeritus Officers	15	16
Total	767	835

VACANCIES

By Death, Resignation, or Expiration of Term of Appointment,
occurring, unless otherwise indicated, on June 30, 1912

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

Professors and Administrative Officers

- JOHN W. BURGESS, Ph.D., LL.D., Jur.D., Ruggles Professor of Political Science and Constitutional Law, and Dean of the Faculties of Political Science, Philosophy, Pure Science, and Fine Arts.
- WILLIAM H. CARPENTER, Ph.D., as Associate Dean of the Faculties of Political Science, Philosophy, Pure Science, and Fine Arts.
- THOMAS HASTINGS, Director of Atelier.
- GEORGE N. OLCOTT, Ph.D. (died March 2), Associate Professor of Latin.
- ETHEL RATHER, Ph.D., Director of Women's Religious Work.
- PAUL S. REINSCH, Ph.D., Theodore Roosevelt Professor of American History and Institutions in the University of Berlin for the year 1911-12.
- JAMES H. ROBINSON, Ph.D., as Member of the University Council.
- JOSEF SCHICK, Ph.D., Kaiser Wilhelm Professor of German History and Institutions for the year 1911-12.
- EDWIN R. A. SELIGMAN, Ph.D., LL.D., as Member of the University Council.
- WILLIAM P. TRENT, LL.D., D.C.L., as Acting Provost of Barnard College.
- WILLIAM H. WELKER, Ph.D., Assistant Professor of Biological Chemistry.
- MRS. MARY SCHENCK WOOLMAN, Professor of Domestic Art in Teachers College.
- GUSTAV LANSON, Litt.D., Visiting Professor of French Literature for the year 1911-12.

Associates

- FREDERIC MOIR HANES, M.D., Associate in Pathology.
- FRANCIS A. NELSON, B.S., Associate in Architecture.
- CHARLES G. SIMPSON, A.M., Associate in Mechanics.

Instructors

- ERNEST D. CLARK, Ph.D., Instructor in Biological Chemistry.
- THOMAS M. GUNN, A.M., Instructor in Mechanical Engineering.
- CAVALIER H. JOÛET, Ph.D., Instructor in Analytical Chemistry.
- HARRY M. KEATOR, M.D., Instructor in Physiology.
- MAURICE A. LAMME, Ph.D., Instructor in Mineralogy (May 31).
- WALTER S. REYNOLDS, M.D., Instructor in Genito-Urinary Diseases (March 1).
- FRANK H. RISTINE, Ph.D., Instructor in English.
- WILLIAM SKARSTROM, M.D., Instructor in Physical Education.
- CHARLES H. SMITH, M.D., Instructor in Anatomy.
- JOHN B. STEIN, M.D., Instructor in Genito-Urinary Diseases (December 1).
- ALLAN F. WESTCOTT, Ph.D., Instructor in English (October 1).
- J. ENRIQUE ZANETTI, Ph.D., Instructor in Chemistry.

Lecturers.

- HAROLD A. CAPARN, Lecturer in Landscape Architecture.
- ALBERT M. COHN-McMASTER, A.M., Lecturer in the Romance Languages and Literatures.
- STEPHEN S. COLVIN, Ph.D., Lecturer in Psychology.

MRS. ESTELLE H. DAVIS, Lecturer in English in Barnard College.
 FRITZ FELIX HAHN, Ph.D., Curator in Palaeontology.
 PRESIDENT G. STANLEY HALL, LL.D., Non-Resident Lecturer in
 Psychology.
 HENRY G. HARTMAN, A.B., Lecturer in Philosophy.
 CHARLES W. LEAVITT, JR., Lecturer in Landscape Architecture.
 LUCIAN E. SMITH, B.S., Lecturer in Architecture.
 TERRUCCIO VITALE, Lecturer in Landscape Architecture.
 F. LYMAN WELLS, Ph.D., Lecturer in Psychology.

Assistants

HENRY M. BACH, A.M., Assistant in Analytical Chemistry.
 JOHN S. BATES, B.S., Laboratory Assistant in Engineering Chemistry.
 ROBERT W. BRIGGS, A.M., Assistant in Civil Engineering.
 ELIZABETH C. COOK, Ph.D., Assistant in English in Barnard College.
 ROLLIN C. DEAN, B.S., Assistant in Zoology.
 FRANK R. ELDER, B.S., Assistant in Organic Chemistry.
 JOHN C. FRAZEE, A.M., Assistant in Physics.
 ABRAHAM GROSS, A.M., Assistant in Food Chemistry.
 JULIAN C. HINES, JR., M.D., Assistant in Physics.
 EMILIE J. HUTCHINSON, A.M., Assistant in History in Barnard College.
 FREDERICK R. KELLER, E.E., Assistant in Electrical Engineering.
 CARLOTTA J. MAURY, Ph.D., Assistant in Geology in Barnard College
 (April 1).
 EDWARD N. MILLIKEN, A.M., Assistant in Chemistry.
 WILLIAM S. NELMS, A.M., Assistant in Physics.
 FREDERICK S. NOWLAN, A.M., Assistant in Mathematics.
 REUBEN OTTENBERG, M.D., Assistant in Biological Chemistry.
 ANNABELLA E. RICHARDS, A.B., Assistant in Chemistry in Barnard
 College.
 ANTON R. ROSE, B.S., Assistant in Biological Chemistry.
 ALBERT J. SALATHE, A.B., Laboratory Assistant in Inorganic Chem-
 istry.
 GEORGIANA SANDFORD, A.B., Assistant in Physics in Barnard College.
 CARL A. SCHWARZE, A.M., Assistant in Botany.
 JOHN W. TODD, Ph.D., Assistant in Psychology.
 ANDREW B. YARD, M.D., Assistant in Diseases of Children.

PROMOTIONS

To take effect, unless otherwise indicated, July 1, 1912

Professors and Administrative Officers

NAME	FROM	TO	SUBJECT
WENDELL T. BUSH, Ph.D.	Associate	Professor	Philosophy
ROBERT E. CHADDOCK, Ph.D.	Assistant	Professor	Statistics
JOHN L. GERIG, Ph.D.	Assistant	Professor	Celtic
THOMAS H. HARRINGTON, C.E.	Instructor	Professor	Drawing
FREDERICK W. J. HEUSER, A.M.	Instructor	Professor	Germanic Languages
GERTRUDE M. HIRST, Ph.D.	Instructor	Professor	Classical Philology
ADRIAN V. S. LAMBERT, M.D.	Instructor	Professor	Surgery
WARFIELD T. LONGCOPE, M.D.	Assistant	Professor	Practice of Medicine
DAVID S. MUZZEY, Ph.D.	Associate	Professor	History
NAOMI NORSWORTHY, Ph.D.	Assistant	Professor	Educational Psychology
IDA H. OGILVIE, Ph.D.	Instructor	Professor	Geology
GEORGE B. PEGRAM, Ph.D.	Assistant	Professor	Physics
WALTER B. PITKIN, A.B.	Associate	Professor	Philosophy
EDWARD M. SAIT, Ph.D.	Instructor	Professor	Politics
HERMANN VON W. SCHULTE, M.D.	Assistant	Professor	Anatomy
LEWIS P. SICELOFF, Ph.D.	Instructor	Professor	Mathematics
CHARLES C. SLEFFEL	Instructor	Professor	Industrial Arts
JAMES D. VOORHEES, M.D.	Assistant	Professor	Obstetrics
CHARLES W. WEICK, B.S.	Instructor	Professor	Industrial Arts

Associates

HAVEN EMERSON, M.D.	Instructor	Associate	Medicine
MENAS S. GREGORY, M.D.	Instructor	Associate	Psychiatry
WILLIAM K. GREGORY, Ph.D.	Lecturer	Associate	Zoology
ROBERT A. LAMBERT, M.D.	Instructor	Associate	Pathology
ALFRED P. LOTHROP, Ph.D.	Instructor	Associate	Biological
THOMAS R. POWELL, LL.B.	Lecturer	Associate	Law

PROMOTIONS

To take effect, unless otherwise indicated, July 1, 1912

Instructors

NAME	FROM	TO	SUBJECT
ALFRED J. BROWN, M.D.	Demonstrator	Instructor	Anatomy
RICHARD DERRY, M.D.	Demonstrator	Instructor	Anatomy
R. GARFIELD SNYDER, M.D.	Assistant	Instructor	Clinical Medicine
HENRY C. THACHER, M.D.	Assistant	Instructor	Medicine
JOHN C. VAUGHAN, M.D.	Demonstrator	Instructor	Anatomy
JAMES R. WHITING, M.D. (March 1)	Assistant	Instructor	Genito-Urinary Diseases

Lecturers

HARRIET R. FOX, A.M.	Assistant	Lecturer	English
GRACE H. GOODALE, A.B.	Assistant	Lecturer	Classical Philology
ALBERT T. POFFENBERGER, JR., A.M.	Assistant	Lecturer	Psychology

CHANGES OF TITLE

To take effect, unless otherwise indicated, July 1, 1912

Professors and Administrative Officers

NAME	FROM	TO
WILLIAM H. McCASTLINE, M.D.	Assistant Professor of Physical Education	Health and Sanitary Officer
J. DAVID THOMPSON, M.A.	Assistant Librarian	Law Librarian
FRANCIS CARTER WOOD, M.D.	Professor of Clinical Pathology	Director of Cancer Research

Associates

T. STUART HART, M.D.	Associate in Medicine	Associate in Clinical Medicine
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Instructors

ANDREW BENDER, A.B.	Instructor in Chemistry	Instructor in Analytical Chemistry
HUGH B. BLACKWELL, M.D.	Instructor in Otology	Instructor in Clinical Otology
LOUIS IMBERT, Ph.D.	Instructor in the Romance Languages and Literatures	Instructor in Spanish
ARTHUR W. SWANN, M.D.	Instructor in Medicine	Instructor in Clinical Medicine

Lecturers

RICHARD F. BACH, A.B.	Lecturer in Architecture	Curator in Architecture
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Assistants

PAUL C. HAESLER, S.B.	Laboratory Assistant in Chemistry	Assistant in Chemistry
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APPOINTMENTS

To take effect, unless otherwise indicated, July 1, 1912

Professors and Administrative Officers

NAME	OFFICE
HENRI BERGSON, Litt.D.	Visiting French Professor for the year 1912-13
JOHN W. BURGESS, Ph.D., LL.D., Jur.D.	Emeritus Professor of Political Science and Constitutional Law

NAME	OFFICE
GARY N. CALKINS, Ph.D. (Dec. 1)	Delegate to the University Council from Faculty of Pure Science
WILLIAM H. CARPENTER, Ph.D.	Provost of the University
HENRY E. CRAMPTON, Ph.D.	Delegate to University Council from Faculty of Barnard College
JOHN W. CUNLIFFE, D.Lit. (Feb. 1)	Professor of English and Associate Director of the School of Journal- ism
WILLIAM A. DUNNING, LL.D.	Delegate to University Council from Faculty of Political Science
PAUL E. HOWE, Ph.D.	Assistant Professor of Biological Chemistry
DOUGLAS W. JOHNSON, Ph.D.	Associate Professor of Physiog- raphy
FELIX KRUGER, Ph.D., Litt.D.	Kaiser Wilhelm Professor of Ger- man History and Institutions for the year 1912-13
CECIL F. LAVELL, Ph.D.	Assistant Professor of the History of Education in Teachers College
AUSTIN W. LORD.	Professor of Architecture and Di- rector of the School of Archi- tecture
ROBERT E. MACALARNEY, A.B.	Associate Professor of Journalism
REGINALD J. S. PIGOTT, Mech.E.	Assistant Professor of Steam En- gineering
ROMIETT STEVENS, Ph.D.	Assistant Professor of Secondary Education in Teachers College
CALVIN THOMAS, LL.D.	Administrative Head of the De- partment of Germanic Languages
TALCOTT WILLIAMS, LL.D. (April 1)	Professor of Journalism and Di- rector of the School of Journalism
FREDERICK J. E. WOODBRIDGE, LL.D.	Dean of the Faculties of Political Science, Philosophy, Pure Sci- ence, and Fine Arts

Associates

FRANK C. GEPHART, A.B. (Feb. 1)	Associate in Clinical Pathology
EDWARD E. SLOSSON, Ph.D.	Associate in Journalism

Instructors

LUTHER HERBERT ALEXANDER, Ph.D.	Instructor in the Romance Lan- guages and Literatures
FREDERICK BARRY, Ph.D.	Instructor in Chemistry
ANDREW BENDER, A.B. (Feb. 1)	Instructor in Analytical Chemistry
CHARLES G. BURD, A.M.	Instructor in English
JOHN R. CRAWFORD, A.M.	Instructor in Roman Archæology
EARL CRECRAFT, Ph.B.	Instructor in Politics
HENRY W. L. DANA, Ph.D.	Instructor in English
GEORGE DRAPER, M.D.	Instructor in Clinical Medicine
ARTHUR EDGAR, Ph.D.	Instructor in Chemistry
EDWARD S. ELLIOTT, M.D.	Instructor in Physical Education

NAME	OFFICE
CHARLES A. FISCHER, Ph.D.....	Instructor in Mathematics
HARRY L. FISHER, Ph.D.....	Instructor in Organic Chemistry
HARRY F. GARDNER, B.S.....	Instructor in Mineralogy
GERALD H. GROUT, M.D.....	Instructor in Ophthalmology
ROBERT M. HAIG, A.M.....	Instructor in Economics
SAMUEL C. HARVEY, M.D.....	Instructor in Pathology
ROBERT M. ISHAM, A.M.....	Instructor in Analytical Chemistry
BENJAMIN B. KENDRICK, A.M.....	Instructor in History
ROLFE KINGSLEY, M.D.....	Instructor in Genito-Urinary Dis- eases (March 1)
VICTOR LOGO, B.S.....	Instructor in Analytical Chemistry
ROBERT H. LOMBARD, S.B.....	Instructor in Chemistry
GERHARD R. LOMER, A.M.....	Instructor in English
MATTHEW T. McCLURE, Ph.D....	Instructor in Philosophy
ROBERT K. MURPHY, Chem.E.....	Instructor in Engineering Chemistry
LEONARD D. NORSWORTHY, A.M....	Instructor in Civil Engineering
HARRY V. E. PALMBLAD, A.M.....	Instructor in Germanic Languages
FRANK A. PATTERSON, Ph.D.....	Instructor in English
CHILTON L. POWELL, A.M.....	Instructor in English
FRANK C. SCHROEDER, C.E.....	Instructor in Mechanics
ERNEST L. SCOTT, S.M.....	Instructor in Physiology
JAMES C. SHARP, M.D.....	Instructor in Anatomy
CHARLTON WALLACE, M.D.....	Instructor in Clinical Orthopædic Surgery
FORDYCE B. ST. JOHN, M.D.....	Instructor in Anatomy
ARTHUR W. THOMAS.....	Instructor in Food Chemistry
OTTO VON HUFFMANN, M.D.....	Instructor in Clinical Pathology
HERBERT L. WHITTEMORE, Mech.E.	Instructor in Mechanics
GEORGE F. WIESER, M.E.....	Instructor in Mechanical Engineer- ing

Lecturers

HENRY N. ARNOLD, LL.B.....	Lecturer in Mining Law
NIELS C. CHRISTENSEN, JR., A.M....	Lecturer in Geology
ALBERT M. COHN-McMASTER, A.M.	Lecturer in the Romance Languages (February 1) and Literatures
STEPHEN S. COLVIN, Ph.D.....	Lecturer in Psychology (February 1)
WINTHROP M. DANIELS, A.M.....	Lecturer in Economics
PIERRE DE BACOURT, B.L.....	Lecturer in Romance Languages
FRANK A. FETTER, Ph.D.....	Lecturer in Economics
DIXON R. FOX, A.M.....	Lecturer in Politics
PRESIDENT G. STANLEY HALL, LL.D.	Non-Resident Lecturer in Psychol- (February 1) ogy
HAROLD D. HAZELTINE, J.U.D.....	Lecturer on the History of English Law on Carpentier Foundation
PREVOST HUBBARD.....	Lecturer in Engineering Chemistry (February 1)
CLEMENS LEBLING.....	Curator in Palæontology
LAURA C. BRANT, A.M.....	Assistant in Physics in Barnard College
ARTHUR M. BUSWELL, A.M.....	Laboratory Assistant in Chemistry
ROBERT P. CALVERT.....	Research Assistant in Chemistry
ELLA HAZEL CLARK, A.M.....	Assistant in Chemistry in Barnard College

Assistants

NAME	OFFICE
JAMES BRUCE COLEMAN, A.M.....	Assistant in Physics
RUTH S. FINCH, A.M.....	Assistant in Chemistry in Barnard College
HUBERT B. GOODRICH, B.S.....	Assistant in Zoölogy
FREDERIC G. GOODRIDGE, M.D.....	Assistant in Biological Chemistry
RALPH E. GOODWIN, C.E.....	Assistant in Civil Engineering
FREDERICK S. GOUCHER, A.M.....	Assistant in Physics
WALTER O. GRAETZ, B.S.....	Assistant in Electrical Engineering
OTTO KUNKEL, A.M.....	Assistant in Botany
ESTHER E. LAPE, A.B.....	Assistant in English in Barnard College
WILLIAM HUNT MURPHY, B.S.....	Assistant in Physics (February 1)
ARTHUR E. NEERGAARD, M.D.....	Assistant in Medicine
RUTH W. RAEDER, A.M.....	Assistant in Geology in Barnard College (April 1)
HERBERT N. SHENTON, A.M.....	Assistant in Sociology
EARL B. STAVELY, B.S.....	Assistant in Electrical Engineering
LOUIS C. WHITON, JR., Ph.B.....	Laboratory Assistant in Engineering Chemistry
LEVI T. WILSON, A.M.....	Assistant in Mathematics
WINTHROP R. WRIGHT, A.B.....	Assistant in Physics

LEAVES OF ABSENCE

For the whole or part of the year 1911-12 were granted to the following officers:

For the entire year:

FRANZ BOAS, LL.D.....	Professor of Anthropology
WILLIAM T. BREWSTER, A.M.....	Professor of English and Provost of Barnard College
JOHN B. CLARK, LL.D.....	Professor of Political Economy
FRANCIS B. CROCKER, Ph.D.....	Professor of Electrical Engineering
FRANK J. GOODNOW, LL.D.....	Eaton Professor of Administrative Law and Municipal Science
DICKINSON S. MILLER, Ph.D.....	Professor of Philosophy
GEORGE N. OLCOTT, Ph.D.....	Associate Professor of Latin
CHARLES A. STRONG, A.B.....	Professor of Psychology

For the first half-year:

ARTHUR W. DOW.....	Professor of Fine Arts in Teachers College
GEORGE S. FULLERTON, Ph.D.....	Professor of Philosophy
HENRY CARR PEARSON, A.B.....	Principal of Horace Mann Elementary School (Nov. 1-March 1)
JAMES T. SHOTWELL, Ph.D.....	Professor of History
HERMANN T. VULTE, Ph.D.....	Assistant Professor of Domestic Science in Teachers College

For the second half-year:

JOHN DEWEY, LL.D.....	Professor of Philosophy
L. EMMETT HOLT, M.D.....	Carpentier Professor of the Diseases of Children

GEORGE S. HUNTINGTON, M.D.....	Professor of Anatomy
FRANK M. McMURRY, Ph.D.....	Professor of Elementary Education in Teachers College
JAMES H. ROBINSON, Ph.D.....	Professor of History
JAMES R. WHEELER, LL.D.....	Professor of Greek Archæology and Art
EDMUND B. WILSON, LL.D.....	Da Costa Professor of Zoölogy
ROBERT S. WOODWORTH, Ph.D.....	Professor of Psychology

REPRESENTATIVES OF THE UNIVERSITY DURING 1911-12

At the installations of—

- President Burton, University of Vermont—Professors WHEELER and DEWEY.
- President Vincent, University of Minnesota—Professor WOODBRIDGE.
- President Pendleton, Wellesley College—Dean GILDERSLEEVE.
- President Hodges, West Virginia University—JASPER M. DEAHL, Ph.D., '06.
- President Murlin, Boston University—Professor EGBERT.
- President Bishop, Southwestern University—WARREN W. PHELAN, '94.
- President Hibben, Princeton University—President BUTLER, Dean KEPPEL, Professors WOODBRIDGE and STARR.
- Chancellor Brown, New York University—President BUTLER and Dean KEPPEL.

Anniversary celebrations of—

- University of Christiania (400th)—Professor CARPENTER.
- University of Breslau (100th)—Professor CARPENTER.
- University of Pittsburgh (125th)—Dean KEPPEL and JAMES M. CLARK, LL.B., '87.
- University of Athens (75th)—Professor BREWSTER.
- University of Michigan (75th)—Professor THOMAS.
- University of Washington (50th)—O. H. P. LA FARGE.
- Knox College (75th)—VICTOR ELTING, '91.
- Franklin and Marshall College (125th)—Secretary FACKENTHAL.
- Princeton Theological Seminary (100th)—Professor D. S. MILLER and Chaplain KNOX.
- Academy of Natural Sciences of Philadelphia (100th)—Professor KEMP.

Miscellaneous—

- American Association for Highway Improvement, Richmond, Va.—Professor BLANCHARD and Mr. PREVOST HUBBARD.
- International Congress of Orientalists, Athens, Greece—Professor BREWSTER.
- Association of American Universities, Chicago, Ill.—Professors CARPENTER and WOODBRIDGE.
- International Congress for the History of Religions, Leiden, Holland—Professor THOMAS CUMING HALL, D.D.
- International Educational and Industrial Exhibition, St. Petersburg, Russia—SAMUEL NORTHROP HARPER.

- International Congress of Americanists, London, England—Professors BOAS and SAVILLE.
- Congress on Hygiene and Demography, Washington, D. C.—Professor HISS.
- Modern Language Conference, Frankfort-on-Main, Germany—Professors TOMBO and FARRINGTON.
- Informal Conference of University Medical Schools, Atlantic City, N. J.—Professor STARR.
- International Congress on Tuberculosis, Rome, Italy—Professor FARRAND.
- Meeting of State Examinations Board, Albany, N. Y.—Professor JONES.
- Educational Conference, New York University—President BUTLER, Deans KEPPEL, GOETZE, RUSSELL, GILDERSLEEVE, Professors SUZZALLO, SACHS and STRAYER.
- Western Theological Seminary, Pittsburgh, Pa., Dedication of Memorial Hall—JAMES M. CLARK, LL.B., '87.
- Ridgefield School, Ridgefield, Conn., Laying of cornerstone of new building—Professor H. B. MITCHELL.

APPENDIX 2

ADDRESSES, PUBLIC LECTURES, CONCERT AND RECITALS

UNDER THE AUSPICES OF THE UNIVERSITY

Opening Exercises

Morningside

- September 27. The University in Relation to the Fine Arts. Professor
EDWARD ROBINSON.
Medical School
28. Specialism in Medicine. Professor CRAGIN.

Inaugural Lectures

- October 9. La Littérature Française du dix-Huitième Siècle Con-
tinuet-elle ou Contredit-elle celle du dix-Septième?
GUSTAVE LANSON, Litt.D., *Visiting French Professor*
for 1911-12.
17. The Origin of the Angles and Their Earliest Traditions.
JOSEF SCHICK, Litt.D., *Kaiser Wilhelm Professor for*
1911-12.

Commencement Week

- June 2. Baccalaureate Sermon. The Reverend CHARLES EDWARD
JEFFERSON, D.D., *Pastor of the Broadway Tabernacle,*
N. Y.
4. Address to the Members of Phi Beta Kappa. Professor
WOODBIDGE.
5. Commencement Address. Success. President BUTLER.

Carpentier Lectures

The Genius of the Common Law

The Hon. SIR FREDERICK POLLOCK, LL.D., D.C.L., *Honorary Fellow of*
Corpus Christi College, Oxford; Bencher, Lincoln's Inn

- October 2. Our Lady and Her Knight.
3. The Giants and the Gods.
5. Surrebutter Castle.
6. Enemies in the Gate.
9. Rescue and Ransom.
10. Alliance and Conquest.
12. Perils of the Market Place.
13. The Perpetual Quest.

Hewitt Lectures at Cooper Union**The History of History**

Professor SHOTWELL

- February 5. The Origins of History.
 12. History and Christianity.
 19. History as a Science.
 26. History as an Art.
- March 4. The New History I.
 11. The New History II.
 18. Interpreting History.
 25. The Achievements and Possibilities of History.

Japanese Exchange**History and Institutions of Japan**

- INAZO NITOE, Ph.D., *President, The First Imperial College of Japan*
 November 20, 22, 27, 29.
 December 4, 6, 11, 13.

UNDER FACULTY AND DEPARTMENTAL AUSPICES**Department of Astronomy**

- January 4. The Motions of the Fixed Stars. EDWIN BRANT FROST,
 M.A., Sc.D., *Director of the Yerkes Observatory, University of Chicago.*

Department of Botany

- October 25. New Views on Fermentation and Fermentation Organisms. Professor PAUL LINDNER, *Institute for Fermentation Industries, Berlin.*

Departments of Botany and Zoology**The Modern Principles of Heredity**

- W. L. JOHANSEN, Ph.D., *Professor of Plant Physiology in the University of Copenhagen*
- October 13. The Problem of Personal Characters.
 20. The Problem of Unit Factors.
 27. Problems of Correlation and Sex.
- November 3. The Problem of New Biotypes.

Departments of Classical Philology and Philosophy**Three Stages in Greek Religion**

- GILBERT MURRAY, LL.D., *Regius Professor of Greek, Oxford University*
- April 15. The Raw Material.
 19. The Attempt at Order.
 22. The Failure of Nerve.

Department of English and Comparative Literature

- May 2. The Standards of Purity in English Speech. Professor KRAPP.

Department of Fine Arts

Professor HAMLIN

- November 20. Observations on Turkish Art in 1909.
27. The Classic and Gothic Principles in Architecture.

THOMAS H. MAWSON, *Lecturer at the University of Liverpool*

- December 4. The Principles and Practice of Landscape Architecture.
8. The English Garden, with Examples of Some Famous Ancient and Modern Gardenage.

Professor HALLOCK

- December 11. Wave Motion and the Physical Basis of Light.
18. Physical Causes of Color and Colored Light.
January 8. Causes of Color; Absorption, Refraction, Diffraction, Interference.

Mr. THATCHER

- January 15. Copper Work—Formation of Simple Decorative Objects—Enrichment—Repousse.
22. Joining the Metals—Soldering and Brazing—Building Up.
29. Silver Work—Jewelry—Forming—Built-work—Coloring
February 5. Enamels—Cloisonné—Champlevé—Application to Metals.

GEORGE KRIEHN, Ph.D., *Preceptor in Art and Archaeology, Princeton University*

- February 19. The Renaissance of Painting in the Netherlands. (Hubert and Jan van Eyck. Rogier van der Weyden. Hans Memling. Gerard David.)
26. The Renaissance in Germany. Albrecht Durer.
March 4. Hans Holbein the Younger and the Later German Renaissance.
11. Frans Hals and His Contemporaries. (Portraitists. Genre Painters. Landscape Painters.)
18. Rembrandt van Rijn.

Mr. STOUGHTON

- March 25. The Early and the Present Architecture of China.
April 1. The Buddhist and Hindu Architecture of India.
15. The Moslem Architecture of Europe and the Near East.
22. The Moslem Architecture of India and the Far East.

Professor HAMLIN

- April 29. Conflicting Elements in French Renaissance Architecture; From Louis XII to Louis XIII.
May 6. From Louis XIV to the Present Time.

Department of Germanic Languages

- December 20. Political Parties in Germany and the Approaching Elections for the Reichstag. Dr. RICHARD.

Department of History

- February 8. Bohemian History and the Present State of Bohemia. FRANCIS COUNT LUEZOW, Ph.D., D.Litt.

Department of Indo-Iranian Languages

- November 1. The Parsis of India, Their History, Manners and Customs. RUSTOM RUSTOMJEE, *Editor of the "Oriental Review," Bombay, India.*
 Professor JACKSON
- April 30. The Beginnings of Persian Poetry.
- May 7. Persian Mystic Poetry.

Departments of Mathematics and Physics

The Calculus of Variations and Partial Differential Equations of Physics

JACQUES HADAMARD, Ph.D., Sc.D., LL.D., *Professor of Analytical and Higher Mechanics in the College of France, Paris*

- October 7. The Definition of Solution of Linear Partial Differential Equations by Boundary Conditions. How is the Problem to be set.
14. On the Recent Applications of Certain Mathematical Theories to Physical Problems. Ordinary Differential Equations, Integral Equations, Integro-differential Equations, etc.
21. Analysis Situs, its Rôle in Several Mathematical Questions, Especially in finite Correspondence and Differential Equations.
28. Elementary Solutions in Partial Differential Equations and Green's Functions, with Special Attention to the Latter.

Department of Music

- January 9, 16, 30—February 5, 13, 20, 27. Organ Recitals with Soloists.
- January 23. Lecture Recital on Grand Opera.
- March 6, 13, 20—April 10, 22. Concerts of Chamber Music.
- April 3. Recital on French Music.
- April 15. Pianoforte Recital.
- April 29. Recital for Two Pianos.
- May 6. Concert of Original Compositions by the Students in the Department of Music.

Department of Public Law

Practical Aspects of New York City Government and Administration

- March 11. LAWSON PURDY, LL.D., *President of Department of Taxes and Assessments.*
18. G. A. SOPER, Ph.D., *President of Metropolitan Sewerage Commission.*
25. JOSEPH JOHNSON, *Fire Commissioner.*
- April 1. ERNST J. LEDERLE, Sc.D., *Health Commissioner.*
15. WILLIAM A. PRENDERGAST, *Comptroller.*
22. CHARLES B. STOVER, *Park Commissioner.*
29. RAYMOND B. FOSDICK, *Commissioner of Accounts.*
- May 6. WILLIAM McADOO, *Chief Magistrate.*

Department of Physics

- November 15 and 16. The Relations of Light, Color and Art. ALBERT H. MUNSELL, M.A., *Professor in the Massachusetts State Normal Art School.*
- April 18. Kinemacolor. Professor HALLOCK.

Department of Psychology

- October 26. Life and Death. MAX WERWORN, Ph.D., M.D., *Professor of Physiology and Director of the Physiological Institute in the University of Bonn.*

The Founders of Modern Psychology

G. STANLEY HALL, Ph.D., LL.D., *President of Clark University*

- January 16. Edward D. Zeller, The Scholar in His Field.
 17. Edward von Hartmann, The Philosopher of Temperament.
 23. Hermann Lotze, The Harmonizer.
 24. Theodor Fechner, The Animist.
 30. Hermann von Helmholtz, The Ideal Man of Science.
 31. Wilhelm Wundt, A Scientific Philosopher.

CHRISTINE LADD-FRANKLIN

- March 25. The Theory of Color Theories—The Color Triangle, and the Color Square—The Facts Inconsistent with the Hering Theory.
 27. The Young-Helmholtz Theory in its Latest Form—Its Indispensableness and Its Inadequacy.
 29. The Recent Views on Color—Brunner, Pauli, Bernstein, Schenck—The Development—Theory of Color.

Department of Romance Languages and Literatures

French

- December 12. Les Caractères Généraux et Permanents de la Littérature Française.
 March 14. Le Vingtième Siècle et l'Oeuvre de Chateaubriand. ANATOLE DE BRAZ, D. ès L., *Professor à l'Université de Rennes.*

Division of Ancient and Oriental Languages

Astrology and Religion in Antiquity

FRANZ CUMONT, Ph.D., *Member of the Royal Academy of Belgium*

- December 19. Origin and Dissemination of Astrology and Star Worship.
 21. Astral Theology and Astral Mysticism.
 22. The Astral Doctrine of the Future Life.

Lectures in German

WILHELM PASZKOWSKI, Ph.D., *Professor in the University of Berlin*

- April 25. Der Deutsche Charakter.
 27. Deutsches Theater und Drama.
 29. Internationale Wissenschaftliche Organisationen.

Faculty of Fine Arts

- April 29. Greek Costume. Professor YOUNG.

Christian Association

- March 6. What is the Social Service? Rev. FRANK MASON NORTH, D.D., *Secretary, New York Church Extension and Missionary Society of the Methodist Episcopal Church.*
 8. The Church and the Needy. EDWARD T. DEVINE, LL.D., *General Secretary, Charity Organization.*
 13. The Church and the Child. GEORGE J. FISHER, M.D., *Secretary, Physical Department, International Committee, Young Men's Christian Association.*
 15. The Institutional Church and the Settlement Idea. Rev. ERNEST M. STIRES, D.D., *Rector, St. Thomas Church, New York City.*
 20. The Church and Civic Betterment. MORNAY WILLIAMS, LL.B., *Chairman, New York State Child Labor Committee.*
 22. The Church and the Laboring Man. Rev. CHARLES STELZLE, *Superintendent Departments of Church and Labor and Immigration of the Board of Home Missions of the Presbyterian Church.*
 27. Interchurch Co-operation for Social Service. Rev. HARRY EMERSON FOSDICK, M.A., *Pastor, First Baptist Church, Montclair, N. J.*
 29. Effects on the Church of Social Service. Rev. ALEXANDER G. CUMMINGS, D.Litt., *Chairman, Social Service Committee, Protestant Episcopal Church in the Diocese of New York.*

Phi Lambda Upsilon

- March 12. Paper Technology. ARTHUR D. LITTLE, *President of the American Chemical Society.*

Sigma XI

- May 2. A Zoologist's Trip to South America. Professor CRAMPTON.

The Library

- December 15. Libraries of Colonial New York. AUSTIN BAXTER KEEP, Ph.D., *Department of History, College of the City of New York.*
 October 25. The Libraries of Columbia University and Their Use. Dr. JOHNSTON.

Deutsches Haus

JOSEF SCHICK, Ph.D., *Professor of English Philology in the University of Munich. Kaiser Wilhelm Professor, 1911-12.*

- November 8. Titus Andronicus und Romeo und Julie.
 15. Die Romer-Tragodien.
 22. Hamlet, I.
 29. Hamlet, II.
 December 6. Othello und König Lear.
 13. Macbeth.

Teachers College

The Common Faith of the Common Man

ROCKWELL HARMON POTTER, B.D., *Pres. of Conn. Bible Society*

- February 8. The Man From Everywhere; The Religious Nature and Need of All Men.
9. The Faith for Every Man; The Universal Appeal of the Christian Ideal.
12. The Work in Every Field; The Scope of Christian Service.
13. The Hope of Every Heart; The Goal of Christian Service; The Kingdom of God.
14. The Prayer for Every Place; The Worth of Christian Worship.
28. Ober-Ammergau and Its Passion Play. Mrs. J. W. HASLEHURST.

Summer Session

- July 10. Wireless Telephony. Mr. ALFRED N. GOLDSMITH, *New York City*.
11. Tristan and Isolde in Legend and Poetry. Professor REMY.
17. Recent Advances in the Art of Illumination. Professor HALLOCK.
18. Hebbel's Gyges und sein Ring. Professor HEUSER.
19. The Home, Religious and Civic Life of the Ancient Romans, illustrated by Pompeii. Mr. GEORGE SAWYER KELLOGG, *New York City*.
20. Arnold of Rugby. J. J. FINDLAY, *Professor of Education, University of Manchester, England*.
24. Atoms of Matter and of Electricity. GORDON F. HULL, Ph.D., *Professor of Physics, Dartmouth College*.
25. Mediæval Nuremberg. Professor BRAUN.
26. The School of Architecture and Social Activities of New York City. ANDREW W. EDSON, M.A., *Assistant Superintendent of Schools, New York City*.
31. The Relation of Light to Ultra-violet and Infra-red Radiation and to Electric Waves. Dr. MORSE.
- August 1. Origin and Development of Realistic Drama. CAMILLO VON KLENZE, Ph.D., *Professor of Germanic Languages and Literature, Brown University*.
4. Eichendorff, His Life and His Lyrics. Dr. PORTERFIELD.
7. Visual Evidence of Molecules and their Motion. Mr. FARWELL.
11. Colonial Libraries. AUSTIN BAXTER KEEP, Ph.D., *Department of History, College of the City of New York*.
11. The Teaching of Chemistry. Professor ALEXANDER SMITH.

Extension Teaching

Lectures on Economic Agriculture

- November 22. How a City Man Can Succeed in Farming. Professor O. S. MORGAN.
29. Agricultural Possibilities About New York City. Mr. GEORGE T. POWELL, *President, Agricultural Experts Association.*
- December 6. Soil Bacteria—Their Importance and How to Control Them Advantageously. JACOB T. LIPMAN, Ph.D., *Director of the New Jersey Agricultural Experiment Station.*
13. Practical Problems in Developing the Dairy Herd. HENRY WING, M.S., *Professor of Animal Husbandry, Cornell University, Ithaca, N. Y.*
- January 10. Corn Growing in the East. THOMAS F. HUNT, M.S., *Director Pennsylvania State College of Agriculture.*
17. The Farmer as a Plant Breeder. W. N. HAYS, M.S., *Assistant Secretary of Agriculture, Washington, D. C.*
24. Problems in Feeding the Dairy Herd. E. S. SAVAGE, Ph.D., *Professor of Animal Husbandry, Cornell University.*
31. Poultry Raising. RAYMOND PEARL, Ph.D., *State Agricultural Experiment Station, Orono, Maine.*
- February 7. Soil Drainage Problems and the Practices in New York State. E. O. FIPPIN, B.S.A., *Professor of Soil Technology, Cornell University.*
14. Fundamental Problems in Maintaining Soil Fertility. O. SCHREINER, Ph.D., *Bureau of Soils, U. S. Department of Agriculture.*
21. Truck Farming and Its Problems near Great Cities. R. L. WATTS, M.S., *Professor of Horticulture, Pennsylvania State College of Agriculture.*
28. Peach Orchards. M. A. BLAKE, D.S.C., *New Jersey Agricultural Experiment Station.*
- March 6. Planting an Orchard. N. P. HEDRICK, M.S., *Horticulturist, Agricultural Experiment Station, Geneva, N. Y.*
13. Orchard Management with Special Reference to Fertilization and Spraying. J. P. STEWART, Ph.D., *Professor of Experimental Pomology, Pennsylvania State College.*
20. Problems in Eastern Farming. W. H. JORDAN, LL.D., *Agricultural Experiment Station, Geneva, N. Y.*
27. Practical Considerations in Farm Management. W. J. SPILLMAN, D.Sc., *U. S. Department of Agriculture, Washington, D. C.*
- April 10. Spraying Methods and Appliances for Tree Fruits. Professor O. S. MORGAN.
17. Poultry Husbandry and Poultry Practices. Professor FREDERICK H. STONEBURN, *College of Agriculture, Storrs, Conn.*
- SERVICES IN ST. PAUL'S CHAPEL
- October 1. Chaplain KNOX.
8. Rt. Rev. WILLIAM LAWRENCE, D.D., *Bishop of Massachusetts.*

15. Rev. CHARLES L. SLATTERY, D.D., *Rector of Grace Church, N. Y.*
22. Chaplain KNOX.
29. Rev. WILLIAM WALKER ROCKWELL, *Lic. Th. Union Theological Seminary.*

The Kingdom of God

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| November | <ol style="list-style-type: none"> 5. The Quest for the Kingdom. Rev. HARRY EMERSON FOSDICK, M.A., <i>Minister of the First Baptist Church, Montclair, N. J.</i> 12. Christ, the Bringer of the Kingdom. Rev. GAUIS ATKINS, D.D., <i>Minister of the Central Congregational Church, Providence, R. I.</i> 19. The Kingdom Within. Chaplain KNOX. 26. The Kingdom and the Social Order. Rev. JOSIAH STRONG, D.D., <i>President of the American Institute of Social Service.</i> 29. University Service. Professor LORD. |
| December | <ol style="list-style-type: none"> 3. The Kingdom and the Nations. Rt. Rev. ARTHUR SELDEN LLOYD, D.D., <i>President of the Board of Missions of the Protestant Episcopal Church.</i> 10. Memorial Service. Professor WOODERIDGE. |
| January | <ol style="list-style-type: none"> 17. Rev. CHARLES R. BROWN, <i>Dean of Yale Divinity School.</i> 7. Rt. Rev. JAMES H. DARLINGTON, D.D., <i>Bishop of Harrisburg.</i> 14. Chaplain KNOX. 21. Chaplain KNOX. 28. Rev. MARION L. BURTON, D.D., <i>President of Smith College.</i> |
| February | <ol style="list-style-type: none"> 4. Rev. H. ROSWELL BATES, B.D., <i>Minister of the Spring Presbyterian Church, New York City.</i> 7. University Service. Professor ERSKINE. 11. Rev. HERBERT SHIPMAN, B.D., <i>Rector of the Church of the Heavenly Rest, New York City.</i> 18. Rt. Rev. FRANKLIN S. SPALDING, D.D., <i>Bishop of Utah.</i> 25. Chaplain KNOX. |
| March | <ol style="list-style-type: none"> 3. Rev. FLOYD APPLETON, Ph.D., <i>Rector of St. Clement's Church, Brooklyn.</i> 10. Rev. WILLIAM P. MERRILL, D.D., <i>Minister of the Brick Presbyterian Church, New York City.</i> 17. Rev. J. A. JOWETT, M.A., <i>Minister of the Fifth Avenue Presbyterian Church, New York City.</i> 24. Rev. EDWARD S. TRAVERS, M.A., <i>Chaplain of United States Military Academy, West Point.</i> 31. Chaplain KNOX. |
| April | <ol style="list-style-type: none"> 7. Rev. G. A. JOHNSTON ROSS, D.D., <i>Presbyterian College, Montreal.</i> 14. Very Rev. WILLIAM M. GROVENOR, D.D., <i>Dean of the Cathedral of St. John the Divine, New York City.</i> 21. Rev. Professor DICKINSON S. MILLER. 28. Rev. FREDERICK H. SILL, O.H.C., <i>Kent School, Conn.</i> |
| May | <ol style="list-style-type: none"> 5. Professor DICKINSON S. MILLER. 12. Rev. G. ASHTON OLDHAM, B.D., <i>Rector of St. Luke's Church, New York City.</i> 19. Rev. DAVID BAINES-GRIFFITHS, D.D., <i>of the Edge-Hill Church, Spuyten Duyvil.</i> 26. Rev. GEORGE ALEXANDER, D.D., <i>Moderator of the Presbytery of New York.</i> |

APPENDIX 3

COMMITTEE ON EMPLOYMENT FOR STUDENTS

STUDENTS REGISTERED WITH THE COMMITTEE

AVERAGE EARNINGS (ACADEMIC YEAR ONLY)

SCHOOL	Registered Students			Students Reporting			Average Earnings		Estimated Expenses	
	1910-11	Summer 1911	1911-12	1910-11	Summer 1911	1911-12	1910-11	1911-12	Low	Moderate
	College	261	149	37	38	115	\$358.39	\$133.66	\$527.00	$709.00
Applied Science...	123	....	83	24	19	52	217.71	73.63	696.00	833.00
Medicine	51	....	14	8	4	10	283.89	148.51	637.00	717.00
Law	97	....	81	28	29	65	255.75	189.17	403.00	648.00
Graduate Faculties	168	....	153	54	30	93	208.34	280.65	481.00	641.00
Fine Arts.....	25	....	11	7	2	3	199.04	547.37	575.00	759.00
Barnard College..	43	....	25	13	9	31	77.21	164.88	591.00	729.00
Teachers College.	34	....	22	12	2	21	152.42	162.86	497.00	689.00
Extension Courses	18	....	25	..	..	14	....	76.12	....	....
Total	820	....	*563	183	133	404	* Of this number 106 names were dropped during the year.			

EARNINGS DURING THE ACADEMIC YEAR, OCTOBER 1 TO MAY 31

SCHOOL	With the Aid of the Committee		Without the Aid of the Committee		Totals	
	1910-11	1911-12	1910-11	1911-12	1910-11	1911-12
	College	\$4,438.32	\$6,833.31	\$8,821.01	\$8,537.94	\$13,259.33	$15,371.25
Applied Science...	1,441.75	941.20	3,783.25	2,886.80	5,225.00	3,828.00
Medicine	1,764.40	530.21	506.70	954.90	2,271.10	1,485.11
Law	3,555.85	5,136.36	3,604.86	7,160.14	7,160.71	12,296.50
Graduate Faculties..	4,781.66	10,188.10	6,469.07	15,922.93	11,250.73	26,111.03
Fine Arts.....	911.35	176.00	481.90	1,466.13	1,393.25	1,642.13
Barnard College...	89.75	864.75	914.03	4,246.50	1,003.78	5,111.25
Teachers College...	.....	913.84	1,829.00	2,506.25	1,829.00	3,420.09
Extension Courses..	.....	419.50	.....	627.00	.....	1,046.50
Totals	\$16,983.08	\$26,003.27	\$26,409.82	\$44,308.59	\$43,392.90	\$70,311.86

EARNINGS DURING THE SUMMER VACATION, 1911

	1910	1911	1910	1911	1910	1911
	College	\$2,087.69	\$3,358.16	\$4,907.67	\$4,230.99	\$6,995.36	$7,589.15
Applied Science...	461.90	695.45	2,718.25	1,318.55	3,180.15	2,014.00
Medicine	610.00	540.00	1,155.50	372.00	1,765.50	912.00
Law	2,291.35	1,724.32	4,712.50	4,356.20	7,003.85	6,080.52
Graduate Faculties..	2,246.50	2,602.96	7,170.19	4,034.14	9,416.69	6,637.10
Fine Arts.....	94.50	75.00	1,385.00	630.00	1,479.50	705.00
Barnard College...	77.00	295.40	1,119.53	347.50	1,196.53	642.90
Teachers College...	9.00	125.00	1,269.97	18.00	1,278.97	143.00
Extension Courses..	.....	.....	.....	.....	.....	.....
Totals	\$7,877.94	\$9,416.29	\$24,438.61	\$15,307.38	\$32,316.55	\$24,723.67

EMPLOYMENT OF STUDENTS

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EARNINGS CLASSIFIED BY OCCUPATIONS

FOR THE ACADEMIC YEAR, 1911-12

SCHOOL	Teaching and Tutoring		Clerical Work		Technical Work		Miscellaneous	
	With the Committee's Aid	Independently	With the Committee's Aid	Independently	With the Committee's Aid	Independently	With the Committee's Aid	Independently
College	\$2,670.79	\$2,534.00	\$1,854.62	\$1,618.16	\$210.02	\$835.00	\$2,097.88	\$3,550.78
Applied Science	196.30	642.00	460.70	528.00	125.50	317.00	158.70	1,399.80
Medicine	382.50	618.00	47.71	8.80	.....	218.10	100.00	110.00
Law	2,282.77	3,386.25	1,700.26	1,191.04	84.50	129.80	1,068.83	2,453.05
Graduate Faculties ..	8,315.67	11,731.90	657.18	433.00	245.00	590.00	970.25	3,168.03
Fine Arts	75.00	1,266.00	.....	75.13	101.00	.....	.....	125.00
Barnard College	811.50	2,738.00	53.25	1,217.00	.....	198.00	.....	93.50
Teachers College	649.00	1,856.00	19.00	107.25	.....	.....	245.84	543.00
Extension	120.00	40.00	124.50	164.00	.....	313.00	175.00	110.00
Totals	\$15,503.53	\$24,812.15	\$4,917.22	\$5,342.36	\$766.02	\$2,600.90	\$4,816.50	\$11,553.16

FOR THE SUMMER VACATION, 1911

College	\$1,474.65	\$1,129.85	\$1,194.40	\$1,241.50	\$157.00	\$455.00	\$532.11	\$1,404.60
Applied Science	354.70	219.00	130.80	330.75	7.45	560.59	202.50	208.21
Medicine .....	.....	81.00	20.00	85.00	.....	.....	520.00	206.00
Law	786.37	1,854.50	692.45	1,294.50	.....	.....	245.50	1,207.20
Graduate Faculties ..	1,842.25	2,590.54	344.31	591.10	186.50	310.00	229.90	542.50
Fine Arts	75.00	480.00	.....	100.00	.....	.....	.....	50.00
Barnard College	45.00	20.00	250.40	7.50	.....	.....	.....	320.00
Teachers College .....	.....	18.00	125.00	.....	.....	.....	.....	.....
Extension .....	.....	.....	.....	.....	.....	.....	.....	.....
Totals	\$4,577.97	\$6,312.93	\$2,757.36	\$3,650.35	\$350.95	\$1,325.59	\$1,730.01	\$3,938.51

EMPLOYERS' REQUESTS, AND POSITIONS AND EARNINGS (COMMITTEE)

CLASSIFIED BY OCCUPATIONS

OCCUPATIONS	Employers' Requests, 1910-11	Employers' Requests, 1911-12	Positions, 1910-11	Positions, 1911-12	OCCUPATIONS	Academic Year 1911-12	Summer Vacation, 1911	Totals
Tutoring and Teaching ..	203	163	224	224	Teaching	\$15,503.53	\$4,577.97	\$20,081.50
Clerical	130	142	281	281	Clerical	4,917.22	2,757.36	7,674.58
Proctors and Ushers	19	196	207	207	Technical	766.02	350.95	1,116.97
Stenography and Typing ..	99	47	111	111	Misc.	4,816.50	1,730.01	6,546.51
Salesmen	66	153	219	219	Totals	\$26,003.27	\$9,416.29	\$35,419.56
Companion	51	26	54	54	No records by occupations available for the summer of 1910 or academic year 1910-11.			
Technical	46	32	60	60	The totals were			
Camps and Playgrounds ..	21	29	33	33		\$16,983.08	\$7,877.94	\$24,861.02
Waiting	14	6	28	28				
Miscellaneous	151	115	279	279				
Totals	800	909	1496	1496				

GRAND TOTALS FOR FISCAL YEAR, 1911-12

	With the aid of the Committee		Without the aid of the Committee		Totals	
	1910-11	1911-12	1910-11	1911-12	1910-11	1911-12
Summer Vacation..	\$7,877.94	\$9,416.29	\$24,438.61	\$15,307.38	\$32,316.55	\$24,723.67
Academic Year.....	16,983.08	26,003.27	26,409.82	44,308.59	43,392.90	70,311.86
Totals	\$24,861.02	\$35,419.56	\$50,848.43	\$59,615.97	\$75,709.45	\$95,035.53

The following table, which shows the earnings of the students since 1898-99, may perhaps be of interest. In the years 1902-03 to 1910-11 all students in the University were asked to make a report of their earnings. In the year just closed, 1911-12, only those regularly registered with the Committee were asked to report.

	<i>With</i>	<i>Without</i>	<i>Total</i>
1898-99.....	\$1,600 00	Unreported	\$1,600 00
1899-1900.....	3,000 00	Unreported	3,000 00
1900-01.....	4,977 00	Unreported	4,977 00
1901-02.....	5,459 68	\$10,204 50	15,664 18
1902-03.....	16,574 94	41,149 63	57,724 57
1903-04.....	27,452 10	46,569 07	74,021 17
1904-05.....	43,032 11	49,404 09	92,436 20
1905-06.....	39,660 96	64,529 43	104,190 39
1906-07.....	30,645 33	80,515 95	111,161 28
1907-08.....	28,766 15	67,089 85	95,856 00
1908-09.....	29,245 83	65,908 89	95,154 72
1909-10.....	39,054 02	127,723 47	166,777 49
1910-11.....	24,861 02	50,848 43	75,709 45
1911-12.....	35,419 56	59,615 97	95,035 53
Totals.....	\$329,748 70	\$663,559 29	\$993,307 98

Of the Committee itself there is little to be said. By the generosity of the Class of 1901 a most welcome addition has been made to our endowment, and the action of the University Trustees, in placing a larger appropriation at our disposal, has made possible the hiring of much-needed clerical assistance. Save for the need that occasionally arises for a messenger, the wants of the Committee, for the time being at least, seem to be fairly well provided for.

In furthering the growth of the Committee's work it might be well if more use were made of its records in the various University offices. A suggestion has already been offered as to how this might be done in reference to the management of the loan funds; the same plan should also be tried in the awarding of scholarships. Very often it happens that boys who are brilliant students and who are really in need of funds hesitate to apply for scholarship aid, and they are left to battle for themselves. There should be a closer bond between the Committee office and the offices of the various Deans and of the Secretary for the fulfilling of these ends. In order that it have a larger influence in the University, the Committee should be regarded as more than a mere clearing house between employers and students.

In conducting the work of the Committee for the year, the Secretary is indebted to Frank A. Dickey, assistant registrar, and former Secretary of the Committee, for many valued suggestions. To the students whose co-operation has been so essential, he is also grateful.

Respectfully submitted,

MALCOLM M. ROY,

Secretary.

June 30, 1912.

APPENDIX 4

THE USES OF EARL HALL 1911-1912

	Meetings No. of	Attendance (Total)
RELIGIOUS, PHILANTHROPICAL AND ETHICAL		
Christian Association.....	312	4,210
Church Societies.....	33	488
Church Services and Other Organizations.....	88	12,875
DEBATING AND LITERARY SOCIETIES.....	155	2,620
SCIENTIFIC AND DEPARTMENTAL CLUBS.....	68	3,660
SOCIAL ORGANIZATIONS.....	65	5,500
STUDENT AND CLASS ORGANIZATION COMMITTEES....	153	3,546
MUSICAL AND DRAMATIC.....	212	6,406
MASS-MEETINGS, ETC.....	20	4,225
SOCIAL FUNCTIONS.....	40	8,800
LECTURES AND CONFERENCES.....	18	4,300
MISCELLANEOUS	247	4,000
	1,141	60,630
Additional daily unrecorded attendance at student offices, reading-rooms, pool room, etc., 350 for 180 days.....		63,000
	1,411	123,630

Earl Hall is also open and largely used during the Summer Session; and throughout the entire year for services of the Broadway Presbyterian Church.

APPENDIX 5

BOARD OF STUDENT REPRESENTATIVES

1911-1912

In accordance with Article XII of the Constitution of the Board of Student Representatives, I beg to report on the work of the Board for the academic year 1911-12 as follows:

On March 25th the Board called a meeting of representatives of various clubs, publications, etc., for April 10th, to consider the advisability and feasibility of forming a general non-athletic association—a centralized organization of non-athletic interests, with graduate managership, patterned somewhat on the Athletic Association. At this meeting a committee, consisting of Professor C. H. Hayes, Messrs. F. D. Fackenthal, R. S. Bourne, J. T. Kemp and E. S. Swazey, was appointed to draw up a tentative constitution for the association. This was done, a copy of the proposed constitution being printed in *Spectator* on May 15th. After the publication the committee held conferences with representatives of affiliated organizations. In order to adopt the proposals finally the endorsement of King's Crown, the organizations affected, the Student Board, and the University Committee on Student Organizations is necessary. King's Crown has already taken favorable action, but the others deferred action until October.

**Non-Athletic
Association**

After revising the regulations for the selection of Varsity athletic managers and assistant managers, the Board felt that our system was still inferior, and a committee, consisting of Messrs. H. A. Fisher, C. G. Sinclair, Jr., and A. D. Alexander, was appointed, to study the system at other universities and draw up a new scheme for Columbia. The new plan, stated in a general way, will require all Sophomores wishing to be-

**Election of
Managers**

come managers to report at the beginning of the year to the Graduate Manager of the Athletic Association, and, after a thorough trial and examination, the best of these men will be assigned, probably by the University Committee on Athletics, to Assistant Managerships for their Junior year, to become Managers as Seniors.

The two matters mentioned thus far, the Non-Athletic Association and the managership regulations, the 1911-12 Board was unable to complete, owing to the start on the work being made late in the year. It will therefore be incumbent on our successors to take up and finish this work.

The usual campus elections for managerships, class offices, etc., were conducted by the Board, the contests as a rule being close and the voting ordinarily heavy. These elections are so many and varied that the opening and closing of nominations, setting dates for the elections, and the supervision of the balloting take a considerable part of every Board's time.

Regarding interclass contests, the usual Freshmen-Sophomore clashes (the tug-of-war, push-ball contests and flag rush) were held in the fall, and their great popularity, not only with the classes engaged but with the entire student body, was again proven. No difficulty was experienced by the Board in handling these affairs, and there was no disorder. This was due largely to the fact that the Board, with the kind assistance of the Superintendent of Buildings and Grounds, had the field roped off for each contest, and succeeded in keeping the spectators back of the ropes. The usual interclass athletic contests were sanctioned by the Board, but the management of these, with the exception of the cane sprints, was left to the Varsity athletic managers.

An innovation introduced by the Board this year was the Freshman Class Smoker, arranged for by a committee of upper classmen appointed by the Board and held during February. The affair was highly successful, and we would suggest that our successors take this matter up and see that the smoker is held early in the fall.

The following legislation was passed by the Board during the year :

On November 13th the Board ruled that "no student primarily registered in the University Extension courses shall be considered eligible for classes or other teams in intramural sports." Legislation

In order to give the Insignia Committee a better working organization, the Board passed a ruling making the Graduate Manager of the Athletic Association a member and Chairman of the Committee. The remainder of the committee was left as heretofore, the captains of the crew, and track, baseball and basketball teams, together with a member-at-large chosen by vote of members of the A. A., all of which members of the committee must have won a Varsity "C."

A new set of regulations governing class meetings and the election of class officers were drawn up and passed by the Board, as well as the regulations governing the election of Varsity managers and assistant managers, previously referred to.

The Board ruled that votes cast by students of Barnard, Teachers College, and the College of Pharmacy, in the election for Board members held April 24th, 25th and 26th, were invalid, and requested the Registrar not to count the same. This ruling, on being contested by the Registrar, was sustained by yourself.

At the request of the Superintendent of Buildings and Grounds, the Board drew up a set of regulations governing the use of the tennis courts on South Field, and passed the same on May 6th. At the most, these rulings could only remedy in a very small way the difficulties caused by a large over-demand for the courts. The lack of a sufficient number of courts only emphasizes in another way the need of the proposed Hudson River stadium, concerning which, at the request of the Board, I wrote to you and to the Chairman of the Board of Trustees, stating that the student body was deeply interested, and hope for an early completion of the stadium.

Four amendments to the Constitution proposed by the Board were passed by the student body at the April election. Article IV, Section III, was amended, restricting nominations for representatives from the Law School to students in the second year Law; Article IV, Section IV, restricting nominations from the undergraduate schools, at the general elections, to members of the Junior Class; and Article V, clause D, requiring that nominations for the Board be accompanied by the extra curricular records of the nominees. In addition, a new article, XIV, was passed, opening ordinary meetings of the Board to all students, and, upon prior notice, giving any student the privilege of the floor.

The eligibility of a candidate for an Assistant Varsity managership was referred to the Board, and the Board refused to pass on the matter, on the ground that eligibility for other than intramural sports was out of its jurisdiction and was a question for the Faculty Committee.

University Commons Several investigations were conducted by the Board during the course of the year. On November 20th a committee of the Board which had been appointed to investigate the University Commons reported that it found the food good, conditions sanitary and prices reasonable.

There being a great deal of dissatisfaction on the campus with the system of local mail delivery, a committee was appointed to investigate this matter, but ceased its operations at the request of the Superintendent of Buildings and Grounds, on his statement that the entire system was shortly to be revised.

Sophomore Show On complaint of the Bursar of the University, the Board held an inquiry into the financial failure of the Sophomore Show. After cross-examining the cast and committee, the Board gave one week for the bills to be paid, at the end of which time, if the bills were outstanding, recommendation was to be made to the faculty by the Board for the suspension of the Class President, the Chairman of the Show Committee, and the two of the cast particularly responsible for the failure. The bills were paid within the required week.

The Glee and Mandolin Clubs had an exceedingly poor season. Although there was an even break financially, the quality of the performances was such that they were a discredit to the university. After a thorough consideration of the matter, the Board decided to recommend to the University Committee on Student Organizations that the clubs be disbanded, and be not allowed to reorganize until sufficient assurance could be given of worthy organizations. The University Committee decided not to approve the schedule of the clubs for 1912-1913 until such assurance could be given.

At the request of Deans Keppel and Goetze, the Board conducted an investigation into occurrences at the Sophomore Triumph, held May 15th, and reported to the Deans in the matter as follows:

Sophomore
Triumph

"The Board requested and received a statement from the authorities in charge of Brooks Hall; a similar request to Whittier Hall was not complied with.

"The Board cross-examined eighty-six members of the Sophomore Class of 1914. Fourteen of these men entered both Brooks and Whittier Halls; forty-two entered Brooks Hall only; four Whittier only—a total of fifty-six who had entered Brooks Hall, and eighteen who had entered Whittier. Twenty-six men summoned by the Board had not entered either Hall.

"Each witness, after being duly sworn, was asked the following questions:

- "1. Did you enter Brooks Hall?
- "2. Did you enter Whittier Hall?
- "3. Did you speak or communicate with any of the residents, or (without mentioning names) did you see or hear any one else doing so? If so, what was the nature of the conversation?
- "4. Did you take a card from any of the doors, or see any one else do so? If the card was taken, did you later write to or communicate with the owner?
- "5. Did you try any of the doors or enter any of the rooms, or see any one else do so?
- "6. Did you use any profane or indecent language or hear any?
- "7. Did you open a transom of any of the rooms, or attempt to, or look over any of the transoms? Did you see any one else do any of these things?

"On the answers to the questions, the Board finds the following facts:

"The entry was made into Brooks Hall about 8 P. M. by about 150 men; into Whittier about 11 P. M. by about 50 men.

"There was no one who entered the Halls either drunk or slightly intoxicated; and, further, there was no one at the Triumph in that condition.

"All but four men neither spoke to nor saw any one speaking to any of the residents. Two men, while in the Halls, replying to inquiries from the girls, said they were the 'Class of 1914' and 'New York University men.' A third man spoke to the lady in charge of Brooks Hall relative to getting the fellows out. The fourth man said the girls were greeted with 'Oh, you kid!' etc.

"Four men examined had taken cards from the doors. If they had

them on hand the Board took possession, in order to return them to the owners; otherwise the Board asked the men to return them to the owners, which they said they would do. Fourteen men saw cards taken but took none themselves. The others took none and saw none taken.

"One man saw fellows try the doors; three saw fellows knock; two saw fellows open doors, one saying one of the doors opened was a lavatory door. None of the men examined did these things themselves. All swore they saw no one enter any room. Except as above stated, all answered question No. 5 in the negative.

"Every man examined swore he neither used any profane or indecent language nor heard any.

"Three men testified that they saw a man look over a transom in Brooks Hall. One man said he saw some one open a transom; and another that he saw a man attempt to open one. Question No. 7 was added after about the first twelve men had been examined, and, except as stated, all replies were in the negative.

"The entries into the halls were made in a spirit of frolic and fun, without any malicious intent or idea of frightening the inmates, and without any thought on the part of the trespassers of the impropriety or indiscretion of their actions.

"The Board adopted the following resolutions, May 27th:

"WHEREAS, the Class of 1914 entered Brooks and Whittier Halls on the night of May 15th, 1912, be it hereby

"*Resolved*, that the Board of Student Representatives express, both for the Student Body and itself, very deep regret and sincere apologies for the occurrence; and the Board hopes and firmly believes that there will be no recurrence of such an affair; and be it further

"*Resolved*, that the Class of 1914 be hereby forbidden to hold its Junior Ball (or any class dance during its Junior year) and Theatre Party; and that the University Tea in honor of the 1914 Junior Class be omitted; and be it further

"*Resolved*, that the Chairman be instructed to forward copies of these resolutions to the Deans of Barnard College and Teachers College; and to Miss Weeks, Manager of Brooks Hall, and Miss Daniels, Manager of Whittier Hall."

Two controversies came to the Board for settlement. A member of the Glee Club claimed he had been unjustly dropped from the club. After hearing both sides, the Board decided that his claim was justified and reinstated him. There was also a dispute between the Debating Council and the Peithologian Literary Society as to the refusal of the latter to contribute a proportionate share of the expenses of intercollegiate debating. At

the request of the Society that the Board lay the matter on the table, as the difficulty would probably solve itself, the Board postponed action, and the matter took that final outcome.

In conclusion, there is one matter which might be mentioned. The Constitution of the Board calls for the polls being open for three days between the hours of 9 A. M. and 5 P. M. for the elections to the Board. The Registrar, who constitutionally conducts the election, stated that the polls could be opened only from 10:30 A. M. to 2 P. M. for the April elections, as changed conditions from those at the time the constitution was passed made it impossible for him to hold the polls open all day. The Board insisted on the constitutional hours, and the matter was finally settled by Board members taking charge of the polls (with the consent of the University Committee on Student Organizations) from 9 to 10:30 A. M. and from 2 to 5 P. M. each day. Twenty-eight per cent. of the total vote was cast during these hours, which would seem to confirm the opinion of the Board that the 9 to 5 arrangement was a great convenience to the student body and that the hours should not be shortened, even if the election had to be held elsewhere than in the Registrar's office in order to keep the polls open the longer time.

**Hours of
Elections**

Respectfully submitted,

WARNER C. PYNE,

Chairman.

June 30, 1912.

REPORT OF THE REGISTRAR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1912

To the President of the University,

SIR:

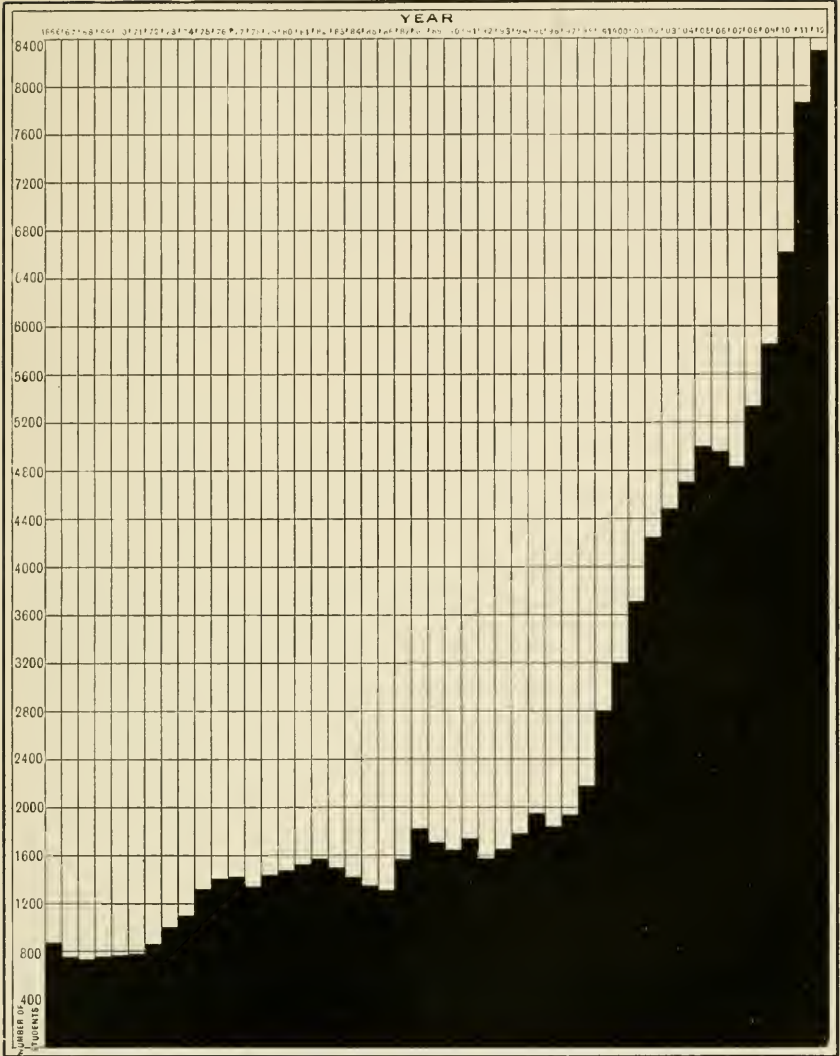
I have the honor to submit herewith my report as Registrar of the University for the academic year 1911-1912. While the smaller rate of increase in attendance has made a correspondingly smaller increase in the demands upon the Registrar's office than in the two preceding years, it nevertheless represents a substantial increment to the earlier extraordinary additions. A glance at Table II will show that in five years the number of students to be entered upon the current records of this office, excluding the schools which have separate registration, has nearly doubled; in 1907-08, 4,045; in 1911-12, 8,069. Duplicate registrations do not count in attendance statistics, but in the records the duplication saves little time. The system of record and report now used in the undergraduate schools has increased the clerical labor many fold, and to good advantage. Reference to Table XVI shows an increase in the same period of over 50 per cent. in the number of degrees and diplomas awarded, another important item of the annual routine.

The foregoing remarks are not prefatory to a complaint of insufficient assistance in the conduct of the work, but are to justify the additions to staff and equipment for which the Trustees have invariably been ready to provide; are to emphasize, moreover, the ever more pressing need of additional room, which need was stated with some detail in last year's report. With the development of a new and important school in the near future will come the necessity of more clerical assistance and an equally urgent requirement of more space. What is

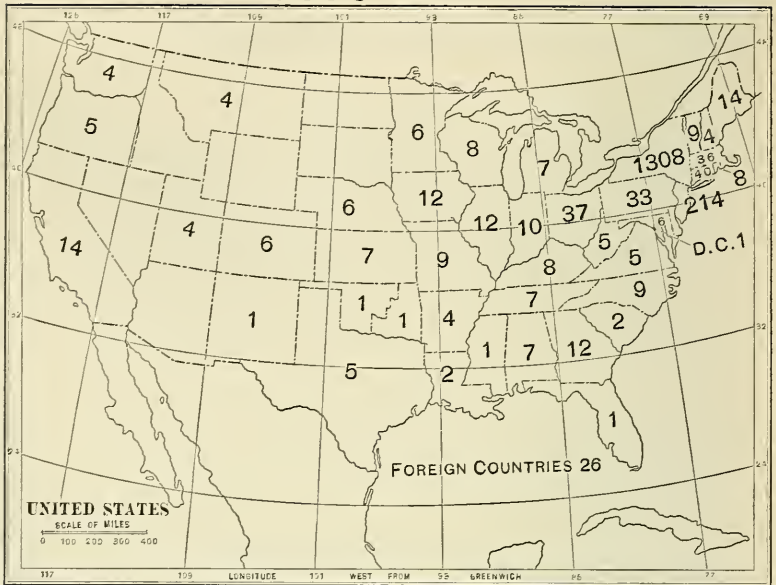
COLUMBIA UNIVERSITY

TOTAL ENROLLMENT INCLUDING SUMMER SESSION

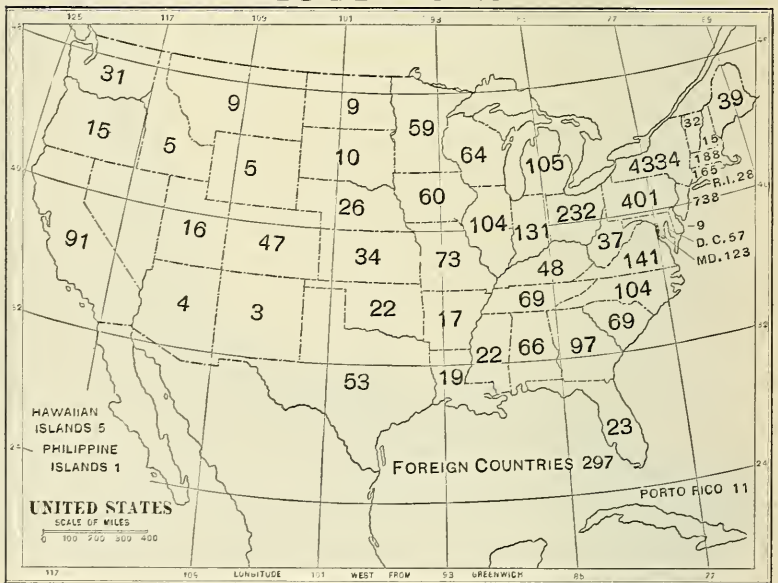
1866-1912



1896-1897



1911-1912



now a question of inconvenience and discomfort, not to speak of appearance, may presently become one of hampered efficiency.

There has been no material change in the established routine and indicated improvements seem to lie mainly in the direction of the betterment of methods now in vogue. The newer members of the staff, as well as those of longer experience, have now so mastered this routine that opportunities for such betterment suggest themselves as a matter of course. Occasional valuable hints come from other administrative officers and from officers of instruction, to whose coöperation we have been from the first much indebted.

The tables that summarize the record of the year now closing correspond to those of my last previous report. As hitherto, Table I shows the registration by faculties and by the larger administrative groups, Tables II and III give a comparative survey of registration and of the rate of increase and decrease for a period of years; XII and XVI make a similar comparison, in respect to residence and the bestowal of degrees, with the record of 1911-12 as shown in XI and XV, respectively. Table IV supplements I with a classification of Summer Session matriculated students, Tables VII-X and XVII classify graduate students by faculties and subjects; XIII and XIV show the parentage and nature of their previous degrees. Table XVIII shows the average and the median age of students in the undergraduate schools; Tables XIX and XX, the instruction given by the several departments according to the student unit and the course unit, respectively. The charts showing the increase in registration in the entire University since 1866 and the comparative geographical distribution of the student body in 1896-7 and 1911-12 have been brought down to date. An additional section of this report presents the statistics of Extension Teaching, first included last year. The appended report of the Summer Session of 1912, the details of which will be incorporated in the general statistics of 1912-13, will be made by the Assistant Registrar, who will be in sole charge from July 1, during the Registrar's half-year absence as associate professor.

The total enrollment for 1911-12, excluding students in Extension Teaching and special students in Teachers College, as well as duplicates in the Summer Session and elsewhere, is 8363, a net increase of 505, or about 6.4 per cent., over that of 1910-11. This is considerably less than the increase of 1909-10 and 1910-11, which was, respectively, 715 and 1256. In view of the extraordinary gain of those two years a much smaller increase might have been expected. Compared with 1909-10 the increase is 1,761, or 26.6 per cent.; with 1908-9, 2,476, or 42 per cent.; in the four-year period since 1907-8, 2,990, or 55.6 per cent. In the Summer Session of 1911 the gain was 341, as compared with 439 in 1909 and 661 in 1910, which correspondingly reduces the total. In the University Corporation, exclusive of the Summer Session, the enrollment was 3,839, as against 3,780 in 1911, an increase of 59, that for 1910 having been 429, for 1909, 157. Including the Summer Session, with allowance for duplicates, the enrollment of the Corporation increased from 5,932 to 6,303, a gain of 371, as compared with 995 in 1911 and 522 in 1910. As in the comparison above, the diminished increase is partly due to the smaller gain of the last Summer Session, as against that of the two preceding years. Of the 3,103 students in Extension Teaching (exclusive of duplicates, viz., 320 matriculants and 46 registered in the Summer Session of 1911) and special classes in Teachers College, 2,836 attended courses given at the University, making the total number actually receiving instruction at the University 11,199. The corresponding total last year was 10,425, in 1910, 8,548. Making proper allowance for non-matriculated and duplicate matriculated students in the Summer Session (in 1911, 1,732 and 566, respectively) and for students in Extension Teaching, many of whom return year after year and ultimately become matriculants, there were 5,798 candidates for degrees and diplomas in residence during 1911-12. Of this number 1,494, or more than one-fourth, completed the requirements and graduated (see Table XV). This proportion indicates that the majority of the so-called "part-time" students pursuing courses for a professional diploma or for a higher degree, including

those who complete the requirements for the master's degree in Summer Session, have a definite aim and succeed in attaining it within a reasonable period. While the prosecution of their studies under such conditions has certain obvious drawbacks, the advantage of continuing their University connection and their contact with fellow-students and teachers over a longer period is not to be disregarded.

The increase of the year is distributed among all the faculties of the University except those of Applied Science and Fine Arts. In Columbia College the increase is 18, as compared with 110 last year and 25 in 1909-10. That any gain is recorded is due to the return of a larger proportion of old students than in the preceding year. The number admitted to the Freshman Class was 229, as compared with 249 in 1910-11. The gain of the past five years is more than 28 per cent. The number entering in February reached this year a total of 64, including only 4 non-matriculants, as compared with 77, including 10 non-matriculants, in 1911. The number admitted in 1910 was 55; in 1909, 22. The College graduated this year 94 Bachelors of Arts and 58 Bachelors of Science, the total exceeding by 10 the number graduated last year, by 30 that of 1910. Of the 152 graduates 12 completed their course in three years, 11 in three and one-half years, as against 16 and 10, respectively, in 1910. A few of these were enabled to graduate in the shorter period in virtue of extra credit for high standing or of the curriculum for a degree with honors, but about half took one or more Summer Sessions. Thirty obtained the degree after a residence of two years or less, having been admitted to advanced standing from other colleges; of this number 12 were admitted to the Senior Class and spent only one year in residence. One graduate received the degree of Bachelor of Arts with High Honors, one with Highest Honors; two the degree of Bachelor of Science with Highest Honors. The total number of graduates who availed themselves of options in the professional schools, and who accordingly spent 4 years in residence, was 68 (as against 54 last year, 50 in 1910), distributed as follows: Law, 35; Medicine, 7 for one year, 7 for two years; Mines, Engineering and Chemistry, 10; Archi-

ecture, 5; Teachers College, 4. Barnard College has had the largest gain, both actual and per cent., in its history, its enrollment increasing from 547 to 640. This is more than double its largest previous increase. The gain during the past five years is more than 52 per cent.

The non-professional graduate faculties have gained 66, as compared with 229 and 106, respectively, in 1911 and 1910. Their enrollment has increased 63 per cent. in the last five years; in the ten-year period nearly 168 per cent. The number entering in the second half-year was 184, as compared with 200 in February, 1911. Of this year's increase 16 are in Political Science, 15 in Philosophy, 35 in Pure Science. The respective increase last year was 73, 114 and 42; in 1909-10, 46, 71 and 6. As shown in Table VII, the increase in Political Science and Pure Science is mainly under the head of primary registration, 14 in the former and 29 in the latter. In the Faculty of Philosophy there is a loss of 29 in primary registration, which is more than offset by the increase in the number of students primarily registered in Teachers College, 316 as against 280. There is an increase of 4 in the number of Seminary students under this faculty, of 16 under the Faculty of Political Science. The total of these students is 153, as compared with 133 the previous year. The number of students registered from the School of Philanthropy under the Faculty of Political Science decreased nearly 50 per cent., from 35 to 18. In the Summer Session of 1911 the number of registrations under the Graduate Faculties increased from 340 to 409, Philosophy and Pure Science gaining 68 and 5, respectively, Political Science losing 4. As appears from Table IV, which classifies the matriculated students of the Summer Session, only the students not registered in either of the succeeding half-years are included in the foregoing numbers. As noted under Table I, the 429 graduate students of the Summer Session are not included in the total of 1,433 as there given (because of the unequal period of residence), so that the grand total of non-professional graduate students, exclusive of duplicates, is actually 1,842. Of the 1,433 registered in one or both academic half-years 878 are men and 555 are women, as against 822 men and 545 women in 1910-11.

The increase of men is thus more than five-sixths of the total (56 of 66), whereas in last year's gain of 229, the men outnumbered the women by only 29. In 1909-10 the increase of women was five times that of men, in 1908-9 it was double.

The net increase (counting duplicates) in all schools of the University, exclusive of Summer Session, is 224, as compared with 851 last year, and with 368 in 1909-10. This is distributed among the registration groups as follows: Undergraduate colleges, 111, or 50 per cent.; non-professional graduate faculties, 66, or 29 per cent.; professional schools, 47, or 21 per cent. Of the latter the School of Law has gained 41, Teachers College, 52. The latter made last year the unprecedented gain of 448. Its gain in the last five years is over 118 per cent., in the ten-year period, 156 per cent. In Law the registration passed 400 for the first time since the establishment of the collegiate requirement for admission, nine years ago. The School of Medicine gained 22, as compared with a loss of 17 last year, when the new admission requirement went into effect. Despite a decrease of 4 in the entering class, the total attendance is the largest since 1906-7. The Schools of Mines, Engineering and Chemistry show a decrease of 53, as compared with an increase of 38 last year, when the enrollment for the first time passed 700. In these schools 13 college students availed themselves of the professional option, making the actual attendance 684. The number exercising this option in the School of Law was 49, making the actual attendance 466; in the School of Medicine the number was 28, making the actual number instructed 379. In the School of Architecture there was a decrease of 23, in Music of 4. To the 135 attending the former school were added 10 College students exercising the professional option. The College of Pharmacy has gained 12, as compared with a loss of 38 last year.

The registration under the several faculties is classified in Table I. In Table II will be found a summary of the registration by faculties since 1901-1902, and in Table III a survey of the rate of increase and decrease by years and by periods. As has been previously pointed out (Annual Reports, 1909, page 168), Tables II and III must be examined in the light of

circumstances bearing upon registration, such as increase of tuition charges and of requirements for admission; likewise with allowance for the relative age of the various schools. The recent growth of the student body (including Summer Session since 1900, but exclusive of Extension Teaching) is shown by the following summary of totals:

TOTAL ENROLLMENT INCLUDING THE SUMMER SESSION
1894-1911

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

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

	1906-7	1907-8	1908-9	1909-10	1910-11	1911-12
Men	2832	2930	3205	3297	3662	3763
Women	1257	1412	1545	1820	2231	2310
Total	<u>4089</u>	<u>4342</u>	<u>4750</u>	<u>5117</u>	<u>5893</u>	<u>6073</u>

TABLE I

REGISTRATION AT COLUMBIA UNIVERSITY, IN ALL FACULTIES, DURING THE ACADEMIC YEAR 1911-12

FACULTIES	First Year	Second Year	Third Year	Fourth Year	Non-candidates	Graduates	Total 1911-12
Columbia College*	316	214	127	137	26	....	820
Barnard College.....	226	132	154	72	56	....	640
Total undergraduates	542	346	281	209	82	....	1,460
Faculty of Political Science.....	....	....	....	....	41	355	396
Faculty of Philosophy .....	....	....	....	....	69	710	779
Faculty of Pure Science .....	....	....	....	....	19	239	258
Total non-professional graduate students**** .....	....	....	....	....	....	....	1,433
Faculty of Applied Science***	184	154	186	134	13	....	671
Faculty of Law***	131	148	112	....	26	....	417
Faculty of Medicine***	64	61	104	91	31	....	351
Faculty of Pharmacy.....	165	114	....	....	6	2	287
Teachers College*** .....	....	....	475	534	334	280	1,623
Faculty of Fine Arts { Architecture*** .....	....	103	....	....	26	6	135
{ Music .....	....	3	....	....	16	1	20
Total professional students .....	....	....	....	....	....	....	3,504
<i>Deduct double registration †</i> .....	....	....	....	....	....	....	<i>324</i>
Net total .....	....	....	....	....	....	....	6,073
Summer session, 1911.....	....	....	....	....	....	....	2,978
Grand total .....	....	....	....	....	....	....	9,046
<i>Deduct double registration ‡</i> .....	....	....	....	....	....	....	<i>683</i>
Grand net total .....	....	....	....	....	....	....	8,363
Students in extension teaching §.....	....	....	....	....	....	....	1,234
Special students in Teachers College ††.....	....	....	....	....	....	....	1,869

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

**The total, 1433, does not include 85 college graduates in law (65), medicine (14), and applied science (6), who are also candidates for the degree of A.M. or Ph.D. It likewise does not include 409 candidates for the higher degrees enrolled in the Summer Session who did not return in either of the succeeding half-years. For classification by faculties see Table IV.

***Exclusive of college students also registered under the professional faculties (in the exercise of a professional option), as follows: 13 Seniors in the Schools of Mines, Engineering and Chemistry (Faculty of Applied Science); 49 Seniors in the School of Law; 12 Juniors and 16 Seniors in the School of Medicine; 4 Seniors in Teachers College; 5 Juniors and 5 Seniors in the School of Architecture.

†Of the total, 316 are Teachers College students, 280 enrolled in the Faculty of Philosophy as candidates for the higher degrees (172 men and 108 women) and 36 special non-candidates (15 men and 21 women); and 8 are Columbia College students who graduated in February and subsequently enrolled in some other school of the University.

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

§Attendance at the University (excluding 320 matriculated students and 46 students also registered in the Summer Session), 967; attending away from the University, 267.

††Including 352 in Evening Technical courses and 1517 in special classes.

TABLE II

REGISTRATION AT COLUMBIA UNIVERSITY, IN ALL FACULTIES, DURING THE
ACADEMIC YEARS 1901-1912

FACULTIES	1901-1902	1902-1903	1903-1904	1904-1905	1905-1906	1906-1907	1907-1908	1908-1909	1909-1910	1910-1911	1911-1912
Columbia College	492	495	504	534	589	638	650	667	692	802	820
Barnard College.....	389	358	403	366	390	419	453	498	535	547	640
Total undergraduates	831	853	907	900	979	1,057	1,103	1,165	1,227	1,349	1,460
Faculties of Political Science, Philosophy, Pure Science*..	535	623	692	782	861	877	977	1,015	1,138	1,367	1,433
Total non-professional graduate students*	535	623	692	782	861	877	977	1,015	1,138	1,367	1,433
Faculty of Applied Science ...	541	638	650	601	580	537	618	697	686	724	671
Faculty of Law.....	440	461	384	341	286	264	249	330	324	376	417
Faculty of Medicine	809	795	674	555	437	381	314	330	346	329	351
Faculty of Pharmacy .....	.....	.....	.....	442	353	247	224	267	313	275	287
Teachers College**.....	634	633	688	721	865	743	896	992	1,123	1,571	1,623
Fine Arts { Architecture	85	84	90	78	107	106	125	130	142	158	135
{ Music*** .....	.....	.....	.....	44	33	31	31	28	23	24	20
Total professional students	2,509	2,611	2,486	2,782	2,661	2,309	2,457	2,774	2,957	3,457	3,504
<i>Deduct double registration †.</i>	<i>134</i>	<i>132</i>	<i>196</i>	<i>226</i>	<i>268</i>	<i>154</i>	<i>195</i>	<i>204</i>	<i>205</i>	<i>280</i>	<i>324</i>
Net total	3,741	3,955	3,889	4,238	4,233	4,089	4,342	4,750	5,117	5,893	6,073
Summer Session,	579	643	1,001	961	1,018	1,041	1,395	1,532	1,971	2,632	2,973
Grand net total:	4,234	4,507	4,709	4,981	4,964	4,852	5,373	5,887	6,602	7,858	8,363
Students in Extension Teaching §	900	1,196	1,590	1,886	2,738	2,719	3,267	3,013	2,583	1,008	1,28
Special students in Teachers Coll. ....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,838	1,860

*These figures also include auditors registered in the graduate faculties; these were accounted for separately in all reports previous to 1903; they were abolished in 1905.

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

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

†Students in Columbia University and in Barnard College also enrolled in Teachers College as candidates for a professional diploma (prior to 1906-7). Teachers College students enrolled in the non-professional graduate faculties as candidates for the higher degrees, students who graduated from Columbia College in February and entered a graduate or professional faculty at that time.

‡Excluding summer session students who returned for work in the succeeding fall. The summer session falls at the beginning of the year, as here reported. The first session was in the summer of 1900, the last included here is that of 1911. A detailed report of the summer session of 1912 is appended.

§Including, prior to 1910-11, those here classified as special students in Teachers College. Prior to 1905-6 only such students as were in attendance at the University are included.

TABLE III
PERCENTAGE OF INCREASE AND DECREASE OF REGISTRATION IN ALL FACULTIES (1901-1912, BY YEARS, BY FIVE YEAR PERIODS
AND FOR THE TEN YEARS)

The minus sign indicates a decrease. Elsewhere an increase is to be understood.

FACULTIES	1902-1903	1903-1904	1904-1905	1905-1906	1906-1907	1907-1908	1908-1909	1909-1910	1910-1911	1911-1912	1901-1902	1906-1907	1911-1912
Columbia College.....	0.61	1.82	5.95	10.30	8.32	1.88	2.61	3.74	15.90	2.24	29.67	28.53	66.67
Barnard College.....	5.31	12.57	-9.18	6.56	7.43	8.11	9.93	7.43	2.24	17.00	23.60	52.74	88.79
Total undergraduates.....	2.65	6.33	-0.77	8.77	10.01	4.35	5.62	5.32	9.94	8.23	27.20	38.13	75.69
Political Science	}.....	}.....	}.....	}.....	}.....	}.....	}.....	}.....	}.....	}.....	}.....	}.....	}.....
Philosophy													
Pure Science													
Non-professional graduate students													
Applied Science.....	17.93	1.88	-7.54	-3.49	-7.41	15.08	12.78	-1.58	5.54	-7.29	-0.74	24.85	24.03
Law.....	4.77	-16.70	-11.20	-16.13	-7.69	-5.68	32.12	-1.82	16.05	10.90	-40.00	57.97	-5.23
Medicine.....	-1.73	-15.22	-17.65	-21.26	-12.88	-17.58	5.09	4.85	-4.91	6.68	-52.90	-7.87	-56.61
Pharmacy.....				-20.13	-30.03	-9.31	19.19	17.23	-12.14	4.36			16.19
Teachers College.....	-0.16	8.69	4.80	19.97	-14.10	30.59	10.71	13.21	39.89	3.31	17.19	118.44	156.00
Fine Arts	}.....	}.....	}.....	}.....	}.....	}.....	}.....	}.....	}.....	}.....	}.....	}.....	}.....
{ Architecture.....													
{ Music.....	-1.18	7.14	-13.33	37.18	-0.93	17.92	4.00	9.23	11.27	-14.56	24.71	27.36	58.82
Total professional students.....	4.06	-4.79	11.91	-4.32	-13.23	6.45	12.90	6.59	16.91	1.36	-7.97	51.75	39.66
Net total.....	5.72	-1.67	8.97	-0.12	-3.40	6.18	9.39	7.73	15.17	3.05	9.30	48.52	62.33
Summer Session.....	11.05	55.68	-4.00	5.93	2.26	33.72	9.82	28.46	33.54	12.96	79.79	185.59	413.47
Grand net total.....	6.45	4.49	5.78	-0.34	-2.26	10.73	9.58	20.35	19.02	6.43	14.60	72.36	97.52
Students in Extension courses*.....	32.89	32.94	18.56	45.17	-0.69	30.15	-7.77	-14.27	10.18	10.65	202.11	15.81	249.89

*Including in 1910-11 and 1911-12 the students in Extension Teaching and special students in Teachers College; see Notes § and ¶ under Table I.

Table IV classifies the matriculated students of the Summer Session, constituting, in 1911, 41.74 per cent. of the total registration. Of the considerable number (268 in 1908, 368 in 1909, 455 in 1910, 511 in 1911) regularly matriculated under the Faculties of Political Science, Philosophy and Pure Science, many (in 1911, 409) do not return during either of the succeeding half-years and hence are not accredited to those faculties in the statistics of the year. Those who complete the residence requirement for the A.M. in Summer Session exclusively would never appear as non-professional graduate students. There is likewise a larger number of Summer Session students matriculated in Teachers College (in 1911, 232) who do not return during the remainder of that year, although sooner or later all spend at least one full year in residence. Some of these, however (in 1910, 136), and of the students matriculated under the faculties of Columbia College, Barnard College and Applied Science nearly all (the exceptions being mainly those who have completed their work for the degree), return in the fall and are accordingly included in the statistics of Table I. They account for a large part of the double registration noted as due to the Summer Session. The graduate students registered for 1911-12 in Summer Session only are included in the statistics of the Faculties of Political Science, Philosophy and Pure Science as given in Tables VII and VIII. They are not included in the statistics of those faculties as given in Tables I, II and III.

The discrepancies between the totals as given in Table IV and those given in the report of the Summer Session last year are due to changes and additions in matriculation of students subsequent to the compilation of the earlier statistics.

TABLE IV

CLASSIFICATION OF MATRICULATED STUDENTS IN THE SUMMER SESSION
OF 1911

FACULTIES	Returned During Academic Year 1911-12			Did Not Return During Academic Year 1911-12			TOTAL
	Men	Women	Total	Men	Women	Total	
Columbia College.....	125	.....	125	25	.....	25	150
Barnard College.....	.....	38	38	.....	11	11	49
Total undergraduates.....	125	38	163	25	11	36	199
Political Science.....	8	2	10	13	17	30	40
Philosophy*.....	44	21	65	186	140	326	391
Pure Science.....	17	10	27	40	13	53	80
Total non-professional grad- uate students.....	69	33	102	239	170	409	511
Applied Science.....	131	.....	131	17	.....	17	148
Law.....	21	.....	21	4	.....	4	25
Medicine.....	8	.....	8	1	.....	1	9
Teachers College.....	32	104	136	42	190	232	368
Fine Arts.....	5	.....	5	2	.....	2	7
Total professional students..	197	104	301	66	190	256	557
Grand total.....	391	175	566	330	371	701	1,267

*Including 141 students (109 men and 32 women) with education as a major subject and registered under the Faculty of Philosophy through Teachers College. Of this number 35 (30 men and 5 women) returned during the academic year.

Table V explains the distribution by departments of the students enrolled in the Schools of Mines, Engineering and Chemistry and shows the number of College students who have availed themselves of the professional option in these schools. The respective figures for 1910-11 are added for comparison.

TABLE V

CLASSIFICATION OF STUDENTS IN THE SCHOOLS OF MINES, ENGINEERING AND CHEMISTRY

DEPARTMENTS	Second Year	Third Year	Fourth Year	Non-matriculants	Total	
					1911-12	1910-11
Chemical Engineering.....	26	18	15	....	59	47
Chemistry	10	2	3	1	16	9
Civil Engineering.....	48	50	25	3	126	134
Electrical Engineering.....	16	23	10	5	54	56
Mechanical Engineering.....	16	25	31	....	72	97
Metallurgy	6	11	3	2	22	15
Mining Engineering	31	55	46	1	133	171
Sanitary Engineering.....	1	2	1	....	4	4
Unclassified .....	....	....	....	1	1	2
Total	154	186	134	12	487	535
Uniform First Year.....	....	....	....	....	184	189
College students also registered in the Schools of Mines, Engineering and Chemistry.....	....	....	....	....	671	724
					13	18
					684	737

From Table VI it appears that there has been an increase of 22.5 per cent., as compared with 33 per cent. last year, in the number of seminary students in attendance under the non-professional graduate faculties; in 1909-10 the increase was 6.38 per cent. The attendance this year exceeds by 38 the largest previous registration of such students. The increase of the last two years has come mainly from Union Theological and the General Theological Seminary, especially from the former, due in part to its change of location.

TABLE VI

CLASSIFICATION OF SEMINARY STUDENTS

SEMINARIES	Political Science	Philosophy	Pure Science	Total		
				1911-12	1910-11	1909-10
Union Theological Seminary.....	53	37	2	92	84	59
General Theological Seminary.....	15	13	..	28	25	17
Drew Theological Seminary.....	9	4	..	13	11	8
Jewish Theological Seminary.....	6	14	..	20	13	16
Total.....	83	68	2	153	133	100

Tables VII and VIII give a detailed classification of students pursuing work under the Faculties of Political Science, Philosophy and Pure Science, showing the primary registration as well as that of students enrolled in the professional schools and in affiliated institutions. The proportion of men and women is likewise shown. Candidates for the higher degrees pursuing work in the Summer Session are primarily registered under these faculties. Only those who did not return for either of the succeeding half-years are included in Tables VII and VIII; complete statistics of graduate registration in the Summer Session have been given in Table IV. For reasons previously noted these students are not included under these faculties in Tables I, II and III, and are here entered separately in order not to affect comparisons.

TABLE VII

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

A—Faculty of Political Science

	Matriculated		Non-Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1911-12	1910-11
Primarily registered	155	98	22	12	177	110	287	273
Summer Session	13	17	.....	.....	13	17	30	34
Seminary Students	77	.....	6	.....	83	.....	83	67
School of Philanthropy..	11	7	.....	.....	11	7	18	35
School of Law	63	.....	.....	.....	63	.....	63	30
Officers	2	5	1	.....	3	5	8	5
Total.....	321	127	29	12	350	139	489	444

B—Faculty of Philosophy

	Matriculated		Non-Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1911-12	1910-11
Primarily registered ...	136	207	7	21	143	228	371	400
Summer Session	186	140	.....	.....	186	140	326	258
Teachers College	172	108	17	19	189	127	316	280
Seminary Students	64	.....	4	.....	68	.....	68	64
School of Law.....	2	.....	.....	.....	2	.....	2	1
Officers	14	9	1	.....	15	9	24	20
Total.....	574	464	29	40	603	504	1107	1023

C—Faculty of Pure Science

	Matriculated		Non-Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1911-12	1910-11
Primarily registered	135	59	14	5	149	64	213	184
Summer Session	40	13	.....	.....	40	13	53	48
Applied Science	6	.....	.....	.....	6	.....	6	3
School of Medicine	13	.....	1	.....	14	.....	14	12
Officers	38	5	.....	.....	38	5	43	37
Seminaries	2	.....	.....	.....	2	.....	2	2
Total	234	77	15	5	249	82	331	286

The Faculties of Political Science, Philosophy and Pure Science also give instruction to students of Columbia, Barnard and Teachers College who are admitted to certain courses (numbered under 200) that are open to qualified undergraduates. Since such students receive credit for this work toward the bachelor's degree only, they are not included in the statistics of the graduate faculties. In 1911-12 (exclusive of the Summer Session) the number of undergraduate students taking one or more courses under the Faculty of Political Science was 116; under the Faculty of Philosophy, 80; under the Faculty of Pure Science, 21.

TABLE VIII

POLITICAL SCIENCE, PHILOSOPHY AND PURE SCIENCE (TOTAL)

A—By Primary Registration

	Matriculated		Non-Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1911-12	1910-11
Pol. Sc., Phil., and Pure Science	426	364	43	38	469	402	871	857
Summer Session	239	170	.....	.....	239	170	409	340
Seminaries	143	.....	10	.....	153	.....	153	133
School of Philanthropy	11	7	.....	.....	11	7	18	35
Teachers College	172	108	17	19	189	127	316	280
Applied Science	6	.....	.....	.....	6	.....	6	3
Law	65	.....	.....	.....	65	.....	65	31
Medicine	13	.....	1	.....	14	.....	14	12
Officers	54	19	2	.....	56	19	75	62
Total	1129	668	73	57	1202	725	1927	1753

B—By Faculties (Total, including Summer Session)

	Matriculated		Non-Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1911-12	1910-11
Political Science	321	127	29	12	350	139	489	444
Philosophy	574	464	29	40	603	504	1107	1023
Pure Science	234	77	15	5	249	82	331	286
Total.....	1129	668	73	57	1202	725	1927	1753

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

	Matriculated		Non-Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1911-12	1910-11
Political Science	258	127	29	12	287	139	426	414
Philosophy	572	464	29	40	601	504	1105	1022
Pure Science	215	77	14	5	229	82	311	271
Total.....	1045	668	72	57	1117	725	1842	1707

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

	Matriculated		Non-Matriculated		Total		Grand Total	
	Men	Women	Men	Women	Men	Women	1911-12	1910-11
Political Science	245	110	29	12	274	122	396	380
Philosophy	386	324	29	40	415	364	779	764
Pure Science	175	64	14	5	189	69	258	223
Total.....	806	493	72	57	878	555	1433	1367

Table IX indicates the major and minor subjects actually pursued by graduate students under these faculties during the academic year 1911-12, exclusive of the Summer Session. Table X summarizes the election of major and minor subjects by divisions and by faculties.

TABLE IX

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

NOTE.—The major subjects of students primarily registered in the professional schools are included.

SUBJECTS	Political Science		Philosophy*		Pure Science†		Total	
	Major	Minor	Major	Minor	Major	Minor	Major	Minor
Administrative Law	20	7	.....	.....	.....	.....	20	7
American History	34	35	.....	.....	.....	.....	34	35
Anatomy . . . . .	.....	.....	.....	.....	8	.....	8	.....
Ancient History	5	4	.....	.....	.....	.....	5	4
Anthropology . . . . .	.....	.....	1	7	.....	.....	1	7
Architecture . . . . .	.....	.....	.....	.....	3	1	3	1
Astronomy . . . . .	.....	.....	.....	.....	.....	5	.....	5
Bacteriology . . . . .	.....	.....	.....	.....	2	3	2	3
Biological Chemistry . . . . .	.....	.....	.....	.....	8	18	8	18
Botany . . . . .	.....	.....	.....	.....	28	9	28	9
Chemistry . . . . .	.....	.....	.....	.....	51	53	51	53
Chinese Lang. and Lit. . . . .	.....	.....	1	.....	.....	.....	1	.....
Civil Engineering . . . . .	.....	.....	.....	.....	5	3	5	3
Comparative Literature. . . . .	.....	.....	11	78	.....	.....	11	78
Constitutional Law	36	17	.....	.....	.....	.....	36	17
Education . . . . .	.....	.....	248	202	.....	.....	248	202
Electrical Engineering. . . . .	.....	.....	.....	.....	.....	2	.....	2
English . . . . .	.....	.....	163	127	.....	.....	163	127
Geology . . . . .	.....	.....	.....	.....	17	20	17	20
Germanic Lang. and Lit. . . . .	.....	.....	38	30	.....	.....	38	30
Greek (incl. Arch.) . . . . .	.....	.....	3	19	.....	.....	3	19
Highway Engineering . . . . .	.....	.....	.....	.....	9	9	9	9
History of Thought and Culture	34	49	.....	.....	.....	.....	34	49
Indo-Iranian Languages. . . . .	.....	.....	2	6	.....	.....	2	6
International Law	11	18	.....	.....	.....	.....	11	18
Latin (incl. Roman Arch.) . . . . .	.....	.....	24	20	.....	.....	24	20
Linguistics . . . . .	.....	.....	1	1	.....	.....	1	1
Mathematical Physics . . . . .	.....	.....	.....	.....	7	12	7	12
Mathematics . . . . .	.....	.....	.....	.....	35	27	35	27
Mechanical Engineering. . . . .	.....	.....	.....	.....	1	.....	1	.....
Medieval History	7	11	.....	.....	.....	.....	7	11
Metallurgy . . . . .	.....	.....	.....	.....	4	13	4	13
Mineralogy . . . . .	.....	.....	.....	.....	.....	3	.....	3
Mining . . . . .	.....	.....	.....	.....	1	4	1	4
Modern European Hist.	13	17	.....	.....	.....	.....	13	17
Music . . . . .	.....	.....	1	.....	.....	.....	1	.....
Philosophy (incl. Ethics) . . . . .	.....	.....	52	34	.....	.....	52	34
Physics . . . . .	.....	.....	.....	.....	8	19	8	19
Physiology . . . . .	.....	.....	.....	.....	1	15	1	15
Political Economy	67	60	.....	.....	.....	.....	67	60
Psychology . . . . .	.....	.....	21	55	.....	.....	21	55
Roman Law and Comp. Jurisprudence	6	3	.....	.....	.....	.....	6	3
Romance Lang. and Lit. (incl. Celtic) . . . . .	.....	.....	31	37	.....	.....	31	37
Semitic Languages . . . . .	.....	.....	14	15	.....	.....	14	15
Social Economy	41	31	.....	.....	.....	.....	41	31
Sociology and Statistics.	97	94	.....	.....	.....	.....	97	94
Zoology . . . . .	.....	.....	.....	.....	25	18	25	18
Total	371	346	611	631	213	234	1195	1211

*Including Music, under the Faculty of Fine Arts.

†Including Architecture, under the Faculty of Fine Arts.

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

sociology and statistics, political economy, philosophy, chemistry, social economy, Germanic languages, constitutional law, mathematics, American history and the history of thought and culture (with an equal number of major candidates), Romance languages, botany, zoology. In 1910-11 the number of subjects with twenty-five or more major candidates was fourteen, the order having been education, English, sociology, political economy, philosophy, Germanic languages, chemistry mathematics, Latin and social economy (with an equal number of major candidates), constitutional law, American history, Romance languages, history of thought and culture.

TABLE X
(A) SUMMARY BY DIVISIONS

DIVISIONS	Political Science		Philosophy		Pure Science		Total	
	Major	Minor	Major	Minor	Major	Minor	Major	Minor
Biology	72	63	72	63
Chemistry	51	53	51	53
Classical Philology	27	39	.....	.....	27	39
Education	248	202	.....	.....	248	202
Engineering	15	14	15	14
Geology and Mineralogy	17	23	17	23
History, Economics and Public Law	371	346	.....	.....	.....	.....	371	346
Mathematics and Physical Science	50	63	50	63
Mining and Metallurgy	5	17	5	17
Modern Languages and Literatures	243	272	.....	.....	243	272
Oriental Languages	18	22	.....	.....	18	22
Philosophy, Psychology and Anthropology	74	96	.....	.....	74	96
Total.....	371	346	*610	631	†210	†233	1191	1210

*Omitting 1 student with major subject under the Faculty of Fine Arts.

†Omitting 3 students with major subject and 1 student with minor subject under the Faculty of Fine Arts.

(B) SUMMARY BY FACULTIES

FACULTIES	Political Science		Philosophy		Pure Science		Total	
	Major	Minor	Major	Minor	Major	Minor	Major	Minor
Political Science	371	270	.....	50	.....	1	371	321
Philosophy .....	.....	76	610	561	.....	31	*610	*668
Pure Science .....	.....	.....	.....	20	210	201	†210	†221
Total.....	371	346	610	631	210	233	1191	1210

*Omitting 1 student with major subject under the Faculty of Fine Arts.

†Omitting 3 students with major subject and 1 student with minor subject under the Faculty of Fine Arts.

Table XI shows the geographical distribution of students in the Corporation, as well as in Barnard College, Teachers College, and the College of Pharmacy, but does not include the Summer Session. It embraces all the States of the Union except Nevada, as well as the District of Columbia, the Hawaiian Islands and Porto Rico.

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

	1905-6	1906-7	1907-8	1908-9	1909-10	1910-11	1911-12
North Atlantic Division....	89.35	80.85	78.40	80.15	79.87	79.40	77.65
South Atlantic Division....	2.65	2.76	3.88	3.20	3.17	3.56	3.85
South Central Division....	1.77	2.03	2.56	1.89	2.42	2.26	2.54
North Central Division....	6.78	8.05	8.75	8.39	8.72	8.72	8.76
Western Division.....	2.76	2.57	2.79	2.61	2.68	2.58	2.82
Insular Territories.....	0.14	0.17	0.14	0.27	0.27	0.24	0.16
Foreign Countries.....	3.55	3.57	3.98	3.49	2.87	3.24	4.22

The percentage of students from the North Atlantic division shows a considerable decrease and is the smallest on record. The actual increase of attendance in the division is only 37. This is due to a decrease of 85 in the registration from the State of New York; the total from New York City fell from 2,931 to 2,846. Of the other states of this division only New Jersey and New Hampshire show a decrease, of 7 and 1, respectively. Connecticut and Massachusetts show considerable increases, as noted below. Last year 592 of the total increase of 1,256 came from this division. There has been a small percentage of increase from the South Atlantic, the South Central and the Western divisions, in which the actual increase is 24, 21 and 19, respectively. The percentage increase of the North Central division is very slight; the actual increase is 18. The registration from Insular Territories has decreased from 14 to 10; that from foreign countries has made the largest increase on record, from 191 to 256. From China and Japan there are 52 and 19 students, respectively, as compared with 39 and 27, respectively, in 1911. The number of Chinese students is more than double that in 1909-10. There is also an increased number from Germany, 12 to 25, Russia 1 to 12,

Turkey 7 to 10. The attendance of Canadian students is 61, as compared with 53 in 1910-11 and 37 in 1909-10. Ten foreign countries are represented in this year's registration which were not included last year; among these are Austria-Hungary with 9 students, Greece with 2, Italy with 5. The total number of foreign countries represented is 29; their enrollment is distributed among all the schools of the University except Barnard College, the largest registration being in the Schools of Mines, Engineering and Chemistry, followed by Teachers College, Political Science, Philosophy and College, each with 20 or more, Pure Science with 12, Medicine with 8.

Students came this year from every one of the United States except Nevada; from each, 11 excepted, the registration exceeded 10. From each of 24 states the attendance exceeded 25. Eight of these show an increase over last year of more than 25 per cent.; namely, Alabama, Colorado, Connecticut, Massachusetts, North Carolina, Pennsylvania, Texas and Vermont. In several cases the rate of increase is considerably higher. Texas increased from 23 to 32, Vermont 19 to 29; North Carolina 26 to 40, Colorado 23 to 37, District of Columbia 14 to 24. From four states the enrollment was more than 50 each,—from California (64), Illinois (67), Indiana (72) and Michigan (54). From five states other than New York it exceeded 100,—Connecticut (119), Massachusetts (108), New Jersey (562), Pennsylvania (236), Ohio (127). From the Hawaiian Islands and Porto Rico came 10 students. Of the 6,073 students (exclusive of Summer Session), 4,716 were from the North Atlantic division, 1,357 from all other registration divisions, and of these 1,101 from other sections of the United States. Five states show a decrease in enrollment of five or more students: New York 85, New Jersey 7, Georgia 5, Kansas 12, Mississippi 7.

Two thousand eight hundred and forty-six students, distributed as follows, are permanent residents of New York City: College, 541; Law, 180; Medicine, 176; Applied Science (Mines, Engineering and Chemistry), 297; Fine Arts, 73; Political Science, Philosophy and Pure Science, 632; Barnard

College, 422; Teachers College, 357; Pharmacy, 168. Last year's total was 2,931. The principal decreases of New York City students are in Applied Science (143) and Teachers College (70).

The total geographical distribution by states, inclusive of Summer Session (but not of Extension Teaching), with allowance for duplicates, is shown on the outline map which faces Table I.

TABLE XI

RESIDENCE OF STUDENTS (A) THE UNITED STATES

1911-1912													
	College	Law	Medicine	Applied Science	Fine Arts	Political Science	Philosophy	Pure Science	Barnard College	Teachers College	College of Pharmacy	Duplicates	Net Total
North Atlantic Division... (77.65 per cent.)...	747	293	289	457	114	271	556	201	606	1115	279	212	4716
Connecticut	7	6	11	7	6	9	18	3	6	39	10	3	119
Maine	1	2	5	1	...	...	10	1	1	13	1	3	32
Massachusetts	3	3	4	11	2	8	21	10	5	49	...	8	108
New Hampshire .....	...	...	...	3	1	1	2	1	...	...	...	...	11
New Jersey	72	28	41	39	11	25	68	24	70	189	30	35	562
New York	640	229	212	372	90	203	398	147	519	705	230	144	3603
Pennsylvania	19	18	15	20	2	21	32	10	4	100	7	12	236
Rhode Island	3	2	...	...	1	...	3	2	...	5	1	1	16
Vermont	2	5	1	4	1	2	4	3	1	10	...	4	29
South Atlantic Division... (3.85 per cent.)...	8	32	15	20	12	18	37	14	9	79	4	14	234
Delaware .....	...	...	...	1	...	...	1	...	...	2	1	1	4
District of Columbia...	3	3	1	7	1	1	2	...	2	5	...	1	24
Florida	1	4	1	...	2	...	1	...	...	...	...	1	9
Georgia	1	10	1	2	...	4	2	...	3	7	1	1	30
Maryland	1	2	1	3	2	3	3	6	1	16	...	1	37
North Carolina .....	...	4	6	...	2	3	10	2	...	16	...	3	40
South Carolina .....	...	2	4	4	1	3	7	2	...	6	...	...	29
Virginia	1	5	1	3	2	4	9	3	2	22	...	5	49
West Virginia	1	2	...	...	2	...	2	1	1	4	...	...	12
South Central Division... (2.54 per cent.)...	12	20	13	23	6	6	25	4	11	39	2	7	154
Alabama	4	4	2	7	1	1	2	1	5	11	1	...	39
Arkansas .....	...	2	1	2	1	1	...	...	...	...	...	...	7
Kentucky	1	1	1	6	...	...	1	3	...	7	...	1	22
Louisiana	1	2	...	...	...	...	...	...	2	3	...	...	8
Mississippi .....	...	...	5	...	...	...	6	1	...	...	...	...	12
Oklahoma	2	5	1	...	...	1	...	1	...	1	...	...	11
Tennessee	1	1	1	4	...	...	10	...	...	10	...	...	23
Texas	3	5	2	4	4	2	4	1	1	7	1	2	32
North Central Division... (8.76 per cent.)...	21	42	14	56	13	53	103	20	11	256	...	57	532
Illinois	3	7	1	11	...	7	8	2	...	32	...	4	67
Indiana	2	5	1	9	1	11	24	3	...	29	...	13	72
Iowa	2	6	...	4	1	2	5	3	1	19	...	3	40
Kansas	1	1	...	3	...	2	7	...	1	11	...	...	22
Michigan	2	3	...	4	1	3	7	...	...	35	...	3	54
Minnesota	1	1	...	8	1	5	6	1	2	23	...	6	40
Missouri	1	3	3	9	...	4	10	1	1	16	...	4	44
Nebraska	1	1	1	2	2	2	5	1	1	11	...	5	22
North Dakota .....	...	...	1	...	2	...	1	...	...	...	...	...	4
Ohio	6	13	7	4	2	13	25	9	2	57	...	11	127
South Dakota	1	...	...	...	...	...	...	...	...	4	...	...	5
Wisconsin	1	2	...	2	3	4	5	...	3	18	...	3	35
Western Division (2.82 per cent.)...	12	25	12	21	8	11	22	7	3	63	...	13	171
Arizona .....	...	...	1	...	...	...	1	...	...	2	...	...	4
California	4	4	2	5	4	4	9	2	...	36	...	6	64
Colorado	3	5	4	11	1	4	4	...	1	6	...	2	37
Idaho .....	...	1	...	...	...	...	1	...	...	...	...	...	2
Montana	1	...	2	1	...	...	...	...	...	3	...	...	7
New Mexico .....	...	...	...	...	...	1	...	...	...	1	...	1	2
Oregon	2	6	2	...	...	1	...	2	2	2	...	1	14
Utah .....	...	4	1	2	1	...	2	3	...	1	...	...	14
Washington	1	5	2	...	1	3	3	1	...	10	...	2	24
Wyoming	1	...	...	...	...	...	1	...	...	2	...	1	3
Insular and Non-Contiguous Territories (0.16 per cent.)...	...	1	...	1	...	...	...	...	...	8	...	...	10
Hawaiian Islands .....	...	...	...	...	...	...	...	...	...	5	...	...	5
Porto Rico .....	...	1	...	1	...	...	...	...	...	3	...	...	5
Total.....	800	413	343	578	153	359	743	246	640	1560	285	303	5817

TABLE XI—(Continued)

(B) FOREIGN COUNTRIES

1911-12	College	Law	Medicine	Applied Science	Fine Arts	Political Science	Philosophy	Pure Science	Barnard College	Teachers College	College of Pharmacy	Duplicates	Net Total
	Australia	1
Austria Hungary .....	...	...	...	9	...	...	...	...	...	...	...	...	9
Bermuda .....	...	...	...	...	...	...	...	...	...	1	...	...	1
Brazil .....	...	...	...	1	1	...	...	...	...	...	...	...	3
Bolivia .....	...	...	...	1	...	...	...	...	...	...	...	...	1
Canada .....	...	1	4	8	...	9	20	4	...	24	...	9	61
Chile .....	...	...	...	...	...	...	2	...	...	1	...	1	2
China	11	2	...	8	...	10	6	8	...	13	...	6	52
Colombia .....	...	...	...	1	...	...	...	...	...	...	...	...	1
Costa Rica .....	...	...	...	...	...	...	...	...	...	1	...	...	1
Cuba .....	...	1	1	4	...	...	...	...	...	1	1	...	8
France .....	...	...	...	3	1	...	...	...	...	1	...	...	5
Germany	3	...	...	12	...	1	2	...	...	7	...	...	25
Great Britain and Ireland	1	...	...	6	...	...	...	...	...	2	...	...	9
Greece .....	...	...	...	1	...	...	...	...	...	1	...	...	2
Holland .....	...	...	...	1	...	...	...	...	...	...	...	...	1
India	2	...	...	2	...	...	1	...	...	1	...	1	5
Italy .....	...	...	1	4	...	...	...	...	...	...	...	...	5
Japan .....	...	...	...	1	...	13	2	...	...	4	...	1	19
Mexico .....	...	...	...	2	...	...	1	...	...	2	...	1	4
Nicaragua .....	...	...	...	...	...	...	...	...	...	...	1	...	1
Norway .....	...	...	...	1	...	...	...	...	...	...	...	...	1
Peru .....	...	...	...	1	...	...	...	...	...	...	...	...	1
Russia	1	...	...	21	...	...	...	...	...	...	...	...	22
Spain .....	...	...	1	...	...	...	...	...	...	...	...	...	1
Sweden .....	...	...	...	1	...	...	...	...	...	...	...	...	1
Turkey	1	...	1	4	...	3	1	...	...	1	...	1	10
Turkey in Asia	1	...	...	...	...	...	1	...	...	1	...	...	2
West Indies .....	...	...	...	1	...	...	...	...	...	1	...	...	2
Total (4.22 per cent.)	20	4	8	93	2	37	36	12	...	63	2	21	256
Grand Total	820	417	351	671	155	396	779	258	640	1623	287	324	6073

Table XII shows the comparative geographical distribution of students in the Corporation only (exclusive of Summer Session) each year since 1897-8. A summary of percentages for the past eight years follows:

	1904-5	1905-6	1906-7	1907-8	1908-9	1909-10	1910-11	1911-12
North Atlantic Division	82.32	81.20	80.59	78.13	79.15	80.04	79.20	76.11
South Atlantic Division	2.86	2.59	2.65	2.94	3.07	2.95	3.30	4.06
South Central Division	1.77	2.01	1.84	2.64	1.94	2.60	2.40	2.83
North Central Division	6.64	6.60	7.76	8.85	8.58	8.18	8.41	8.37
Western Division	3.00	3.14	2.75	2.77	2.91	2.83	2.62	3.07
Insular Territories	0.14	0.17	0.14	0.10	0.09	0.06	0.08	0.05
Foreign Countries	3.27	4.29	4.27	5.07	4.26	3.24	3.99	5.51

Comparison of this summary with that given above for the entire University shows a considerably greater decrease in the proportion of students from the North Atlantic division, 3.09 per cent. as compared with 1.75 per cent. In the schools of the Corporation the proportion of students from the South Atlantic, South Central and Western divisions increased, respectively, 0.76, 0.43 and 0.45 per cent., while in the University as a whole the respective increase was 0.29, 0.28 and 0.24 per cent. In the North Central division the Corporation has a percentage decrease equal to the percentage increase in the combined schools, the actual decrease in the former being 65, the increase in the latter being 37. As in the University as a whole, there is an actual increase of attendance in the schools of the Corporation from each of the other three divisions; from the South Atlantic 31, from the South Central 18, from the Western division, 19. The proportion of students from foreign countries has increased from 3.99 to 5.51 per cent. of the total, the actual increase being from 151 to 212, more than twice that of any previous year except 1910-11, when it was 39. Of the 3,839 students in the Corporation, 919 came from elsewhere than the North Atlantic division; in 1910-11 the number was 787, in 1909-10 it was 669, in 1906-7 it was 550. An examination of the various sections of the United States other than the North Atlantic division in the several schools of the Corporation, as compared with that of 1910-11, shows that the College has gained in the South Atlantic (6 to 8) and North Central (20 to 21) divisions, but has lost in the South Central (16 to 12) and has remained stationary in the Western division. The total number of College students from these four divisions is 53; from foreign countries there are 20, including 11 from China. In the School of Law the number of students from the South Atlantic, South Central and Western divisions increased respectively, from 24 to 32, from 17 to 20, and from 19 to 25—total from the four divisions, 119. The School of Medicine has a corresponding total of 54, including 15 from the South Atlantic and 14 from the North Central division, a gain of five each. In the Schools of Mines, Engineering and Chemistry there were 23 students from the

South Central division, as compared with 10 the preceding year, while from the North Central division the number increased from 31 to 56—total from the four divisions 120, as against 75 last year. There was a very remarkable increase in the number of students from foreign countries who attended these schools, from 33 to 93, the largest contingent coming from Austria-Hungary, Germany and Russia (see Table XIII, B). The registration in Fine Arts from the North Central division has decreased from 30 to 13, the total from the four divisions being 39. Political Science, Philosophy and Pure Science have increased their enrollment from the South Atlantic division from 56 to 69, from the South Central and Western divisions, 31 to 35 and 32 to 40, respectively. In the North Central division there is a small decrease, from 186 to 176. The total attendance from these four divisions was 320, as against 302 last year. The number from foreign countries is 85, the same as last year.

TABLE XII

RESIDENCE OF STUDENTS IN THE CORPORATION 1898-1912 (EXCLUDING BARNARD COLLEGE, TEACHERS COLLEGE AND COLLEGE OF PHARMACY)

(A) THE UNITED STATES

	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912
North Atlantic Div.	1848	1894	2069	2273	2442	2541	2442	2416	2349	2284	2312	2528	2682	2993	2928
Maine	10	9	9	12	11	7	7	8	13	12	14	16	13	15	20
New Hampshire ..	3	4	4	4	7	7	2	2	6	9	7	4	6	8	8
Vermont	13	6	10	13	10	13	15	10	13	8	11	3	6	13	22
Massachusetts ..	41	37	62	57	62	63	49	43	52	52	47	55	57	60	62
Rhode Island ..	10	11	11	18	19	22	16	11	8	8	11	9	11	11	11
Connecticut	54	58	70	63	70	56	54	48	38	37	46	53	50	61	67
New York	1433	1501	1630	1799	1951	2014	1933	1955	1901	1858	1845	2058	2144	2388	2293
New Jersey	237	230	230	256	260	296	299	271	258	227	256	264	297	328	308
Pennsylvania ..	47	38	43	51	52	63	66	63	61	71	73	69	96	104	137
South Atlantic Div.	47	45	69	66	69	87	80	84	75	75	87	98	99	125	158
Delaware .....	...	2	2	...	5	3	5	5	1	...	...	2	2	1	2
Maryland	4	5	7	7	7	9	10	12	14	10	7	13	13	22	26
Dist. of Columbia	2	3	5	6	9	10	7	4	6	6	10	6	11	10	18
Virginia	10	10	14	9	5	15	9	12	12	9	13	17	19	23	28
West Virginia ..	4	2	2	3	2	4	2	6	7	6	5	5	1	3	8
North Carolina..	8	8	15	12	10	16	14	11	7	15	19	18	16	18	27
South Carolina..	2	2	1	5	5	9	6	9	10	9	13	13	12	20	23
Georgia	14	11	20	22	23	16	19	15	13	16	18	19	20	23	20
Florida	3	2	3	2	3	5	8	10	5	4	2	5	5	5	9
South Central Div.	48	42	48	75	63	65	68	52	58	52	78	62	87	91	109
Kentucky	10	11	13	22	16	18	16	14	13	9	13	10	16	10	13
Tennessee	9	6	5	14	10	10	7	2	6	10	14	5	9	15	17
Alabama	10	8	8	13	7	9	10	8	10	10	10	8	13	19	22
Mississippi	2	2	3	2	7	4	6	7	6	6	8	2	9	13	12
Louisiana	2	1	2	3	2	3	3	4	3	4	5	5	4	5	3
Texas	11	9	14	15	16	14	18	10	13	9	18	20	19	10	25
Arkansas	2	5	3	4	4	5	6	7	5	2	6	7	9	4	7
Oklahoma	2	...	...	2	1	2	2	...	2	2	2	4	5	8	10
North Central Div.	129	133	159	160	169	191	195	195	191	220	247	274	274	318	322
Ohio	37	25	34	41	37	45	52	59	45	58	57	59	62	70	79
Indiana	11	17	24	21	22	18	22	23	25	31	29	38	36	50	56
Illinois	19	24	23	29	24	25	26	18	18	20	32	38	42	43	39
Michigan	7	10	16	11	16	12	15	13	14	17	10	22	20	22	22
Wisconsin	13	11	9	5	10	13	9	6	12	17	22	14	7	17	17
Minnesota	7	8	8	8	9	11	16	17	18	16	22	13	25	21	21
Iowa	13	11	8	13	18	20	18	16	9	16	15	19	24	23	23
Missouri	12	11	14	17	13	17	14	17	24	23	25	26	24	32	31
North Dakota ..	1	2	2	3	3	1	2	3	7	8	6	6	3	4	4
South Dakota ..	...	1	1	...	4	5	4	4	3	2	4	1	3	2	1
Nebraska	2	7	12	10	10	16	13	10	9	9	9	13	9	13	15
Kansas	7	6	8	3	3	6	5	10	11	11	14	15	16	22	14
Western Division	45	55	59	76	86	92	95	88	91	78	82	93	95	99	118
Montana	4	8	7	8	10	7	12	12	13	14	12	12	8	8	4
Wyoming	1	2	1	1	1	3	1	...	2	2	1	1	1	2	2
Colorado	12	12	13	21	17	28	24	22	14	17	13	14	15	18	32
New Mexico	1	1	1	3	5	4	1	...	3	...	1	2	2	2	2
Arizona .....	...	...	...	1	...	...	2	3	...	1	3	2	2	1	2
Utah	5	6	5	9	8	9	11	12	16	9	5	3	11	8	13
Nevada .....	...	3	3	1	2	1	1	2	3	2	1	1	2	1	...
Idaho .....	...	...	...	...	1	1	2	2	...	1	...	1	2	1	2
Washington	4	1	2	4	9	8	7	5	7	8	12	18	17	21	16
Oregon	3	3	3	5	7	8	6	7	7	3	6	13	11	12	11
California	15	19	24	23	26	23	28	24	25	20	28	26	24	25	34
Insular and Non-contiguous Territories	3	4	3	4	1	4	7	4	5	4	3	3	2	3	2
Alaska .....	...	1	...	...	...	1	2	...	...	...	1	...	...	1	...
Hawaiian Island	3	3	3	2	...	...	1	2	3	3	1	1	...	2	...
Philippine Island	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...
Porto Rico .....	...	...	...	2	1	3	3	2	2	...	1	2	2	...	2
Total	2120	2173	2407	2654	2830	2980	2887	2839	2769	2713	2809	3058	3239	3629	3635

TABLE XII—(Continued)

(B) FOREIGN COUNTRIES

	1898	1899	1900	1901	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	1912
North America ...	18	15	18	20	21	34	35	37	35	33	50	46	41	43	56
Canada	11	10	9	6	10	16	21	20	21	21	33	24	26	33	46
Central America				1		2	3	3	1	4	2	2	1		3
Cuba	5	4	5	7	8	9	7	7	7	7	11	12	4		6
Mexico	2	1	4	6	3	6	5	6	5	1	4	5	7	6	3
West Indies						1	1	1	1			3	3	1	7
South America ...			1	2	2	3	5	4	6	9	10	11	5	4	1
Argentine Republic									2		1	2	1		
Brazil							2	1	1	1	4		1	1	2
Chile											2	2	2	2	
Colombia							1		1	2	1	3			1
Ecuador												3			
Peru						2		1	2	2	1	1			1
Unclassified			1	2	2	1	2	2		4	3		1	1	1
Europe ...	13	7	7	8	7	20	21	22	41	35	39	42	25	31	80
Austria-Hungary	3					2	2	1	2	1	2	3	1		9
Belgium						1			1	1	1				
Bulgaria										1			1	1	
Denmark											2				
France			1			4	2	1	8	4	2	4	4	5	4
Germany			1		1	3	1	3	10	6	4	5	3	8	18
Great Britain and Ireland	2	1	3	6	5	5	9	7	10	6	7	11	4	3	7
Greece										2					1
Holland						1	1	1	1	1	1	1		2	1
Italy			1			1		2	2	3	2	1	1		5
Norway										1	1				1
Poland												1	2	1	
Roumania											1				
Russia	5	3			1	2	3	3	3	4	12	8	4	1	22
Spain	1	1				1	1	2	2	1	1	2	1	1	1
Sweden				1				1	1	1	2	1	1	1	1
Switzerland	1	2	1	1		1	1		1		1	4	1	1	
Turkey	1								3			1	1	7	10
Asia ...	5	10	16	8	12	11	19	26	37	41	49	36	40	73	68
China						3	3	5	9	8	8	11	20	38	45
India					3		2	1	3	5	3	3	5	6	5
Japan	3	9	14	6	9	8	14	19	24	26	35	19	12	24	16
Persia	1	1	1	1					1	1	3	1	2	1	
Syria												1			
Turkey	1		1	1				1		1		1	1		2
Africa ...	1	3	2	2	1	2	3	4	3	1	1		1	2	
South Africa ...	1	3	2	2	1	2	3	4	3	1	1		1		
Australia ...			1	1	2	1	1	3	2	2	1	1		2	1
Total	37	35	45	41	45	71	84	96	124	121	150	136	112	151	212
Grand Total ..	2157	2208	2452	2695	2875	3051	2971	2935	2893	2834	2959	3194	3351	3780	3847

Table XIII shows that of the 3,839 students in the various faculties of the Corporation 2,113, or 55 per cent., are graduates of higher institutions of learning, as against 53.4 per cent. in 1910-11, 51.3 per cent. in 1909-10, 50.7 per cent. in 1908-9, and 39.4 per cent. in 1902-3. These graduates represent 280 institutions of collegiate rank in the United States and 71 similar institutions in foreign countries. In 1909-10 there were 1,716 graduates of 271 domestic and 69 foreign institutions.

TABLE XIII—(Continued)

1911-1912	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Total
	Marietta College		1			1				
Maryland Agricultural College							1			1
Massachusetts Institute of Technology					1	2	6			9
Meadville Theological School		1								1
Medical Coll. of the State of So. Carolina			1							1
Mercer University			2		1					3
Meridian Male College						1				1
Michigan College of Mines							1			1
Middlebury College		1				1	2			4
Milligan College						1				1
Millsaps College						1				1
Milton College						1				1
Mississippi State Coll. for Women						5				5
Missouri Valley College		1			4					5
Mount Holyoke College					4	8	3			15
Mount Union College						2				2
Muhlenberg College			1		1	2				4
Muskingum College							1			1
Nebraska Wesleyan University							1			1
New York College of Dentistry							1			1
New York Law School					2	2	1			5
New York University		2	4		12	18	7			43
Normal College (New York City)					9	30	16			55
Northwestern University						7				7
Norwich University						1				1
Notre Dame College						1				1
Oberlin College		5	6		9	9	2			31
Occidental College			1							1
Ohio Northern University					1					1
Ohio State University		2			2	4				8
Ohio Wesleyan University					1	3	1			5
Olivet College						1				1
Otterbein University					1	1				2
Park College			1				1			2
Pennsylvania State College						1	2			3
Pennsylvania College		3	2		2	2	3			12
Polytechnic Institute (Brooklyn)		1					1			2
Presbyterian Coll. of South Carolina			1							1
Princeton University		28	17	4	5	8	3	1		66
Purdue University					1	1				2
Radcliffe College					1	7				8
Randolph-Macon College							1			1
Randolph-Macon Women's College							4			4
Richmond College		1								1
Roanoke College					1					1
Rutgers College		2	2	1		3	1			9
St. Elizabeth's College						1				1
St. Francis College			1							1
St. Francis Xavier College		4	1			3				8
St. John's College (Brooklyn)		1			1					2
St. John's University			1							1
St. Lawrence University			1		1	5	2			9
St. Mary's College		1								1
St. Olaf's College						2				2
St. Peter's College			1		1					2
St. Stephen's College					1					1
St. Thomas College			1							1
Smith College					9	21	4	1		35
South Carolina Military Academy							1			1
South Carolina Military College			1							1
South Dakota State College							1			1

TABLE XIII—(Continued)

College	1911-1912								Total
	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	
Southwestern College				1					1
Southwestern University	2					1			3
Spring Hill College	2		1						3
State University of Iowa	2								2
State University of Kentucky					2				2
State University of Washington						1			1
Stetson University	1								1
Stevens Inst. of Technology			1			2			3
Swarthmore College	1				1	1			3
Syracuse University	2	2		9	9	1			23
Tarkio College (Missouri)	1								1
Temple College				1					1
Temple University					1				1
Trinity College (Connecticut)	2			4	1	1	1		9
Trinity College (Washington, D. C.)					1	1			2
Trinity College (North Carolina)			1		1	1			3
Tri-State College				2	2	1			5
Tufts College				1					1
Tulane University	2								2
Union College				2					2
Union Theological Seminary		1		7	1				9
University of Alabama		1		1					2
University of Arizona						1			1
University of Arkansas	3								3
University of California	2	1		2	4	3			12
University of Chicago	1			11	9	2			23
University of Cincinnati	1			2	2				5
University of Colorado		2		1	2		1		6
University of Denver	2	1		2		1			6
University of Florida	1								1
University of Georgia	6	1	1	1					9
University of Illinois	2	1		3	3	1			10
University of Iowa					1				1
University of Kansas					2				2
University of Louisville		1							1
University of Maine					6	1			7
University of Maryland		1							1
University of Michigan	3	1	1	3	11	2			21
University of Minnesota				2	7	2			11
University of Mississippi				1					1
University of Missouri	1	1			2	1			5
University of Nashville				1	5				6
University of Nebraska	1	1		2	4	1			9
University of North Carolina	1			2	2	2			8
University of North Dakota							1		1
University of Oklahoma		1				2			3
University of Oregon	4	1							5
University of Pennsylvania				4	7	1			12
University of Pittsburgh		1				1			2
University of Rochester	1	2		1	1	2			7
University of the South	1			2					3
University of South Carolina		2	2	1	1				6
University of Tennessee					1				1
University of Texas	1			2	2		1		6
University of Utah	2				1	2			6
University of Vermont	1	1		2		1			5
University of Virginia	3				1	1			5
University of Washington		1			1	1			4
University of Wisconsin	2			8	1	2			16
University of Wooster	1			1	7				9

TABLE XIII—(Continued)

1911-12	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Total
Evangelical School, Smyrna.....	1	.....	.....	.....	1
Glasgow University, Scotland.....	1	1	.....	.....	.....	.....	2
Grenoble University.....	1	.....	.....	.....	.....	.....	1
Gymnasium, Baden-Baden.....	1	.....	.....	.....	.....	.....	.....	.....	1
Gymnasium Josephinum.....	1	.....	.....	.....	.....	.....	.....	.....	1
Gymnasium, Libau, Russia.....	1	.....	.....	.....	1
Gymnasium Rheine.....	1	.....	.....	.....	1
Gymnasium, Kief, Russia.....	1	.....	.....	.....	.....	1
Gymnasium, Pernaü, Russia.....	1	.....	.....	.....	.....	1
Herzogliches Polytechnikum, Cöthen.....	1	.....	.....	.....	.....	1
Imperial Pei Yang University.....	2	.....	2
Imperial University, China.....	1	.....	.....	.....	.....	1
Imperial University, Japan.....	1	1	.....	.....	.....	.....	2
Instituto Científico y Literario, Mexico.....	1	.....	.....	.....	.....	1
Instituto Nacional, Chile.....	1	.....	.....	.....	1
Kings College, Canada.....	2	.....	.....	.....	2
Kristiana University.....	1	.....	.....	1
Kwansei College, Japan.....	1	.....	.....	.....	.....	1
London University.....	1	.....	.....	1
Lyceum, Bucharest.....	1	.....	.....	.....	1
McGill University.....	1	.....	.....	2	.....	2	.....	.....	5
Meiyi Woman's Seminary, Japan.....	1	.....	1	.....	.....	.....	1
Mitau Realschule.....	1
Nippon Law College, Japan.....	2	.....	.....	.....	.....	2
Osaka College, Japan.....	1	.....	.....	.....	.....	1
Ottoman Law College, Turkey.....	2
Peking University.....	2	.....	1	1	.....	4
Queen's University, Canada.....	1	1	3	.....	.....	5
Robert College, Turkey.....	1	.....	.....	.....	1
St. John's University, China.....	1	.....	.....	.....	1
Soochow University.....	1
Sydney University, New South Wales.....	1	.....	.....	.....	.....	1
Teachers College, Paris.....	1	.....	.....	.....	1
Trinity College, Toronto.....	1	.....	.....	.....	.....	1
University of Barcelona.....	1	.....	.....	.....	.....	.....	.....	.....	1
University of Bishop's College, Canada.....	1	2	.....	.....	.....	3
University of Breslau.....	1	.....	.....	.....	1
University of Chili.....	1	.....	.....	.....	1
University of Havana.....	1
University of Kiel.....	1	.....	.....	.....	.....	.....	.....	1
University of Manitoba.....	1	.....	.....	.....	.....	1
University of Oxford.....	1	.....	.....	.....	2	.....	.....	.....	3
University of Paris.....	1	.....	.....	1
University of Rome.....	1	.....	.....	1
University of Salamanca.....	1	.....	.....	.....	.....	.....	.....	1
University of Strassburg.....	1	.....	.....	.....	.....	.....	.....	1
University of Toronto.....	1	.....	4	16	.....	.....	.....	21
University of Vienna.....	1	.....	.....	.....	.....	.....	.....	1
Victoria University, Canada.....	1	.....	.....	.....	1
Waseda University.....	4	.....	.....	.....	.....	4
Western University, London, Canada.....	1	.....	.....	.....	.....	1
Total.....	6	5	6	38	46	12	.....	1	114

TABLE XIII—(Continued)

SUMMARY

1911-12	SUMMARY									
	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Total
Total graduates of domestic institutions	4	391	244	82	426	831	282	32	4	2296
Total graduates of foreign institutions .....	....	6	5	6	38	46	12	....	1	114
Grand total graduates of higher institutions	4	397	249	88	464	877	294	32	5	2410
Deduct for graduates of more than one institution.....	....	12	15	2	94	128	45	1	....	297
Total students holding degrees	4	385	234	86	370	749	249	31	5	2113
Total students enrolled.....	820	417	351	671	396	779	258	135	20	*3339
Percentage holding degrees, 1912	0.5	92.3	66.6	12.8	93.5	96.1	96.5	23.0	25.0	55.0
Percentage holding degrees, 1911	0.6	94.7	63.2	14.6	90.8	96.5	98.2	20.9	33.3	53.4

*Deducting 8 duplicates; see Note † under Table I.

Table XIV shows the number and the nature of degrees conferred by the institutions enumerated in Table XIII and their distribution among students of the several faculties at Columbia. Of the 2,113 students affected, a considerable number, including 401 Masters of Arts and 15 Doctors of Philosophy, held more than one degree, the total of such additional degrees being 502.

Table XV classifies the degrees and diplomas granted by Columbia University in 1911-12. Table XVI gives a comparison of totals for the past eight years. The number of bachelor's degrees conferred on students of Columbia and Barnard Colleges increased this year from 247 to 270. From Teachers College there were 255 Bachelors of Science in Education, as compared with 214 in 1911. There is again a striking increase in the number of Masters of Arts, 315 to 370; the number of Doctors of Philosophy increased from 76 to 81, making a total of 451 higher degrees conferred in the last academic year.

TABLE XIV

NATURE OF DEGREES HELD BY STUDENTS

DEGREES, 1911-12	College	Law	Medicine	Applied Science	Political Science	Philosophy	Pure Science	Architecture	Music	Total
	Bachelor of Arts.....	3	316	135	32	301	539	124	17	5	1472
“ Science		35	52	41	25	146	93	8		400
“ Philosophy		17	11	2	24	36	9	2		101
“ Letters		12			1	18	4	1		36
“ Pedagogy	1		1							2
“ Literature			2							2
“ Divinity	1		1		21	4				27
“ Laws		10			20	3	2	1		36
“ Commercial Science					5					5
“ Music					1					1
“ Engineering				4		1				5
“ Medicine			1							1
“ Architecture								2		2
Doctor of Medicine.....			25		2		6			33
Civil Engineer		1		2	1		6	1		11
Electrical Engineer				1	1		7			9
Mining Engineer		1					2	1		5
Mechanical Engineering		1		1			2			4
Naval Architect				1						1
Chemical Engineer							2			2
Master of Arts.....		13	11	2	112	202	61			401
“ Science						6	7	1		14
“ Philosophy						5				6
“ Laws					1					1
“ Pedagogy						5				5
Doctor of Philosophy.....				2	1	10	2			15
“ Pedagogy						2				2
“ Dental Surgery							2			2
“ Pharmacy			2	1						3
“ Science							1			1
“ Divinity						1				1
Bachelor of Civil Law.....					1					1
“ Civil Engineering					1					1
Pharmaceutical Chemist			6	1						7
Total degrees held.....	5	406	249	90	522	973	331	34	5	2615
Deduct for students holding more than one degree	1	21	15	4	152	224	82	3		502
Students holding degrees, 1912.....	4	385	234	86	370	749	249	31	5	2113
Students holding degrees, 1911.....	5	356	208	105	345	737	219	33	8	2016

TABLE XV

DEGREES AND DIPLOMAS GRANTED, 1911-12

	Men	Women	Total
A. Degrees conferred in course			
Bachelor of Arts.....	84	114	198
" " (College and Medicine).....	10	.....	10
" Laws.....	116	.....	116
" Science.....	57	4	61
" " (College and Medicine).....	1	.....	1
" " (Architecture).....	1	.....	1
" " (Education).....	49	206	255
" Architecture.....	7	.....	7
" Music.....	1	.....	1
Chemist.....	2	.....	2
Chemical Engineer.....	11	.....	11
Civil Engineer.....	26	.....	26
Electrical Engineer.....	7	.....	7
Engineer of Mines.....	38	.....	38
Mechanical Engineer.....	30	.....	30
Metallurgical Engineer.....	3	.....	3
Doctor of Medicine.....	86	.....	86
Pharmaceutical Chemist.....	14	1	15
Doctor of Pharmacy.....	1	.....	2
Master of Arts.....	220	150	370
Master of Laws.....	1	.....	1
Doctor of Philosophy.....	66	15	81
Total.....	832	490	1322
Deduct duplicates*.....	14	.....	14
Total individuals receiving degrees in course.....	818	490	1308
B. Honorary Degrees			
Master of Science.....	1	.....	1
Doctor of Laws.....	3	.....	3
" Letters.....	4	.....	4
" Sacred Theology.....	1	.....	1
" Science.....	1	.....	1
Total.....	10	.....	10
C. Certificates and Teachers College diplomas granted			
Certificate of Proficiency in Architecture.....	4	.....	4
Bachelor's diploma in Education.....	53	220	273
Special " ".....	5	200	205
Master's " ".....	43	40	83
Doctor's " ".....	9	2	11
Total.....	114	462	576
Total degrees and diplomas granted.....	956	952	1908
Deduct duplicates†.....	118	282	400
Total individuals receiving degrees and diplomas.....	838	670	1508

*Distributed as follows: LL.B. and A.M., 9 men; Mus.B. and A.M., 1 man; Chem.E. and A.M., 4 men.

†In addition to those noted under *, the following duplications occur: A.B. and Bachelor's Diploma, 8 women, 3 men; (Columbia) B.S. and Bachelor's Diploma, 1 man; B.S. Education and Bachelor's Diploma, 47 men, 193 women; B.S. in Education and Special Diploma, 1 man; A.M. and Bachelor's Diploma, 1 woman; A.M. and Master's Diploma, 42 men, 38 women; Ph.D. and Doctor's Diploma, 9 men, 2 women; Special Diploma, 1 man, 26 women; Bachelor's Diploma, 14 women.

TABLE XVI
NUMBER OF DEGREES AND DIPLOMAS GRANTED, 1905-12

	1904-1905	1905-1906	1906-1907	1907-1908	1908-1909	1909-1910	1910-1911	1911-1912
A. Degrees conferred in course								
Bachelor of Arts (men).....	106	104	113	94	91	93	94	*94
“ (women).....	83	75	76	97	98	86	105	114
“ Laws.....	119	80	75	55	69	80	94	116
“ Science (Columbia College).....	....	5	8	15	25	28	48	†58
“ “ (Barnard College).....	....	....	....	....	....	2	....	4
“ “ (Education).....	79	118	103	120	139	158	214	255
“ “ (Architecture).....	5	5	7	6	6	2	1	1
“ “ (Chemistry).....	3	4	6	9	6	1	....	....
“ Architecture.....	....	....	....	....	2	6	7	7
“ Music.....	....	....	....	....	....	2	2	1
Engineer of Mines.....	47	45	31	30	29	39	46	38
Chemical Engineer.....	....	....	....	....	6	6	6	11
Chemist.....	....	....	....	....	....	2	2	2
Civil Engineer.....	17	24	20	20	25	31	28	26
Electrical Engineer.....	19	24	16	21	20	27	10	7
Mechanical Engineer.....	11	15	14	12	22	12	15	30
Metallurgical Engineer.....	1	2	....	3	4	3	6	3
Doctor of Medicine.....	185	152	93	81	82	70	70	86
Pharmaceutical Chemist.....	3	10	8	21	7	8	11	15
Doctor of Pharmacy.....	....	1	4	3	5	4	3	2
Master of Arts.....	197	178	193	219	231	269	315	370
Master of Laws.....	1	2	....	2	....	....	....	1
Doctor of Philosophy.....	38	42	42	55	59	44	76	81
Total.....	914	886	809	863	926	973	1153	1322
Deduct duplicates.....	22	19	5	7	7	6	11	14
Total individuals receiving degrees	892	867	803	856	919	967	1142	1308
B. Honorary degrees								
Master of Arts.....	....	1	3	1	1	2	1	....
“ Science.....	2	....	1	....	1	1	2	1
Doctor of Laws.....	28	6	3	5	7	2	4	3
“ Letters.....	1	....	1	2	2	4	2	4
“ Sacred Theology.....	1	....	....	1	1	1	2	1
“ Science.....	14	2	....	1	1	3	1	1
Total.....	46	9	8	10	13	13	12	10
C. Certificates and Teachers College diplomas granted								
Certificates in architecture.....	....	....	....	1	....	3	2	4
Consular certificate.....	....	....	....	1	....	....	....	....
Bachelor's diploma in education..	197	197	104	133	134	158	220	273
Special “ “.....	....	22	59	89	109	103	153	205
Master's “ “.....	17	36	51	51	56	65	82	83
Doctor's “ “.....	7	3	5	5	4	8	15	11
Total.....	221	258	219	280	303	337	472	576
Total degrees and diplomas granted	1181	1153	1036	1153	1242	1323	1637	1908
Deduct duplicates.....	138	214	152	187	201	230	303	400
Total individuals receiving degrees and diplomas.....	1043	939	884	966	1041	1093	1334	1508

*Including 10 A.B., College and Medicine.

†Including 1 B.S., College and Medicine.

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

mencement and the number of such degrees granted under each faculty. There is a noteworthy increase in the number of these degrees, from 391 in 1911 to 451 in 1912.

TABLE XVII

(A) SPECIALTIES OF RECIPIENTS OF HIGHER DEGREES, 1911-12

MAJOR SUBJECTS	A.M.		Ph.D.		Total
	Men	Women	Men	Women	
Administrative Law	4	5	.....	.....	9
American History	6	.....	1	1	8
Anatomy	2	.....	1	.....	3
Ancient History	1	2	.....	.....	3
Bacteriology	1	.....	.....	.....	1
Biological Chemistry	6	.....	6	1	13
Botany	1	4	1	1	7
Chemistry	21	4	7	.....	32
Civil Engineering	3	.....	.....	.....	3
Classical Archaeology .....	.....	.....	.....	2	2
Comparative Literature .....	.....	3	2	1	6
Constitutional Law	11	.....	1	.....	12
Education	48	44	10	2	104
English	18	36	2	2	58
Geology	6	2	2	.....	10
Germanic Languages	2	8	1	1	12
History of Thought and Culture.....	6	6	.....	.....	12
Indo-Iranian	1	.....	.....	.....	1
International Law	6	.....	1	.....	7
Latin	3	9	2	.....	14
Mathematics	3	4	4	.....	11
Mechanical Engineering	1	.....	.....	.....	1
Mediæval History	1	1	2	.....	4
Metallurgy	2	.....	.....	.....	2
Modern European History	2	.....	.....	1	3
Philosophy (including Ethics).....	15	.....	1	.....	16
Physics	4	1	2	.....	7
Physiology	2	.....	.....	.....	2
Political Economy	12	3	5	1	21
Psychology	2	3	5	.....	10
Roman Law and Comparative Jurisprudence	2	.....	1	.....	3
Romance Languages	4	4	.....	1	9
Semitic Languages	2	.....	2	.....	4
Social Economy	4	6	1	.....	11
Sociology and Statistics.....	17	5	4	.....	26
Zoology	1	.....	2	1	4
Total.....	220	150	66	15	451

(B) HIGHER DEGREES GRANTED UNDER EACH FACULTY

FACULTIES	A.M.		Ph.D.		Total
	Men	Women	Men	Women	
Political Science	72	28	16	3	119
Philosophy	96	111	26	10	243
Pure Science	52	11	24	2	89
Total, 1912.....	220	150	66	15	451
“ 1911.....	186	129	72	4	391
“ 1910.....	152	117	35	9	290

Table XVIII shows the number of students of various ages registered in the College and in the Schools of Mines, Engineering and Chemistry, with the average and the median age in each class. The latter is a better index than the former because the students above the normal age affect the average disproportionately to their number. The figures are given for the opening of the academic year.

The median age of the College freshmen, according to the technical classification, is 18 years 10 months, as compared with 18 years 9 months in 1910-11, 18 years 11 months in 1909-10. As explained last year (Annual Reports, 1911, page 223) the system of classification employed in the last three years requires many deficient students to register with a class lower than that with which they entered, which fact of course raises both the average and the median age of the lower class. The number of such deficient students technically registered as freshmen in 1911-12 is 93. The ages of the remaining 223 actual "first-year freshmen" is indicated below the main table. It will be seen that by this elimination, which is necessary to correct computation of the College entrance age, the average age is reduced 5 months, the median age 6 months. Comparing the corrected median age for 1911-12, namely, 18 years 4 months, with the years prior to 1909-10, the rate of increase appears but slight. In 1908-9 the median age was 18 years 5 months; in 1907-8, 18 years 3 months; in 1906-7, 18 years 1 month; in 1905-6, 17 years 11 months. As was pointed out last year there has been a marked increase in recent years in the number of older men entering Columbia College, partly because of conditions peculiar to an urban college, partly because of its position as a university college with opportunities for combining collegiate and professional study. In 1905-6 the number of men entering the freshman class at more than 21 years of age was only 5; by 1908-9 it had increased to 21 and correspondingly in the next two years; this year the number is abnormally low, having fallen to 13.

The median age of first-year students in the Schools of Mines, Engineering and Chemistry is 19 years 4 months, as compared with 19 years 1 month in 1910-11. In 1909-10 and 1908-9 the technical classification of deficient students prevailed and the median age was 20 years and 19 years 6 months, respectively. In 1907-8, under the ordinary classification it was 19 years; in 1906-7, 18 years 10 months; in 1905-6, 19

CLASSIFICATION OF STUDENTS ATTENDING ONE OR MORE

Department	COLLEGE					LAW		
	Freshman	Sophomore	Junior	Senior	Non-Candidates	First Class	Second Class	Third Class
1911-12								
Anatomy (including Histology)	..	1	12	16	..	..	..	..
Anthropology	2	4	6	3	..	..	..	..
Architecture	2	2	2	6	..	..	..	..
Astronomy	18	19	11	2	..	..	..	..
Bacteriology and Hygiene	..	1	..	9	..	..	..	..
Biological Chemistry	..	..	12	6	..	..	..	..
Botany	15	16	4	8	3	..	..	..
Chemistry	95	55	25	21	4	..	..	..
Civil Engineering	2	9	9	8	..	..	..	..
Classical Philology:								
Greek	17	18	5	2	..	..	..	..
Latin	122	44	13	4	3	..	..	..
Clinical Pathology	..	..	..	..	..	..	..	..
Dermatology	..	..	..	..	..	..	..	..
Diseases of Children	..	..	..	..	..	..	..	..
Economics	19	47	52	24	7	5	4	..
Education	1	12	12	16	1	..	..	..
Electrical Engineering	..	..	..	10	..	..	..	..
Engineering Drafting	3	12	7	14	..	..	..	..
English	302	187	85	37	18	..	1	..
Comparative Literature	..	..	..	..	..	..	..	..
Fine Arts	..	5	..	3	..	..	..	..
Genito-Urinary and Venereal Diseases	..	..	..	..	..	..	..	..
Geology	11	19	6	10	..	..	..	..
Germanic Languages and Literatures	138	64	21	10	2	..	..	..
Gynecology	..	..	..	..	..	..	..	..
Highway Engineering	..	..	..	..	..	..	..	..
History and Political Philosophy	151	150	68	23	11	..	..	..
Hygiene and Preventive Medicine	..	..	..	..	..	..	..	..
Laryngology	..	..	..	..	..	..	..	..
Mathematics	231	66	27	26	7	..	..	..
Mechanical Engineering	..	..	2	6	..	..	..	..
Metallurgy	..	..	..	4	..	..	..	..
Mineralogy	4	4	3	8	..	..	..	..
Mining	..	..	1	3	..	..	..	..
Municipal and Private Law	..	3	6	45	1	131	148	112
Music	24	25	11	10	2	..	..	..
Neurology	..	..	..	70	..	..	..	..
Obstetrics	..	..	..	..	..	..	..	..
Ophthalmology	..	..	..	..	..	..	..	..
Oriental Languages:								
Chinese	2	..	..	1	..	..	..	..
Indo-Iranian Languages	..	..	..	1	..	..	..	..
Semitic Languages	..	..	1	1	..	..	..	..
Orthopedic Surgery	..	..	..	..	..	..	..	..
Otology	..	..	..	10	..	..	..	..
Pathology	..	..	..	12	16	..	..	..
Pharmacology, Materia Medica and Therapeutics	..	..	..	55	29	9	..	1
Philosophy	112	127	55	29	9	..	..	..
Physical Education	277	125	24	12	7	..	..	..
Physics	57	27	14	19	5	..	..	..
Mathematical Physics	2	6	7	16	..	..	..	..
Physiology	2	8	15	19	1	..	..	..
Public Law	..	..	8	47	1	116	64	56
Politics and Government	95	53	38	7	6	..	..	..
Roman Law and Jurisprudence	..	..	7	46	..	115	17	22
Practice of Medicine	..	..	..	10	..	..	..	..
Psychology	30	63	46	11	4	..	..	..
Religion	22	23	9	9	2	..	..	..
Romance Languages and Literatures:								
Celtic	..	..	..	..	..	..	..	..
French	120	62	28	11	6	..	..	..
Italian	3	6	3	2	..	..	..	..
Spanish	8	16	5	6	1	..	..	..
Social Economy	..	..	..	4	..	..	..	..
Sociology	..	1	3	1	..	1	..	..
Surgery	..	..	..	10	..	..	..	..
Zoology	18	16	6	7	1	..	..	..

REPORT OF THE REGISTRAR

IX

DEPARTMENTS OF INSTRUCTION IN THE VARIOUS DEPARTMENTS

MEDICINE					APPLIED SCIENCE					POL. SCIENCE		PHILOSOPHY		PURE SCIENCE		Fine Arts	Total Number of Students
First Class	Second Class	Third Class	Fourth Class	Non-Candidates	First Class	Second Class	Third Class	Fourth Class	Non-Candidates	Higher Degrees	Non-Candidates	Higher Degrees	Non-Candidates	Higher Degrees	Non-Candidates		
81	71	...	...	4	...	...	...	...	...	9	...	2	...	1	...	186
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	27
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	146
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	110
...	62	...	...	1	...	...	52	...	1	...	...	1	...	5	...	82
74	...	...	...	25	...	...	22	...	...	...	...	1	...	6	...	139
...	...	...	...	...	...	48	...	...	...	...	...	1	...	19	...	139
...	...	...	...	...	...	55	...	...	...	...	...	2	...	39	...	139
...	...	...	...	...	184	154	55	55	...	3	...	1	...	71	5	731
...	...	...	...	...	184	37	184	91	3	...	...	...	...	5	...	532
...	...	...	...	...	...	...	...	...	...	1	...	15	...	...	...	60
...	...	...	...	...	...	...	...	...	...	...	...	38	1	...	...	227
...	104	91	1	...	...	...	...	...	...	...	...	...	...	...	...	196
...	104	91	1	...	...	...	...	...	...	...	...	...	...	...	...	196
...	104	...	1	...	...	...	...	...	...	...	...	...	...	...	...	105
...	...	...	...	...	...	...	23	31	1	128	11	10	...	...	...	364
...	...	...	...	...	...	...	1	...	...	22	...	59	1	24	...	149
...	...	...	...	...	...	154	184	131	5	1	...	...	...	4	...	489
...	...	...	...	...	184	118	12	3	...	...	...	...	...	...	...	353
...	...	...	...	...	5	1	1	...	...	17	1	198	17	2	3	875
...	...	...	...	...	...	...	...	...	...	2	...	93	1	...	...	96
...	...	...	...	...	...	...	...	...	...	...	...	2	...	...	3	13
...	104	...	1	...	...	...	...	...	...	...	...	...	...	...	...	105
...	...	...	...	3	86	68	48	3	1	...	...	...	...	31	2	288
...	104	91	1	...	1	1	1	...	6	1	63	4	4	1	1	323	
...	...	...	...	1	...	...	...	...	...	...	...	...	...	9	3	196
...	...	...	...	...	...	...	...	...	...	154	16	22	1	1	2	13
...	...	91	...	...	...	...	...	...	...	...	...	...	...	...	...	599
...	104	91	...	...	...	...	...	...	...	...	...	...	...	...	...	91
...	...	...	...	184	154	8	2	2	2	...	...	1	...	45	1	195
...	...	...	...	4	81	186	131	2	2	...	...	...	...	5	3	28
...	...	...	...	...	81	111	69	4	4	...	...	...	...	...	...	425
...	...	...	...	9	122	66	4	7	...	...	...	...	...	15	1	420
...	...	...	...	4	48	66	51	7	...	...	...	...	...	7	...	285
...	...	...	...	...	...	18	57	...	...	2	...	...	...	7	...	234
...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	180
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	550
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	20	94
...	104	91	...	...	...	...	...	...	...	...	...	...	...	...	...	195
...	71	102	91	...	...	...	...	...	...	...	...	...	...	...	...	334
...	104	...	...	...	...	...	...	...	...	...	...	...	...	...	...	104
...	...	...	...	...	...	...	...	...	...	4	...	2	...	...	...	9
...	...	...	...	...	...	...	...	...	...	1	...	12	...	...	...	14
...	...	...	...	...	...	...	...	...	...	2	...	18	3	...	...	25
...	104	91	...	...	...	...	...	...	...	...	...	...	...	...	...	195
...	104	91	...	...	...	...	...	...	...	...	...	...	...	...	...	195
...	71	104	1	...	...	...	...	...	...	...	...	...	...	1	...	187
80	71	104	91	...	...	...	...	...	...	...	...	...	...	...	...	374
...	...	...	...	...	...	...	...	...	...	19	4	76	7	1	...	441
...	...	...	...	...	184	154	30	13	...	...	...	...	...	...	...	826
...	...	...	...	...	184	154	28	11	...	...	...	...	...	30	1	530
...	...	...	...	...	184	154	78	10	3	...	...	...	...	22	...	499
81	68	...	20	...	...	...	...	...	...	...	...	1	...	13	17	228
...	...	...	...	...	...	...	...	...	...	61	6	1	...	...	...	377
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	199
...	...	...	...	...	...	...	...	...	...	8	...	...	...	...	...	223
...	71	104	91	...	...	...	...	...	...	5	...	32	1	1	...	276
...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	1	195
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	65
...	...	...	...	...	...	...	...	...	...	9	...	7	1	...	...	8
...	...	...	...	...	...	...	...	...	...	1	...	50	3	...	...	294
...	...	...	...	1	1	...	...	11	...	1	...	11	...	...	...	27
...	...	...	...	...	...	...	11	...	...	...	...	3	1	...	1	54
...	...	...	...	...	...	...	...	...	...	77	3	3	...	...	...	87
...	...	...	...	...	...	...	...	...	...	173	17	16	1	...	...	213
81	71	104	91	...	...	...	...	...	...	1	...	5	...	...	...	357
...	...	...	...	...	...	2	1	...	...	...	...	...	...	33	3	93

years 1 month. The rate of increase is accordingly about the same as that in the College and is likewise to be partly accounted for by the increasing number of older men who enter these schools; this year 36 had passed the age of 21. The normal age of admission is somewhat older than that of the College student, and the increasing number of those who take a collegiate course before entering these schools is also an important factor. The number of such students has increased from 12.7 per cent. of 580 in 1905-6 to 14.6 per cent. of 671 in 1911-12.

Table XIX classifies students attending one or more courses of instruction in the several departments. In the detailed statistics filed in this office the enrollment of individual courses is given, the count being by units of instruction instead of by students. Table XX summarizes these statistics, showing the number of half-year courses and the number of registrations in each department. In Table XIX the repetitions caused by students' pursuing more than one course in one department are removed. Only students primarily registered in the Corporation are included in these tables, no account being taken of courses given at Barnard College, Teachers College and the College of Pharmacy, except those attended by students in the Schools of the Corporation (e.g., courses in education at Teachers College, and only as to such students. The Department of English, not including comparative literature, gave instruction to the largest number of students (875), followed by physical education (826), chemistry (731), physics, including mathematical physics (632), history and political philosophy (599), municipal and private law (550), civil engineering (532). The departments of electrical engineering, philosophy, mathematics and mechanical engineering, in the order named, instructed more than 400 students each; the departments of public law, including politics and government, surgery, pharmacology, including materia medica and therapeutics, economics, engineering drafting, obstetrics and Germanic languages more than 300 students each. In the College the Department of English instructed the largest number of students (629), followed by the departments of physical education (445), history (403), mathematics (359), philosophy (332), Romance languages (277), Germanic languages (237), chemistry (200), politics and government (199), Latin (186) and psychology (154).

TABLE XX

AGGREGATE ATTENDANCE IN ALL COURSES, 1911-12 (EXCLUDING BARNARD COLLEGE, TEACHERS COLLEGE AND COLLEGE OF PHARMACY)

1911-12	No. of Half-year Courses	No. of Registra- tions	Percentage of Total Enrollment
<i>Department</i>			
Anatomy	20	1556	3.18
Anthropology	13	73	.14
Architecture	64	1682	3.48
Astronomy	11	218	.42
Bacteriology	4	80	.16
Biological Chemistry	14	200	.40
Botany	34	259	.52
Chemistry	88	1847	3.77
Civil Engineering	47	1577	3.22
Classical Philology:			
Greek	34	160	.37
Latin	30	509	1.04
Clinical Pathology	4	288	.58
Dermatology	6	391	.79
Diseases of Children	11	1277	2.61
Economics	26	1031	2.10
Education	93	395	.80
Electrical Engineering	25	893	1.82
Engineering Drafting	8	566	1.23
English	80	2601	5.31
Comparative Literature	20	190	.38
Fine Arts	9	25	.05
Genito-Urinary and Venereal Diseases	5	521	1.14
Geology	35	643	1.31
Germanic Languages and Literatures	57	782	1.59
Gynecology	14	1119	2.28
History	71	1592	3.25
Histology	7	81	.16
Hygiene and Preventive Medicine	1	91	.11
Laryngology	8	806	1.64
Mathematics	53	1448	2.96
Mechanical Engineering	39	1564	3.19
Metallurgy	27	777	1.58
Mineralogy	12	309	.63
Mining	19	729	1.49
Municipal and Private Law	48	4305	8.90
Music	23	280	.57
Neurology	11	1105	2.25
Obstetrics	7	610	1.24
Ophthalmology	4	416	.85
Oriental Languages:			
Chinese	13	27	.05
Indo-Iranian Languages	23	43	.08
Semitic Languages	29	106	.21
Orthopedic Surgery	8	572	1.16
Otology	5	468	.95
Pathology	9	675	1.38
Pharmacology, Materia Medica and Thera- peutics	17	1489	3.04
Philosophy	36	881	1.80
Physical Education	17	1318	2.69
Physics	29	1021	2.08
Mathematical Physics	17	584	1.19
Physiology	11	245	.50
Public Law:			
Politics and Government	6	304	.62
Roman Law and Jurisprudence	28	405	.82
Practice of Medicine	26	2390	4.88
Psychology	36	503	1.02
Religion	4	111	.22
Romance Languages and Literatures:			
Celtic	6	15	.03
French	38	681	1.39
Italian	10	41	.08
Spanish	6	106	.21
Social Economy	8	256	.52
Sociology	17	722	1.47
Surgery	29	2745	5.61
Zoology	33	295	.60
	1542	48999	100.00

EXTENSION TEACHING

In the statistics of this report, except in Table D, only the courses are considered which were scheduled in the Announcement of Extension Teaching for 1911-12 (or added thereto subsequent to its appearance, to be given at Morningside Heights and at permanent centers there included. These centers were located at 33 East Park Street, Newark, and in the building of the Young Men's Christian Association, Fulton and Bond Streets, Brooklyn. Courses given elsewhere (at Paterson and Trenton, N. J.), the attendance in which, together with that at Newark and Brooklyn, is designated in Table I of the general report as "away from the University," are included only in Table D, but are counted in the total of Extension Teaching as given in Table I.

The total number of students registered in Extension Teaching at Morningside, Newark and Brooklyn was 1,433, distributed according to Table D below. The corresponding total in 1910-11 was 1,033. These included 320 matriculated students, or about 22 per cent. of the total, who are classified by faculties in Table C. They are eliminated from the total as given in Table I, since they are duplicates of registrations there counted under the several faculties. The above total likewise includes 46 students registered in the Summer Session of 1911 who are similarly excluded from the total given in Table I. As shown by Table D, the elimination of these 366 duplicates from the total of 1,433, and the addition of the 167 attending elsewhere than at Morningside, Newark or Brooklyn produce the total of 1,234 in Table I as the number of persons instructed only in Extension Teaching. This total last year was 1,008. In addition to the 366 duplicates noted above there were 201 students in Extension Teaching registered prior to 1911-12 in some department of the University (see Table B). The courses offered at Morningside were arranged under two general groups, (a) Evening Collegiate, (b) Afternoon and Saturday. Six hundred and forty-nine students attended only the former, 709 only the latter, while 171 attended both (see Table D). In 1910-11 the number of students under (a) was

444, under (b) 377, the number attending in both groups was 101. The increased attendance under (a) and (b) was thus 50 and 42 per cent., respectively. Table A classifies the students according to sex, the courses in Brooklyn being offered only to men.

The classification according to residence as given in Table E, shows that a large majority of the students come from New York City, as would be expected, although over 26 per cent. have their permanent home elsewhere. From New Jersey there were 184 in attendance, including those registered at Newark. About 6.4 per cent. of the Extension Teaching students are residents of 25 states other than New York and New Jersey and of 13 foreign countries. Nineteen of the 92 so registered are among the duplicates who are also in attendance as matriculated students. Of the remaining 73 some have come for the sole purpose of taking courses in Extension Teaching, such as those in practical optics, some have been prevented by inadequate preparation or by the necessity of obtaining employment from undertaking a regular course as they had planned.

The aggregate registration by departments is shown in Table F, as in the corresponding table of the Summer Session statistics. Table G compares this registration with that of last year. The discrepancy between the figures for 1910-11 as here given and as they appeared in Table F last year is due to the fact that these statistics have been put on the half-year basis, to conform to Table XX of the general report. This applies only to the course registration units, not to the count of students. In Table F courses given at Newark or Brooklyn as well as at Morningside are counted only once, as such, but the additional sections are indicated by the number of classes reported for each place. When not specified it is to be understood that courses were given at Morningside only.

As in 1910-11 the office of the Registrar was open evenings throughout the year for the accommodation of Extension Teaching students. Registration at Newark and Brooklyn was in charge of the Assistant to the Director for the respective center.

COLUMBIA UNIVERSITY

A—STUDENTS CLASSIFIED ACCORDING TO SEX

	<i>Morningside</i>	<i>Newark</i>	<i>Brooklyn</i>	<i>Total</i>	
Men	764	16	50	830	58.27%
Women	565	38	..	603	41.73%
	<hr/>	<hr/>	<hr/>	<hr/>	
	1329	54	50	1433	100.00%

B—STUDENTS CLASSIFIED AS OLD AND NEW

	<i>Morningside</i>	<i>Newark</i>	<i>Brooklyn</i>	<i>Total</i>	
Previously registered..	542	16	9	567	39.57%
New students.....	787	38	41	866	60.43%
	<hr/>	<hr/>	<hr/>	<hr/>	
	1329	54	50	1433	100.00%

C—STUDENTS CLASSIFIED ACCORDING TO FACULTIES

I. Non-matriculated	1113	77.67%
II. Matriculated:*		
1. Columbia College.....	105	
2. Barnard College	2	
3. Mines, Engineering and Chemistry	39	
4. Law	3	
5. Medicine	2	
6. Fine Arts.....	12	
7. Political Science	9	
8. Philosophy	6	
9. Pure Science	2	
10. Teachers College	140	
	<hr/>	
	320	22.33%
	<hr/>	
	1433	100.00%

*All matriculated students were registered at Morningside except 2 Teachers College students, 1 registered at Newark and 1 at Brooklyn, and 2 Columbia College students registered at Brooklyn.

D—SUMMARY OF ATTENDANCE AT ALL CENTERS

Morningside: (a) Evening Collegiate.....	820
(b) Afternoon and Saturday.....	680
	<hr/>
Attending both (a) and (b).....	1500
	<hr/>
Net attendance	1329
Newark	54
Brooklyn	50
	<hr/>
Total attendance at Permanent Centers.....	1433
Duplicate Registrations:	
Matriculated students.....	320
Summer Session (1911).....	46
	<hr/>
366	
Net additional registrations.....	1067
Attendance at Temporary Centers:	
Paterson, N. J.....	113
Trenton, N. J.....	54
	<hr/>
167	
	<hr/>
Total attendance in Extension Teaching only.....	1234

E—STUDENTS CLASSIFIED ACCORDING TO RESIDENCE

New York City:		
Manhattan and the Bronx.....	829	
Brooklyn	178	
Queens	39	
Richmond	14	
	<hr/>	1060
		73.97%
New York State (outside of New York City).....	97	6.77
New Jersey	184	12.85
Other States:		
California	4	
Colorado	2	
Connecticut	12	
Georgia	1	
Illinois	2	
Indiana	1	
Iowa	3	
Maryland	2	
Massachusetts	7	
Michigan	5	
Minnesota	3	
Missouri	3	
North Carolina	4	
Ohio	6	
Oklahoma	1	
Pennsylvania	7	
Rhode Island	1	
South Carolina	1	
Texas	2	
Virginia	1	
Washington	1	
West Virginia	1	
Wisconsin	1	
	<hr/>	71
		4.94%
Foreign Countries:		
Brazil	2	
Canada	1	
China	5	
Costa Rica	1	
Cuba	1	
Finland	1	
Germany	1	
India	3	
Ireland	1	
Japan	2	
Mexico	1	
Russia	1	
Syria	1	
	<hr/>	21
		1.47
	<hr/>	1433
		100.00%

F—AGGREGATE ATTENDANCE ON COURSES

SUBJECTS	No. of Half-year Courses *	Additional Classes	No. of Registrations	Percentage of Total Enrollment
Accounting	4	.....	80	2.26
Agriculture	4	.....	71	2.01
Architecture	22	.....	242	6.83
Botany	8	.....	32	0.90
Chemistry	8	.....	163	4.60
Commerce	4	.....	102	2.88
Commercial Law	2	.....	73	2.06
Education	2†	.....	26	0.73
Engineering	3	.....	45	1.27
English	41‡	Newark 4 Brooklyn 6	844	23.84
Finance	4	.....	58	1.64
Fine Arts	3	.....	28	.79
French	12	Newark 3 Brooklyn 2	185	5.23
Geology	2	.....	15	.42
German	16	Brooklyn 2	257	7.26
History	12§	.....	180	5.08
Italian	2	.....	19	.54
Latin	7	.....	67	1.89
Mathematics	12	Newark 5 Brooklyn 7	292	8.25
Mechanical Drawing .	6	.....	49	1.38
Music	6	.....	56	1.58
Philosophy	4	.....	58	1.64
Physical Education ..	4	.....	17	.48
Physics	2	.....	69	1.95
Politics	2	.....	20	.56
Practical Optics	18	.....	249	7.03
Psychology	4	Brooklyn 1	81	2.29
Spanish	4	Newark 2 Brooklyn 2	38	1.08
Stenography and Typewriting	4	.....	125	3.53
Totals.....	222		3541	100.00

*Courses duplicated in Newark and Brooklyn are counted only once in the first column, the number of additional classes in each of those places being indicated in the second column.

†Given in Newark only.

‡Two courses given in Newark only.

§Four courses given in Brooklyn only.

G—AGGREGATE ATTENDANCE ON COURSES, 1910-12

SUBJECT	Total Enrollment 1910-11	Total Enrollment 1911-12
Accounting .....	..	80
Agriculture .....	..	71
Architecture	227	242
Botany	32	32
Chemistry	91	163
Commerce .....	..	102
Commercial Law .....	..	73
Economics	20	..*
Education	47	26
Engineering	28	45
English	747	844
Finance .....	..	58
Fine Arts	37	28
French	255	185
Geology	23	15
German	186	257
History	138	180
Italian .....	..	19
Latin	78	67
Mathematics	256	292
Mechanical Drawing	68	49
Mechanics	7	..
Music .....	..	56
Philosophy	51	58
Physical Education .....	..	17
Physics	35	69
Politics .....	..	20
Practical Optics	68	249
Psychology	17	81
Spanish	36	38
Stenography and Typewriting.....	..	125
Zoology	10	..
Total.....	2457	3541
Number of half-year courses given.....	170	226

*Included in Commerce, 1911-12.

Respectfully submitted,

WM. ADDISON HERVEY,

Registrar.

SUMMER SESSION OF 1912

The total number of registrations in the Summer Session of 1912 was 3,602. This marks an increase of 629 over 1911, which is the second largest increase in the history of the Summer Session (661 in 1910). The gain over 1910 is 36.88 per cent; over 1908, 135.12 per cent. The comparative enrollment for the thirteen sessions since the establishment of the Summer Session is shown by the following:

Year	General	Medical	Total	Percentage of Increase Over Preceding Year	Percentage of Increase Over 1900
1900	417	—	417	—	—
1901	579	—	579	38.85	38.85
1902	643	—	643	11.05	54.19
1903	940	53	993	54.43	138.13
1904	914	47	961	— 3.22	130.45
1905	976	42	1,018	5.93	144.12
1906	1,008	33	1,041	2.26	149.64
1907	1,353	42	1,395	33.72	234.53
1908	1,498	34	1,532	10.05	267.38
1909	1,949	22	1,971	28.65	372.66
1910	2,632		2,632	33.54	531.18
1911	2,973		2,973	12.96	612.95
1912	3,602		3,602	21.16	763.79

The percentage of women students is larger than last year (58.05 as against 56.41); in fact, it is larger than at any time since 1903. This percentage reached its highest point in 1901, when the number of women was almost three-fourths of the total (73.32 per cent). From then until 1909 it gradually decreased, fluctuating somewhat year by year, but working down in 1908 to a little more than one-half (50.33) of the total. Since then the tendency has been for the percentage of women to increase, due, no doubt, to the additional number of courses in Household Arts. There were 2,059 new students this year, which exceeds the total attendance, old and new students, in 1909. The percentage of new students is greater than in 1911 (57.16 as against 56.64), but is less than in 1910, when it reached 59.04 per cent.

The percentage of non-matriculated students in 1912 is

smaller than in 1911 (53.94 as against 58.26). There were fewer students from Columbia College and from the Schools of Mines, Engineering and Chemistry than in 1911 (139 against 150 and 129 against 148 respectively); this is also true of the Medical School, which dropped from 8 to 7. The number of students from the Law School, however, more than doubled (56 against 25). The number from Barnard grew from 48 to 52. In Fine Arts there were 11 matriculants, as against 7 in 1911. In Teachers College there was the remarkable increase of 156 (378 to 534). The number in Political Science more than doubled itself, going from 43 to 93. There was a gain of 176 in Philosophy (366 to 542) and of 28 in Pure Science (68 to 96). The total gain in the Faculties of Political Science, Philosophy and Pure Science was phenomenal, 254 as against 12 in 1911, and 96 in 1910. The matriculated students from all schools except Teachers College and the non-professional graduate schools are regular students who have been in residence during a preceding, and who will probably return during the following, academic year; a majority of the others do not attend during an academic year.

In addition to the students already matriculated, there were 112 candidates for admission to one of the several schools of the University, including 38 for the College and 45 for the Schools of Mines, Engineering and Chemistry.

Of the 3,602 students in the Summer Session 1,352, or more than one-third hold degrees, 1,761 in all, distributed as follows:

930 A.B.	14 Ph.D.	23 LL.B.	2 M.Di.
270 B.S.	1 Ph.C.	3 LL.M.	20 B.E.
16 B.L.	2 Ph.G.	1 LL.D.	20 M.E.
221 A.M.	41 Pd.B.	15 M.D.	4 C.E.
11 M.S.	14 Pd.M.	11 B.D.	1 E.E.
82 Ph.B.	1 Pd.D.	1 D.D.	1 Chem.E.
2 Ph.M.	23 L.I.	1 B.Di.	1 J.D.
			21 Miscellaneous

It may be noted that the number of students who hold degrees, increased from 35.82 per cent of the total registered, to 37.53 per cent. There were 223 more students with the A. B. degree, and 63 more with the B. S.

The statistics of geographical distribution show a decrease in the percentage of students from the North Atlantic Division

(58.47 per cent in 1912 as against 60.41 per cent in 1911) as compared with the total number of students in attendance. With the exception of Rhode Island the actual number of students from each state in this division has increased, in some cases in a marked degree; from Maine, 9 to 25; Massachusetts, 88 to 123; New Hampshire, 4 to 17; Pennsylvania, 191 to 311; Vermont, 6 to 12. The gain in New Jersey and New York has been relatively small, however, the former adding only 8 to the 242 of the year before and the latter 109 to 1,182. The total number of students in this division was 17.26 per cent more than in 1911. The South Atlantic Division also suffered a percentage loss in 1912 (14.19 as against 15.04 in 1911). A gain of 41 in North Carolina was offset by smaller gains in other states and losses in Maryland and South Carolina. The number of students from the states in this division, however, increased by 14.32 per cent. The South Central Division increased from 5.95 per cent to 6.88 per cent, the largest gain being in Texas (24 to 46), Kentucky (26 to 43) and Louisiana (12 to 22). One state, Mississippi, had a loss of 1 and another, Oklahoma, remained stationary. The number of students for the division was 40.11 per cent more than the year before. In the North Central there was an increase from 13.79 per cent to 15.44 per cent. In this division the largest numerical gain was made by Ohio (114 to 170). Missouri lost 18 and Wisconsin 12, while North Dakota remained the same. This division gained 35.66 per cent in the number of students. The Western Division grew from 2.32 per cent to 2.72 per cent, every state except Washington sending more students than last year. The percentage gain in this group was larger than in any other, the number of students being 42.03 per cent more than in the previous year. The percentage of students from Insular and Non-Contiguous Territories fell from .27 to .19 per cent; from foreign countries from 2.22 to 2.11 per cent. It may be worth noticing that the percentage of students from the central and western sections of the United States is increasing over that of students from the states bordering the Atlantic.

The detailed statistical summaries which follow differ slightly from those published in the Directory of Summer Session

students because of changes and additions in matriculation after the tables there included had gone to press:

STATISTICAL SUMMARY

A—STUDENTS CLASSIFIED ACCORDING TO SEX

Men	1511	41.95%
Women	2091	58.05%
	<u>3602</u>	<u>100.00%</u>

B—STUDENTS CLASSIFIED AS OLD AND NEW

Previously registered	1543	42.84%
New students	2059	57.16%
	<u>3602</u>	<u>100.00%</u>

C—STUDENTS CLASSIFIED ACCORDING TO FACULTIES

I. Non-matriculated	1943	53.94%
II. Matriculated:		
1. Columbia College	139	
2. Barnard College	52	
3. Mines, Engineering and Chemistry	129	
4. Law	56	
5. Medicine	7	
6. Fine Arts	11	
7. Political Science	93	
8. Philosophy*	542	
9. Pure Science	96	
10. Teachers College	534	
	<u>1659</u>	<u>46.06%</u>
	<u>3602</u>	<u>100.00%</u>

D—STUDENTS CLASSIFIED ACCORDING TO TEACHING POSITIONS

Elementary schools	709	19.68%
Secondary schools	615	17.07%
Higher educational institutions.....	212	5.88%
Normal schools	160	4.44%
Principals (school)	255	7.11%
Supervisors	123	3.41%
Superintendents	123	3.41%
Special teachers	21	.58%
Private school teachers.....	127	3.52%
Librarians	6	.17%
Not engaged in teaching.....	1251	34.73%
Total	<u>3602</u>	<u>100.00%</u>

*Including 302 students with education as a subject of major interest registered under the Faculty of Philosophy through Teachers College.

E—STUDENTS CLASSIFIED ACCORDING TO RESIDENCE

North Atlantic Division:		
Connecticut	63	
Maine	25	
Massachusetts	123	
New Hampshire	17	
New Jersey	250	
New York		
Outside of New York City... 358		
Manhattan and the Bronx. 673		
Brooklyn	215	
Queens	38	
Richmond	7	933
		<hr/>
	1291	
Pennsylvania	311	
Rhode Island	14	
Vermont	12	
	<hr/>	2106
		58.47%
South Atlantic Division:		
Delaware	6	
District of Columbia.....	37	
Florida	23	
Georgia	82	
Maryland	80	
North Carolina	107	
South Carolina	33	
Virginia	107	
West Virginia	36	
	<hr/>	511
		14.19%
South Central Division:		
Alabama	37	
Arkansas	11	
Kentucky	43	
Louisiana	22	
Mississippi	10	
Oklahoma	12	
Tennessee	67	
Texas	46	
	<hr/>	248
		6.88%
North Central Division:		
Illinois	60	
Indiana	82	
Iowa	28	
Kansas	22	
Michigan	65	
Minnesota	36	
Missouri	51	
Nebraska	6	
North Dakota	6	
Ohio	170	
South Dakota	11	
Wisconsin	19	
	<hr/>	556
		15.44%
Carried forward	3421	94.98%

Brought forward	3421	94.98%
Western Division:		
Arizona	3	
California	43	
Colorado	20	
Idaho	3	
Montana	5	
Oregon	5	
Utah	8	
Washington	8	
Wyoming	3	
	<hr/>	
	98	2.72%
Insular and Non-Contiguous Territories:		
Alaska	1	
Hawaiian Islands	2	
Philippine Islands	1	
Porto Rico	3	
	<hr/>	
	7	.19%
Foreign Countries:		
Bermuda	1	
Brazil	2	
Canada	32	
Cape Province, So. Africa.....	1	
Central America	1	
Chile	1	
China	18	
Colombia, So. Am.	2	
Costa Rica	1	
Cuba	2	
England	1	
France	1	
India	3	
Italy	1	
Japan	4	
Mexico	3	
San Domingo, W. I.	1	
Turkey	1	
	<hr/>	
	76	2.11%
	<hr/>	
	3602	100.00%

Note: Of the 3602 students registered, 39 withdrew without obtaining credit before the close of the Summer Session. These numbers do not include 37 persons who cancelled their registration before entering upon actual residence.

TABLE F

SUBJECTS	No. of Courses	No. of Registrations	Percentage of Total Enrollment
Agriculture	3	30	.32
Anthropology	2	13	.14
Architecture	10	64	.69
Astronomy	1	29	.31
Biblical Literature	3	22	.24
Biology	2	18	.19
Botany	2	28	.30
Chemistry	15	262	2.80
Economics	8	169	1.81
Education	57	2793	29.87
Engineering	3	26	.28
English	17	683	7.30
Fine Arts	7	192	2.05
Geography	3	48	.51
Geology	6	53	.57
German	16	393	4.20
Greek	3	25	.27
History	12	322	3.44
Household Arts	36	873	9.34
Industrial Arts	20	305	3.25
Kindergarten	4	116	1.24
Latin	10	212	2.27
Law	12	244	2.61
Library Economy	3	54	.58
Mathematics	9	297	3.18
Mechanical Drawing	5	25	.27
Medicine	8	50	.54
Metallurgy	1	6	.05
Mineralogy	2	8	.08
Music	11	151	1.61
Nature-Study	1	14	.15
Philosophy	8	125	1.34
Philosophy and Religion	4	19	.20
Physical Education	24	792	8.47
Physics and Mechanics	13	197	2.11
Physiology	2	29	.31
Politics	3	32	.34
Psychology	7	107	1.14
Romance Languages	22	335	3.58
Sociology	4	85	.91
Stenography and Type-writing	2	86	.92
Zoölogy	2	20	.21
Totals	383	9352	100.00

G—AGGREGATE ATTENDANCE ON COURSES, 1902-1911

Department	Total Enrollment 1902	Total Enrollment 1903	Total Enrollment 1904	Total Enrollment 1905	Total Enrollment 1906	Total Enrollment 1907	Total Enrollment 1908	Total Enrollment 1909	Total Enrollment 1910	Total Enrollment 1911	Total Enrollment 1912
Agriculture.....	—	—	—	—	—	—	—	—	—	15	30
Anthropology.....	—	13	13	—	—	—	—	—	—	17	13
Architecture*.....	—	—	—	—	16	32	18	26	30	50	64
Astronomy.....	—	—	—	—	—	—	—	—	—	—	29
Biblical Literature...	—	—	—	—	—	—	—	12	19	11	22
Biology.....	—	—	—	—	—	—	—	—	—	—	18
Botany.....	—	—	—	—	—	—	—	27	30	36	28
Chemistry.....	59	72	119	156	164	257	292	304	286	321	262
Economics.....	—	21	28	12	32	35	54	97	119	125	169
Education.....	351	618	317	366	305	480	601	879	+1,630	+2,191	+2,793
Engineering.....	—	—	—	—	—	42	46	—	27	17	26
English.....	260	334	332	367	363	408	313	506	532	529	633
Fine Arts.....	—	—	—	—	—	—	—	127	362	126	192
Geography.....	38	—	55	49	49	79	38	44	79	26	48
Geology.....	—	25	21	19	—	32	—	43	31	46	53
German.....	101	152	174	201	204	200	214	251	319	326	393
Greek.....	—	—	—	10	6	17	13	19	21	20	25
Hebrew.....	—	—	—	—	—	—	—	—	3	—	—
History.....	51	134	122	88	103	192	187	212	238	313	332
Household Arts†.....	—	—	14	35	58	96	111	266	411	534	873
Industrial Arts‡.....	72	112	124	134	127	146	166	202	302	229	305
Kindergarten.....	—	—	—	—	—	139	109	103	199	211	116
Latin.....	51	50	67	55	69	81	102	145	149	157	212
Law.....	—	—	—	—	—	—	—	—	81	122	244
Library Economy...	—	—	—	—	—	—	—	—	27	72	54
Mathematics.....	108	164	217	210	199	246	340	318	282	327	297
Mechanical Drawing.	—	—	35	38	40	44	62	51	32	21	25
Medicine.....	—	—	—	—	—	—	—	—	28	41	50
Metallurgy.....	—	—	—	—	—	—	—	—	—	—	6
Mineralogy.....	—	—	—	—	28	—	16	—	11	10	8
Music.....	—	48	34	47	24	42	44	31	92	103	151
Nature Study.....	46	53	34	42	24	54	40	—	—	20	14
Philippine Islands...	—	11	—	—	—	—	—	—	—	—	—
Philosophy.....	53	62	48	42	45	67	113	90	100	85	125
Philosophy and History of Religion...	—	—	—	—	—	—	—	21	25	19	19
Physical Education..	88	105	149	157	147	172	187	381	649	649	792
Physics & Mechanics	32	68	86	96	136	204	208	250	240	241	197
Physiology.....	—	10	23	19	23	25	48	54	62	50	29
Politics.....	—	—	—	—	—	—	—	—	5	18	32
Psychology.....	89	92	138	91	95	130	185	215	115	133	107
Romance Languages	51	110	92	114	101	189	194	218	275	329	335
Sociology.....	—	—	—	33	48	—	—	113	102	97	85
Stenography.....	—	—	—	—	—	—	—	—	24	62	86
Zoology.....	—	—	—	—	—	—	—	13	17	36	20
Total.....	1500	2254	2248	2381	2406	3409	3701	5018	6954	7735	9352
No. of courses given.	59	78	111	117	123	149	151	189	269	338	383

*Including courses in Architectural and Freehand Drawing only, 1906-1910.

†Including courses in the teaching of various elementary, secondary and technical subjects.

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

§Including courses in the department of Manual Training, 1902-1909.

Respectfully submitted,

FRANK A. DICKEY,

Assistant Registrar.

June 30, 1912.

REPORT OF THE CONSULTING ENGINEER

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1912

To the President of the University,

SIR :

The two buildings which have required our attention during the past year have now about reached the stage when they may be occupied. The completion of Avery and the **New Buildings** President's House has been delayed by strikes of the marble and metal workers but sufficient progress was made in the early summer to enable us to move the Department of Architecture into the three upper floors of Avery and to make the President's House available for preliminary occupation. The main reading room in Avery is nearing completion and the books of the Avery Library will be transferred to it during the summer, when the building will be completely occupied. The President's House is also practically completed and will be ready for use before the University opens in the autumn.

The death of Mr. Joseph Pulitzer in October, 1911, made the funds for the erection of a building for the School of Journalism available. Work on the plans and specifications was immediately begun, but the lack of precedent or definite knowledge of the demands which must be met in a Journalism building made it necessary to proceed slowly and with much careful study. The cornerstone, however, was laid by Mrs. Pulitzer on July 2nd and the completion of the building is promised for the spring of 1913. The Philosophy building having been placed on the site on Amsterdam Avenue originally designated for Journalism, it was finally decided, after careful consideration of the entire problem involved in the location of the various buildings, to place it on the site at the southeast corner

of 116th Street and Broadway. The building will extend 205 feet along 116th Street and 53 feet on Broadway, balancing Hamilton Hall at the easterly end of the same block. It will have a base of Stoney Creek granite, with the upper stories of Indiana limestone and overburned brick to comport with our present buildings. The main entrance will be from the Campus, on the south side. There will be a basement, five stories, and a mezzanine floor in the central bay between the second and third floors. The basement, which will extend out under a terrace 25 feet wide along the south side of the building, will contain the University bookstore, students' lockers and lavatory, as well as ample space for a printing shop and bindery. On the first floor will be the offices of the Director, Associate Director and of the Professor and Associate Professor of Journalism, a class room seating 225 students and a large common typewriting room for students. The entire second floor will be devoted to the library and newspaper reading rooms, where equipment will be provided for temporary and permanent files of newspapers and magazines. The mezzanine and the third, fourth and fifth floors will be divided into offices and class rooms with provision for a history laboratory on the latter floor. There will be twenty-one offices, twenty-eight class rooms having a seating capacity of approximately 1750, and three large reading rooms. An entrance from Broadway convenient to the subway station will be provided in the low building connecting Journalism with the proposed Residence Hall extending along Broadway immediately to the south. A tunnel under 116th Street will connect Journalism with the buildings to the north and will serve for the necessary steam, water and electrical connections from the Power Plant.

The demand for additional facilities for housing our students has been pressing for some time. Hartley and Livingston have been filled and we have been compelled to turn away many young men who applied for Furnald Hall rooms. It is therefore extremely fortunate that it has been found possible to make arrangements by which the funds of the bequest of Mr. Francis P. Furnald become immediately available for the construction of a new Residence

Hall. Although not decided upon until early in June, plans and specifications have been prepared and the contract for its construction has been let. This expedition was largely due to the fact that Hartley and Livingston, although the first buildings of their type to be built in this country or abroad, have proved so satisfactory that few changes in their plan have been found necessary. These changes are very simple and are mainly in the direction of providing more single rooms, as our experience has shown that this is the arrangement most sought by our students. The building will have 287 rooms. It will otherwise correspond above the basement with Hartley, except that the east and west facades will be somewhat more ornate. The basement, however, the floor of which is only slightly below the sidewalk level, will be fitted with shower baths and lockers for students using South Field for exercise, and a number of rooms will be set aside for members of our various Varsity teams and for visiting teams. This provision has long been needed and should conduce greatly to the health, comfort and pleasure of our student body. Another urgent demand which this building will meet is that for additional rooms for women students in the Summer Session who cannot be accommodated in Whittier and Brooks. The isolated position of Furnald will make it possible to set it aside for this purpose during the summer months.

Of the lesser projects which have engaged the attention of this department during the past year one of the most satisfactory has been the removal of the Assay laboratories from the unhygienic conditions under which they have existed in the basement of Havemeyer to the top floor of Mines, where they have been installed with a modern equipment, and where they will have plenty of light and air. The space which they occupied, as well as the remainder of the basement of Havemeyer, is now being fitted up for Engineering Chemistry. The top floor of that building, vacated by Architecture, is being equipped, through funds generously provided by Dr. William H. Nichols, as laboratories for General and Inorganic Chemistry, so that Chemistry will have suitable quarters for some time to come.

A greenhouse with students' laboratory and darkroom has been built on East Field for the Department of Botany. The newly appointed Torrey Professor of Botany is coöperating most cordially and efficiently with this department in the care of the trees and shrubs on our grounds which have long needed the intelligent supervision of an expert in this field. In this connection attention may be drawn to the fact that the erection of Avery will make it possible for the first time to plan and execute the permanent landscape design and planting of a quadrangle on the upper level. The Venetian well head, presented by the Class of '87 Arts last Commencement Day on the occasion of the twenty-fifth anniversary of its graduation, will be made a central feature of this quadrangle. Other class memorials to be noted are a bronze clock in the main reading room of Kent Hall presented by the Class of '12 Law and the erection of four columns of black and gold marble by the Class of '74 to support the bronze clock and grille previously erected by this Class in the main reading room of the Library.

**Greenhouse
and Shrubbery**

Class Gifts

The urgent physical needs of the University which still require attention are the completion of University Hall and adequate provision for laboratory work in Engineering. For many years our gymnasium has been too small to accommodate the people who should be admitted to our Commencement exercises and there are now almost enough officers of the University and candidates for degrees to fill every seat on the platform and floor. The spectacle at our last Commencement of parents of our students who had travelled from points as far distant as the Pacific states for the express purpose of seeing their sons receive their degrees and who, notwithstanding the fact that they held tickets of admission, had to bear the disappointment of remaining outside during the exercises makes it very apparent that we must build the large academic theater planned for the upper part of the University or else change our scheme of a single Commencement. It is to be hoped that the completion of this building will also make it possible to provide adequate

Needs

and dignified rooms for our Commons, which can never be successful in their present temporary and forbidding quarters and which, in another year, will be called upon to serve the occupants of another Residence Hall.

As to the laboratory work in Engineering, no other branch of our University instruction requires so much space and none is now so badly cramped for room. As pointed out in these reports for several years, this space can be most cheaply and far more efficiently provided in buildings of good modern factory construction, with plenty of light and free floor space, with water and railroad facilities, at a little distance from our Campus. Indeed, it can be shown that for the cost of a building of the type which must be erected on our Campus, it would be possible, if this plan were adopted, to buy the land and erect a building twice the size and far better adapted for engineering laboratories. The present Engineering buildings would still be needed for class room and drafting room purposes.

Aside from the completion of three stories which have been added to the original Sloane Hospital building no new important construction has been undertaken at the **Medical School** cal School during the past year. The solution of the pressing problem of taking our Medical instruction out of the present inefficient college buildings at Fifty-ninth Street still awaits the provision of an adequate site and sufficient funds. Plans have been prepared for a small laboratory building for Cancer Research which might very well be placed on East Field, and tentative studies have been made of the space which will be needed for clinical instruction in pathology, surgery and medicine in the proposed new buildings of the Presbyterian Hospital. It would be of great advantage if, by some good fortune, a site for the Medical School could be secured in the immediate vicinity of the hospital, so that all the new buildings could be planned at the same time and with an efficient relationship to each other.

The important position of Health and Sanitary Officer recently established by the Trustees, which provides for a trained medical officer who will be able to make careful periodical inspection of the Residence Halls, laboratories, Commons

and other places used by officers and students and to whom cases of accident and illness can be reported will be of the greatest assistance to this department.

It is a great satisfaction to be able to note that appropriations have been made, both last year and this, for the extraordinary repairs and renewals in our buildings made necessary by the inability to care properly for them during the period of more restricted finances. In addition to the much needed painting of the interior of Schermerhorn, Havemeyer Engineering and Fayerweather, not the least important among the improvements made possible by these appropriations are the installation of an adequate and modern system of filtration for our swimming pool, adequate safety devices around the machinery in the power house and engineering laboratories for the purpose of minimizing the possibility of accident and better equipment for the prevention and fighting of fire in our buildings. While satisfactory progress has been made in this direction there remains much to be done as our buildings grow older and their use rapidly increases, requiring larger expenditures for efficient maintenance.

Repairs

Respectfully submitted,

FREDERICK A. GOETZE,
Consulting Engineer.

June 30, 1912.

REPORT OF THE LIBRARIAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1912

To the President of the University,

SIR:

The year 1911-12 has been marked by extraordinary additions to the libraries of the University and by important investigations relating to the catalogues of these libraries. For the rest, the year has been one of adjustment to the conditions created by the extensive changes of the year 1910-11 and of normal development in administrative organization and methods.

In the nationalization of our older universities, especially those in the great metropolitan centers, the relation of the library of the university to the other libraries of the country, as well as to the other libraries of the city, must receive careful consideration.

**Relation to
Other
Libraries** In fact the extent of the library resources of a university is a good measure of its ability to render more than local service. It is, therefore, gratifying to record that the Checklist of collections relating to European history, prepared by Dr. E. C. Richardson under the auspices of the American Historical Association shows that, of 2,197 sets listed, the New York Public Library and the University Library together have 1,639 sets, and that of those only 140 are in duplicate. Gratifying as these figures are, there is still much to be done in defining our relations with other libraries. At best only a part of the literature of the world is to be collected in the United States, and a smaller part in the City of New York. What part that shall be has yet to be determined by the institutions and societies most concerned.

During the past year agreements have been entered into with

two of these, effecting a union of their libraries with that of the University. Of these two agreements, that with the Torrey Botanical Club provides that, in return for the use of the library of the Department of Botany by members of the Club, the publications of the Club may be used by the University library for exchange purposes, such exchanges becoming the property of the University. The agreement with the Société des Professeurs Français provides for the deposit of its collections in the library of the Department of Romance Languages. Agreements have also been made to secure information regarding the accessions of other libraries of the city, in consequence of which the New York Public Library now sends us the titles of all periodicals added to its list of accessions, and the Metropolitan Museum of Art sends us a complete list of its current accessions.

At the same time that the value of the several libraries of the city to the members of the University has been more clearly recognized there has been a growing recognition of the importance of the University library to members of the community. At the meeting of the Trustees, January 8, it was *Resolved*, That the Librarian be authorized to extend the use of the library for reference purposes to such persons in the cities of New York, Brooklyn, and Newark as may be introduced by the librarians of the public libraries of these places.

As noted in my last report, the large additions made to stack and reading-room space in the general library building, Kent Hall, and the Hall of Philosophy rendered possible extensive rearrangements in the shelving of collections. During the present year these have been completed by the transfer of foreign law and international law from the Low Library, Room 301, to Kent Hall, and of the Earle library to the Hall of Philosophy. These transfers permitted the consolidation of the social science collections in the Low Library, Room 306, the bringing together of quartos and octavos relating to the same subject, and the shelving of unbound parts of serials and continuations with the bound volumes of the same sets. For the first time in some years, then, it is possible for students admitted to the stacks to find all the

Buildings

literature of a subject in one place, and, with newly installed stack guide cards and shelf labels, find it with the least expenditure of time.

I may refer also to the changes involved in the approaching completion of Avery Hall. At a meeting of the Library Committee, December 11, it was "*Resolved*, That the present Avery library room should be converted into a Bibliographical Museum, special reading-room, and exhibition room; the collection of *Columbiana* to be stored in the adjoining room on the north (209), the Phœnix, 'B room' books and other rarities in the library to be shelved in the main room (210), the manuscripts, maps, medals and like material to be stored in Room 211."

In order to facilitate intercourse between the General Reading-room and the Periodical Reading-room on the north, and the new Special Reading-room on the east, it was "*Resolved*, That the Librarian be given authority to open two passages, on the north and east sides of the Reading-room, by the removal of book cases." The importance of these new rooms, contiguous to the General Reading-room, to the student who wishes to combine the quiet of the department reading-room with the advantages of the General Reading-room is perfectly obvious. As soon as larger collections can be installed on the open shelves in the General Reading-room, the General Library service will be strengthened immeasurably, the unwise development of the department reading-rooms checked, and the opportunities and culture of the individual student broadened, as is possible in no other way. In short, all that is now needed in the General Library Building, in addition to more stack room and more office room for the library staff, is three or four small rooms for the use of investigators carrying on extended research work, of literary societies and debating teams, of copyists and stenographers, and of photographers.

Among department libraries the important event of the year is the completion of Avery Hall. For the first time the School of Architecture and its unrivalled library are located in the same building, the first floor and the basement being reserved for the library. This affords reading-room space measuring

5,880 square feet, with 3,652 feet of shelving (including 1,297 feet of roller shelves), arranged on the alcove plan. In this respect it appeared impossible to satisfy both architectural ideals of beauty and library ideals of use, but in a library for architects it seemed proper that the former should prevail, rather than the latter, at least until the development of the library should make other arrangements imperative.

In the School of Medicine, a periodical reading-room has been added to the general reading-room of the School, and in the School of Political Science the three reading-rooms of the departments of political economy, sociology, and social economy, hitherto on two separate floors of Kent Hall, have been united in one.

The most notable acquisition of the year—indeed, the most notable since the De Witt Clinton Papers were presented to the University—was the Samuel Johnson Papers, a gift of the Johnson family of Stratford, Connecticut. The total number of pieces included in the gift is 867; of these, 691 are by or relating to Samuel Johnson, first President of Kings College.

**Additions to
Collections**

Among these are 328 letters by Johnson, 138 letters to him, including letters from Myles Cooper, second President of the College, Benjamin Franklin, and others; 109 manuscript sermons and prayers, and 37 other manuscript works. Among the latter may be mentioned Morning and Evening Prayers for the College; a journal of his voyage to England, 1722-23; an autobiography, 1696-1771; a catalogue of his library; a list of books read by him year by year from the time he left Yale College up to the age of 60; and a list of books read by his son, William Samuel Johnson, from his fourth to his sixteenth year. Included in the gift are some papers of William Samuel Johnson, third President of the College, together with various manuscripts and pamphlets relating to the early history of Kings College and the College of Physicians and Surgeons.

A second notable addition to our manuscript collections was the letters of Mr. Stephen Whitney Phoenix, of the class of 1859, to Mr. J. C. Pumpelly, of the class of 1863 Law, presented by the latter, interesting not only as the correspondence

of honored alumni, but also because of their historical content.

Two other noteworthy manuscripts were presented by Professor Wendell T. Bush: a twelfth century manuscript of the homilies of Pope Gregory I on the Prophet Ezekiel, and an autograph manuscript of Condorcet on the French philosophers of the eighteenth century.

The most notable book collections acquired during the year were in English literature, the dramatic library of Professor Brander Matthews, '71, received too recently to describe in this place, and a collection of the works of James Thomson presented by Mr. John McLean Nash, class of 1868. The latter, probably unique in character, numbers 194 volumes and consists of 145 different editions of "The Seasons" and collected poetical works, comprising examples of the most famous eighteenth- and nineteenth-century book illustrators. In German literature, the collection of German literature subsequent to 1871 presented to the Deutsches Haus by Mr. E. D. Adams and others, 962 volumes, including 745 works by 358 different authors. In Italian literature, a collection of publications of the seventeenth century, made by Professor Livingston, about 300 volumes. In astronomy, a collection presented by Mr. John Tatlock, '71, 261 volumes and 1,200 pamphlets. In medicine, the library of Dr. Edward G. Janeway presented by his son, Professor Theodore C. Janeway, 1,500 volumes and 2,500 pamphlets. In architecture, a collection of photographs numbering about 7,000 presented by Mr. A. Kingsley Porter. In orientalia, the collection of Chinese books made by Dr. Chen in the preparation of his dissertation on "The Economic Principles of Confucius and His School," 558 volumes, and a collection of about 250 books relating to Sanskrit and cognate subjects, presented by Professor Edward D. Perry, '75.

Other collections of a more general character presented to the University were the large and valuable libraries of Mr. Frederick William Holls, '78, and of Mr. John Cropper, '70. Of these I shall speak in more detail in a later report.

Other notable gifts were received from Professors J. W. Burgess, C. C. Curtis, and A. L. Walker, and from Dr. Marcus

Benjamin, of the class of 1878; Dr. Reginald H. Sayre, of the class of 1881; and Mr. W. R. Powell, of the class of 1888.

The following gifts were made for the purchase of books: From Mrs. Russell Sage, \$25,000 for the Department of the Practice of Medicine, to be known as the E. G. Janeway library endowment fund; from an anonymous donor, \$7,500 for general purposes; from Mr. Charles R. Crane, of Chicago, \$250 for the purchase of books on the Near East; from Mr. William G. Low, \$250 for the purchase of books on International Law, and from Mr. James Loeb, \$175 for labor literature.

During the year a study has been made of the expenditure for books for the several departments of the University for the past fourteen years. During the greater part of this period the records were far from exact, and indeed the record is not yet as exact as could be desired; still, on the whole, the results of the inquiry have considerable significance, and as soon as a similar study has been made of the expenditures of neighboring libraries, and of other university libraries, we must have a body of information of the greatest value in formulating the policy to be pursued in making additions to the collections of the several libraries of the University.

The following table indicates, partially at least, the additions made during the past year:

ACCESSIONS

Books (Volumes):

General Library and Departments.....	13,649
Teachers College	4,866
School of Law.....	2,323
School of Medicine.....	219
College of Pharmacy.....	416
Columbia College.....	314
Barnard College	948
Avery Library	793
	<hr/>
Total	23,528
Manuscripts	1,134
Photographs	7,000
Maps	67

The experience of the past year has again shown the necessity of more thorough training of library assistants. Few of the more important appointments made during the year have been from among library school graduates or by promotion in the staff. It is still unfortunately true that library schools are separate from universities, and are not, therefore, able to offer as thorough training nor attract as able men as university schools can. It is also true that library work tends to become merely mechanical. In a small library where the reader may help himself, or in a library intended primarily for popular entertainment where the reader, perhaps, desires no help, the lack of initial training and the want of opportunity for continued study may not be felt, but in a university library certainly, and indeed in any large reference library, it must be felt, and felt keenly, and the standards of appointment to the several grades in the staff of the library must tend to become the same as those in the corresponding grades of the staff of instruction.

During the year this has been definitely recognized in the decision to employ skilled bibliographers as librarians of the several schools of the University, instead of student assistants. The duties of the latter, as students make them irregular in attendance in the reading-rooms, and their absorption in their own work makes them almost useless while they are in attendance. Indeed, even if they were able to take their duties as librarians seriously, they could not become acquainted with them during the short period of their residence in the University. The result is that as many books are improperly removed from rooms which have such policing as from rooms which are without it, books which would be useful in the department are not taken there, or if they are taken there, it is done so tardily that they lose much of their potential usefulness, and proper use is not made of the books which are there—nor, indeed, of the rooms devoted to department reading-room service. While, then, we shall continue to employ students as temporary assistants in clerical work of a mechanical character, we shall not in the future employ them in any of the higher grades of the library service.

Higher requirements for admission to the library service are not more important, however, than the proper grading of the present staff. The resolution of the Trustees relating to this subject, passed last year, has been widely commented upon and must have great influence upon the legislation of other universities. It has been followed during the year just ended by further definition of the status of library officials and of their respective duties. Of greatest significance, perhaps, is the fiscal legislation of the year giving department librarians the same rank as heads of departments of the General Library.

Department librarians in most universities are only librarians in name. As a rule, they are either needy students or unsuccessful and equally needy professors. In an institution with few books or few readers this matters little, perhaps, but in an institution with hundreds of thousands of volumes, and thousands of students, there can be no question as to the importance of the office of department librarian, and no question as to the desirability of securing the best men in the profession to fill these offices.

Nor is there any reason in the nature of things why the department librarian or the special librarian should be an Ishmaelite in the profession. Indeed, with proper professional training, together with special scientific equipment, he should be a leader; and it should be as high an ambition in a junior assistant to become a department librarian as it is to become supervisor of the order department, the catalogue department, or any other department of the general library service. There is always the danger in library work, as in other work, of making it an end in itself, and of looking upon service on the general staff as the goal of professional ambition. This, of course, it may be in a library intended to meet only elementary needs, but in the library of a metropolitan university members of the general staff should look forward not to general service only, but also to special service. Bibliographical research becomes expert only as it is specialized, and the results of such research become practical only as they are made available for specific purposes.

For this reason, it seems to me, assistants should be given opportunity for specialization in their work and also for extra-official studies of an advanced character, and with this in view I recommend that junior assistants ranking as bibliographers be allowed time each year to pursue at least one course of study in the University. Such training of assistants for department library service must do much not only to further the development of these organizations, but also to preserve that unity of the service as a whole, which is the condition of efficient and economical administration.

And the unification of the service is fully as important as its specialization. That department librarian is most efficient who enlists the service of the entire library staff, and serves not merely his own school but all the schools of the University, and his efficiency as a librarian is to be measured not by the standards of the teacher, or the lawyer, or the physician, but by the standards of his own profession. It is for the purpose of preserving the unity of the library service that a monthly staff meeting of heads of departments has been instituted during the past year and the publication of a staff bulletin begun. The staff meetings, like the journal clubs in other departments of the University, have been devoted primarily to the discussion of current professional literature, American and foreign, and have done much to stimulate the reading of professional literature, and make the staff acquainted with the work of other libraries and other librarians. The staff bulletin is a brief record of current events in the history of the University library intended to keep members of the staff in each of the libraries acquainted with the progress of all.

The most important changes in the staff during the year were the appointment of Mr. Frederick C. Hicks, formerly Superintendent of reading-rooms, as Assistant Librarian; of Mr. Thomas P. Ayer, formerly Librarian of the College Study, as Supervisor of the Bindery Department; of Mr. J. David Thompson, formerly of the Library of Congress, as Law Librarian; of Mr. Alfred L. Robert, formerly assistant in the Order Department, as Medical Librarian; of Dr. H. V. Army, as Librarian of the College of Pharmacy; and of Mr. Ralph F.

Miller, formerly of the Library of Western Reserve University, as Librarian of the College Study.

The Order Department has this year made further efforts to secure the co-operation of officers of instruction in the systematic development of the collections belonging to their departments. At the opening of the year, and again in January, letters were addressed to them, asking them to point out groups or classes of books, as well as individual titles, needed in the work of the University. Although the result of these inquiries might justify the conclusion that we have almost all the books we want, they do not lead me to believe that we have all we need. We shall, therefore, repeat these inquiries in successive years, if only to emphasize the fact that we must anticipate our needs as far as possible, and also the fact that in the selection of books the recommendation of officers of instruction is of prime importance.

**Accession
Departments**

One change in the records of this department of more than local interest has been made. Order cards for books have hitherto been filed as a record of books received by purchase as soon as the books were catalogued; they are now returned at quarterly intervals to the officers or readers from whom they were received. They thus answer some of the purposes of a bulletin of accessions, and at the same time the library is saved the expenditure which is involved in maintaining any card record.

Among new methods adopted that of most general interest, perhaps, is the use of metal tabs on order cards, especially in the case of rush orders where "follow up" methods are necessary.

The following figures indicate in a general way the work of this department:

Titles searched.....Here	4,054	Not here	7,949	Total	12,003
Orders sent out...1st hand	5,768	2d hand	2,015		7,783
Books received....1st hand	6,119	2d hand	3,554		9,673
Orders outstanding.....					3,400

The average cost of first-hand books added to the library

was \$2.49 a volume; that of second-hand books, \$1.52 a volume.

The Exchange Department reports, concerning its relations with American and foreign institutions, that 6,396 pieces (not serials), of which 4,896 are dissertations, were received from 750 institutions; and that, in exchange for these publications, 3,611 pieces (not serials), of which 1,748 are dissertations, were distributed to 548 institutions.

The following table shows the number of titles received in exchange for University serial publications:

Columbia University contributions from the Department of Botany.....	1
Columbia University contributions to anthropology...	19
Columbia Law Review.....	47
Columbia University Quarterly.....	22
Educational Review	7
Political Science Quarterly.....	50
School of Mines Quarterly.....	52
Torrey Botanical Club Bulletin.....	2

This department reports also the receipt by gift of 3,878 volumes, 5,565 pamphlets, and 1,134 manuscripts; a total of 10,577 pieces.

The Catalogue Department has completed the installation of the union catalogue. This includes all the printed cards of the Library of Congress, the John Crerar Library, and the Library of Harvard University, a total of about 714,000 cards. The additions to it number about 5,000 a month. Having in view its ultimate removal from the vicinity of the public catalogue, the department has also inaugurated an official catalogue. This may eventually be combined with the union catalogue.

During the year, the library began to receive printed cards from the Königlische-Bibliothek, Berlin, and from Harvard University, and to use them in our catalogues. Of those published by the former we have so far subscribed only to the series describing German university dissertations. Of those published by the latter, however, we receive the entire series, and order additional cards for titles represented in our own collections.

The decision of these two great libraries to print their catalogues in card form, and make the cards available for use by other libraries, as the Library of Congress and the John Creerar Library were already doing, determined us to transfer our catalogue to standard size cards. The new card cabinets have been installed, and the work of recarding has been begun. For the present this will be carried on only as far as cards printed by other libraries are available for the purpose, but already the problem of printing the remainder of the cards presents itself.

If the nature of the books described on these unpublished catalogue cards, or the experience of other libraries warranted it, we should print them in the style set by the National Library, and make them similarly available for the use of other libraries. Since, however, no large proportion of these books is likely to be found in many other American libraries, it is probable that we shall print our cards by the multigraph and distribute only such copies of them as may be wanted by other libraries for insertion in their union catalogues, or for other bibliographical purposes.

More important than the change in the form of the catalogue card is the decision to adopt the Library of Congress rules for cataloguing, together with its list of subject headings, and—for unclassified departments of the library—its system of classification also. The advantages of such correlation of our work with that of the National Library must be very great, both from the point of view of economy and from the point of view of efficiency. At the same time, the questions raised by us at the Library of Congress regarding the application of rules, the assignment of subject headings, and the classification of books, must have some value to the administration of the National Library.

These decisions regarding the library catalogues have been reached only after prolonged and careful investigation of the history of cataloguing in this and other libraries, the number of catalogues in each library, their composition, their cost and their use, and the organization and administration of the Catalogue Department. With a view to making the results of this investigation useful to other librarians, and eliciting valuable

criticism in return, they will be communicated to other libraries in a series of memoranda. The first of these has just been issued, and others will follow as the investigation progresses.

During the year 45,860 cards have been added to the library catalogues, 29,619 to the general catalogue, and 16,241 to the department catalogues. These cards represent 17,550 volumes, 9,053 new book titles, and 734 analytical titles.

The relations of the Serials Department with other departments of the library have been considerably changed. Its responsibility for orders has been transferred to the Order Department, for exchanges and gifts to the Exchange Department, for general binding to the Bindery Department, and for the Periodical Reading-room to the General Reading-room; and, as rapidly as possible, provision will be made for the delivery of current serials to department reading-rooms directly from the post office. At the same time, its responsibility has been increased by transferring to it the cataloguing of serials. With these changes in organization have come certain changes in records. Each entry in the serial catalogue is now made on duplicate cards, and as new volumes are received and recorded the duplicate card is forwarded to the public catalogue, and the card for which it is substituted is returned to the Serial Department and filed in the serial catalogue. This new arrangement makes unnecessary even temporary removal of serial cards from the public catalogue, insures completeness of information there, and conserves the use of the serial catalogue.

In the Bindery Department the new supervisor has succeeded in realizing the dream of my predecessor in establishing a University bindery, with complete equipment, a staff of ten workers, and a monthly output of about 400 volumes, in addition to gilding, repairing, and pamphlet binding. This does not mean that all the binding will be done in the new bindery, but only that which can be done there better or more economically, especially rush work. The new undertaking, I am glad to say, has been successful in every respect; not only has it saved the delay and wear and tear involved in packing and transportation, but a higher grade of work has been secured at less cost.

This department has also done much toward standardizing specifications for binding, has introduced a stronger, more artistic, and cheaper method of pamphlet binding, and has designed a cover for collections of unbound pamphlets which is much more satisfactory than the pamphlet box hitherto in use.

The following statistics partially represent the work of this department:

	Columbia Uni- versity bindery	Outside binders	Total pieces	Cost
Bound	1,350	3,471	4,821	\$4,708.02
Rebound	160	3,289	3,449	2,391.96
Pamphlets	1,842		1,842	276.60
Repaired	1,568		1,568	313.60
Miscellaneous	299		299	17.82
Gilded	13,481		13,481	404.43
	<hr/>	<hr/>	<hr/>	<hr/>
	18,700	6,760	25,460	\$8,112.43

In addition to the above, this department has inserted bookplates in all volumes added to the library.

The General Reading-room has been equipped with an additional corner bookcase, furnishing 141 additional feet of shelving, and with book supports of the type used at Cornell University. It may also be noted that, in marking reserved books, a small strip of red adhesive tape attached to a fly-leaf and projecting slightly above the cover is now used instead of a gummed label. This marks the book plainly, and is easily removed when the period of reserve is over, without leaving the scar which was caused by the removal of the label.

General Reading-Rooms

With the advice of officers of instruction, the revision of the permanent reference collection has been continued and at least a partial revision effected in each of the following departments: Biology, Botany, English, French, History, Oriental Literature, Philosophy, Physics, and Religion.

As already indicated, a passage from the General Reading-room to the Periodical Reading-room was opened during the year, and the responsibility for the service in both rooms was entrusted to the Reference Librarian. The following changes also were made in the arrangement of the Periodical Room: Unbound back numbers of periodicals, the current numbers of which are displayed on the reading-tables, have hitherto been

kept in pamphlet boxes in an adjoining room. They have now been removed to the reading-room and filed horizontally on open shelves. Labels have been attached to both tables and to shelves, indicating the classes of periodicals displayed in each.

In the general reference service the most important change effected has been an arrangement effected with the Library of Congress, which provides that topics which are to be investigated here, particularly those in the field of the social sciences, may be forwarded to the National Library. That library will then supply us with bibliographies showing its resources on each topic, and we will in return furnish it with such additional titles as may be found here. This arrangement will, I am certain, prove a great boon not only to advanced students, but also to debaters and others.

During the year the library published the annual *University Bibliography*, 1911, 60 pp. (Columbia University Bulletin of **Bibliographical Information**, 12th series, No. 20, June 1, 1912) and a *Readers' Manual*, 21 pp., descriptive of the libraries and special book collections in New York City, the catalogues of the libraries of Columbia University and the University reading-rooms. The library rules are summarized, and there is a plan of the campus and a map showing the libraries in New York City.

The School of Industrial and Household Arts has published *An Annotated List of Books Relating to Household Arts*, 42 pp. (Technical Education Bulletin, No. 2) and *An Annotated List of Books Relating to Industrial Arts*, 50 pp. (Technical Education Bulletin, No. 6). The Department of Nursing and Health has published *An Annotated List of Text and Reference Books for Training Schools for Nurses*, 65 pp. (Teachers College Bulletin, 3d series, No. 11, January 27, 1912), and Teachers College has published a new edition of the *Bibliography of a Course on School Management and School Supervision*, by Andrew W. Edson, 19 pp. (Teachers College Syllabi, No. 2).

The question of syllabi has received further consideration during the year, and was made the subject of a communication to the Committee on Instruction of the College.

It was proposed that the library, with the advice and co-

operation of officers of instruction, should print brief syllabi of the more popular courses, and the advantages of such syllabi were set forth in the following terms:

“(1) They enable the librarian to anticipate the needs of readers. At present the library does not always possess the books, or a sufficient number of copies of the books referred to by instructors.

“(2) They enable the librarian to reserve for the use of the class books which may otherwise be monopolized by individuals. At present the enterprising student hurries to the library and removes the books which his instructor has just named before the librarian has learned that the books should be reserved.

“(3) They save the time of students in copying titles and the time of both students and librarians in searching for books for which the students have incomplete or inexact titles.

“(4) They make it easier to give a larger number of references upon any topic, and so lessen the demand, in so far as may be desirable, upon any one or two books.”

The Committee approved the effort to secure more general use of syllabi, and the appropriation required to print some of the more important has been made. The difficult thing, however, is to get the syllabi written. I wish, therefore, in this place, to again urge the value of such bibliographical outlines to students, to younger instructors, and to older associates in the same and related departments, and particularly their importance from a library point of view in securing the maximum use of books with a minimum of effort on the part of both librarian and reader.

The series of brief book lists printed in the form of book-marks begun last year has been added to by lists on (1) indexes to periodicals, (2) indexes to United States public documents, (3) indexes to United States state documents, and (4) indexes to British public documents.

The weekly list of books of general interest and a monthly list of new periodicals added to the library have been published in the *Columbia Spectator*, and a monthly list of additions to the library of Barnard College, published in the *Barnard Bulletin*.

At your suggestion a lecture was given at the opening of the year on the University libraries, their collections, reading-rooms, and bibliographical equipment. It was supplemented by a series of lectures on legal bibliography and the use of law books by the law librarian, and by talks to the members of the entering class of Columbia College, opportunity for which was given by the Professor of English. I hope that all these lectures may be repeated annually, and that other series of lectures, both in general and special bibliography, may be inaugurated. This is particularly to be desired in the School of Education, in the School of Philosophy, and in the School of Political Science.

Bibliographical exhibits were held of the recently acquired Johnson manuscripts on Alumni Day, February 12, and of recent additions to the collection of Columbiana, on Commencement Day, June 5.

As noted elsewhere in this report, the year has been made a notable one in the history of the library by the action of the Trustees in providing for the more adequate organization and administration of the departmental libraries by the establishment of four new departmental librarianships. To many it will seem that this is only another step in the decentralization—to them unfortunate decentralization—of the library service. And, indeed, it may prove unfortunate in some cases, but wherever trained and experienced librarians can be secured for these positions, and wherever the library administration is allowed to carry on its work unhampered, in accordance with the best library procedure and practice, the new library officials cannot fail to assist greatly in more rapid and more thorough research work on the part of all members of the University. Indeed, so far as the control of administrative policies and the supervision of technical processes is concerned, there should be no change; so far as it is a reinforcement of the present staff employed in the direct service of readers, it is wholly necessary and desirable; and, so far as the smaller department libraries are concerned, it is a movement toward centralization, rather than the opposite.

There is, of course, the possibility that these department li-

brarians may wish to become mere administrative officers, each with his own small retinue of clerical assistants, and that the department libraries may tend simply to reproduce on a smaller scale the organization of the general library. Strong emphasis must, therefore, be laid upon the fact that these new library officers are not to be primarily administrators, but scholars; and not primarily specialists in library economy, but in other branches of science. In fact, of those already appointed, only one has had general library training; most of them have had little time for the study of library economy; and few, if any of them, will have much time for it in the future; that is, if they attend properly to the duties of their present offices. As a consequence, they will not have the ability to do technical library work—much less to supervise it; or, if they have the ability, they will not have the time for it. Their time must be devoted to the study of the literature of their respective subjects and the needs of the readers in their several departments, and not merely the needs of professors, but also the needs of students. A department library is not the place for librarians who prefer to spend their time with library assistants, rather than with readers.

I am aware that there will be many officers of instruction who will agree with this point of view, but will still urge that the needs of their departments are peculiar and that these cannot be satisfied by existing library methods, but only by methods yet to be discovered. I cannot but sympathize with this attitude, and hope that every member of the library staff capable of scientific work may have ample opportunity for experiment. At the same time, however, I am certain that, in the interests of both efficiency and economy, we should avail ourselves of the results of the experiments of our predecessors, confine our experiments for the most part to fields which are new, and follow existing methods until their inadequacy has been proven.

In short, in this extension of department library service we look forward not so much to a multiplication of libraries as a multiplication of reading-rooms and opportunities for reading; not so much to an increase in the number of library officials as to a differentiation of function in the existing staff.

The most important other events of the year in the development of the department libraries are the opening of a periodical reading-room in the library of the School of Medicine, the union of the three reading-rooms of the departments of political economy, sociology, and social economy, and the establishment of a reading-room in the Department of Botany.

Despite the very large transfers of books from the stacks to open shelves in the general reading-room and department reading-rooms, the service of the Loan Desk is still far from being as rapid as it should be; although, perhaps, it is as rapid as it can be with the present book-carrying machinery. The use of the time stamp on call slips, however, has enabled us to discover when the service is slowest and do something to improve it, and may enable us to do still more. We shall also, in all probability, remove more books to open shelves.

It may be noted, too, that in the Medical School the lending of books for outside use was instituted in March with gratifying results, and that the University Christian Association is establishing a loan collection of text-books used in the several courses of instruction. It is expected that this will be made up largely of books presented by students.

The following statistics indicate, though most inadequately, the use of books during the past year:

Number of readers in reading-rooms.....	339,692
Volumes used in reading-rooms.....	670,657
Volumes lent for outside use.....	185,253
	855,910
Total recorded use of libraries (vols.)..	

INTER-LIBRARY LOANS.

	Institutions.	Volumes.
Borrowed from	27	620
Loaned to	65	400

Respectfully submitted,

W. DAWSON JOHNSTON,

Librarian.

June 30, 1912.

REPORT

*To the Trustees of
Columbia College in the City of New York:*

The Treasurer makes the following report of the financial affairs of the Corporation for the year ended June 30, 1912.

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RECEIPTS AND PAYMENTS

RECEIPTS

Cash Balance, June 30, 1911.....	\$704,990 94
General Income of the Corporation—Schedule 3, page 8.	1,686,930 22
Gifts, Legacies and Other Receipts for Designated Purposes—Schedule 4, page 13.....	2,175,176 64
Income of Special Funds—Schedule 5, 3d column, page 15	258,711 10
Miscellaneous—Schedule 6, page 17.....	1,160,072 37
Special Real Estate Income and Expense Account—Schedule 11, 4th column, page 45	116,773 30
	<hr/>
	\$6,102,654 57
	<hr/> <hr/>

PAYMENTS

Current Expenses—Summary of Schedule 7, page 33..	\$2,170,128 41
Miscellaneous—Schedule 8, page 37.....	2,992,442 32
Interest—Schedule 10, page 44.....	138,791 95
Expenses of Special Real Estate, excluding Interest, as shown in Schedule 11, 1st column, page 45.....	104,434 81
Cash Balance, June 30, 1912—Balance Sheet, Schedule 2, page 2.....	696,857 08
	<hr/>
	\$6,102,654 57
	<hr/> <hr/>

Advance Payments against Appropriations for 1912-13:

Camp Columbia,—General Expenses.....	\$1,043 49
Driscoll Fellowship.....	650 00
Electrical Engineering—Meter Testing.....	117 70
Fuel.....	3,030 00
Glider Fellowship.....	800 00
Lectures.....	1,325 16
Mining—Departmental.....	350 00
Sexennial Catalogue.....	380 81
Summer Session, 1912.....	11,885 50
	<hr/>
	19,392 66

Advance Payments in Anticipation of Gifts:

Deutsches Haus—Maintenance.....	\$513 74
Library—Anonymous Fund.....	7,242 30
	<hr/>
	7,756 04
Publication of the Results of Cancer Research.....	657 20
Stadium, Hudson River, 116th to 120th Streets, New York.....	1,203 00
*Redemption Fund for Bond Issue, in hands of United States Trust Co. as Trustees.....	200,000 00
	<hr/>
	\$24,216,752 28

Cr.

Principal of Special Funds—Schedule 14, page 60.....	\$8,356,972 81
Income of Special Funds: Credit Balances, June 30, 1912—Schedule 5, 7th column, page 15.....	180,999 66
Funds for Designated Purposes: Credit Balances, June 30, 1912—Schedule 9, 5th column, page 41.....	150,121 03
Gifts and Legacies for the Purchase of Land and Erection of Buildings (Memoranda to Schedule 2, page 6).....	7,081,785 95
Real Estate Sales Account.....	3,828,390 35
Advance Payments of Fees, 1912-13—Morning Side.....	4,122 00
Deposits for Apparatus.....	4,532 71
Deposits for Keys.....	1,258 35
Premium Account.....	593 40
Residence Halls Account.....	1,737 05
Unclaimed Salaries.....	441 64
Class of 1886, Students' Loan Fund.....	500 00
Class of 1887, Mines, Loan Fund.....	7,100 00
Payne Loan Fund.....	2,048 82
Students' Loan Fund.....	10,389 22
Columbia College 4% Mortgage Gold Bonds.....	\$3,000,000 00
Lothab Annuity Mortgage, Nos. 503-511 Broadway, New York.....	448,000 00
Mortgage on No. 407 West 117th Street, New York.....	15,000 00
	<hr/>
Personal Estate.....	3,463,000 00
	<hr/>
	1,122,459 29
	<hr/>
	\$24,216,752 28

*Redemption Fund: Invested as follows:

\$30,000 Baltimore & Ohio Railroad Co's (Pittsburg, Lake Erie & West Virginia System) 4% Refunding Bonds.....	\$27,450 00
\$40,000 Central New England Railway Co's 4% First Mortgage Bonds.....	37,211 25
\$30,000 St. Louis Southwestern Railway Co's 4% First Mortgage Bonds.....	27,750 00
Cash.....	107,588 75
	<hr/>
	\$200,000 00

MEMORANDA TO SCHEDULE 2

The debit item "University, Lands, Buildings and Equipment—Morningside" is composed of the following:

Land: 114th to 116th Streets, Amsterdam		
Avenue and Broadway.....	\$2,022,440 06	
Improvement of Grounds.....	53,239 90	\$2,075,679 96
116th to 120th Streets, Amsterdam		
Avenue and Broadway.....	2,000,000 00	
Improvement of Grounds.....	429,601 17	2,429,601 17
116th Street, north side, Morningside		
Drive to Amsterdam Avenue.....		563,193 40
Avery Architectural		
Library Building: Construction.....		254,336 61
Earl Hall: Construction.....		164,844 65
Engineering Building: Construction.....	284,075 50	
Equipment.....	20,325 47	304,400 97
Fayerweather Hall: Construction.....	274,113 67	
Equipment.....	14,645 43	288,759 10
Furnald Hall: Construction.....		425 08
Hamilton Hall: Construction.....	487,045 28	
Equipment.....	24,156 49	511,201 77
Hartley Hall: Construction.....	335,173 67	
Equipment.....	16,799 20	351,972 87
Havemeyer Hall: Construction.....	516,488 62	
Equipment.....	53,474 86	569,963 48
Kent Hall: Construction.....		530,030 49
Library Building: Construction.....	1,139,905 65	
Equipment.....	97,037 38	
Changes, 1911-1912....	12,799 67	1,249,742 70
Livingston Hall: Construction.....	333,520 98	
Equipment.....	17,008 63	350,529 61
Model House and Model of Buildings and		
Grounds.....		19,972 70
Philosophy Building: Construction.....		348,790 82
President's House: Construction.....		125,114 65
St. Paul's Chapel: Construction.....	266,676 54	
Equipment.....	29,846 62	296,523 16
Schermerhorn Hall: Construction.....	457,658 17	
Equipment.....	35,786 35	493,444 52
School of Journalism: Construction.....		43,181 61
School of Mines Bldg: Construction.....	305,506 29	
Equipment.....	19,460 85	324,967 14
University Hall: Construction.....	951,524 21	
Equipment.....	17,214 26	
Equipment:		
{ Power House.....	118,828 52	
{ Gymnasium.....	43,149 23	1,130,716 22
No. 407 West 117th Street, New York.....		23,650 00
Nos. 413 and 415 West 117th Street, New York.....		46,878 24
No. 419 West 117th Street, New York		
(Deutsches Haus).....		30,000 00
Carried forward.....		\$12,527,920 92

Brought forward.....		\$12,527,920 92
No. 421 West 117th Street, New York.....		23,234 80
Class of 1880 Gates.....		2,000 00
Class of 1881 Flagstaff.....		4,600 00
Hamilton Statue.....		10,900 00
Equipment of Dining Room and Kitchen, Officers' Club.....		1,200 00
Repairs and Equipment of Old Buildings:		
East Hall.....	\$5,113 34	
South Hall.....	4,490 42	
West Hall.....	10,252 67	19,856 43
South Court Fountains.....		4,932 88
Fountain of Pan.....		12,013 50
Outside Street Work.....		107,140 39
Expenses of Removal.....		59,987 56
Interest.....		339,812 08
Insurance.....		3,754 40
Legal Expenses.....		4,291 07
Assessment, Boulevard Sewer.....		2,579 90
Assessment, 129th Street Sewer.....		749 25
Assessment, Opening and Acquiring Title to Addition to Riverside Park.....		8,168 98
Assessment, Opening 116th Street.....		2,882 77
Assessment, Opening 120th Street.....		38,956 09
Assessment, Riverside Drive and Parkway Opening.....		4,814 55
Vaults:		
East.....	30,382 79	
West.....	37,316 40	67,699 19
		<u>\$13,247,494 76</u>

CREDITS

Award for widening 120th Street.....	\$922 50	
Interest on deposits of the Building Fund.....	11,332 68	
Interest on deposits of the Schermerhorn Building Fund.....	115 00	
Rents received from Old Buildings.....	4,510 00	
Sale of Old Brick.....	6,019 47	22,899 65
		<u>\$13,224,595 11</u>
Less overcharge to amount shown in Treasurer's Report of July 1, 1898, and subsequently adjusted.....		13,809 28
		<u>\$13,210,785 83</u>

The credit item "Gifts and Legacies for the Purchase of Land and Erection of Buildings" is composed of the following:

Adams (Edward D.) Gift (for Deutsches Haus).	\$30,000 00
Alumni Memorial Hall Gift (University Hall Enlargement).....	100,000 00
Anonymous Gift for Hamilton Statue.....	1,000 00
Anonymous Gift towards erection of Philosophy Building.....	350,000 00
Association of the Alumni of Columbia College (Hamilton Statue).....	10,000 00
Avery (Samuel P.) Gift (Avery Architectural Library Building).....	300,000 00
Babeock and Wilcox Gift (Steel Boiler for Power House).....	3,250 00

Carried forward..... \$794,250 00

Brought forward.....		\$794,250 00
Changes in Chapel Organ Gift.....		500 00
Clark (Edward Severin) Gift (Fountain of Pan)		12,013 50
Class of 1880 Gift (Hamilton Hall, Gates).....		2,020 00
Class of 1881 Gift (Flagstaff).....		4,600 00
Class of 1881, Arts, Mines and Political Science, Gift (Gemot in Hamilton Hall).....		1,000 00
Class of 1882 Gift (120th Street, Gates).....		1,500 00
Class of 1883 Gift (Torcheres, St. Paul's Chapel)		5,280 00
Class of 1884, Arts, Gift (Marble Clock, Hamil- ton Hall).....		1,913 90
Class of 1884, Mines, Gift (Grading South Field)		5,000 00
Class of 1899 Gift (Grading South Field).....		5,000 00
Contributions to Bloomingdale Site.....		331,150 00
Contributions to Buildings, College of Physi- cians and Surgeons.....		71,551 05
Dodge (Marcellus Hartley) and Mrs. Helen Hart- ley Jenkins Gift (Hartley Hall).....		350,000 00
Dodge (William E.) Gift (Earl Hall).....		164,950 82
Fayerweather Legacy (Fayerweather Hall).....		330,894 03
Hamilton Hall Gift.....		507,059 16
Havemeyer Gift (Havemeyer Hall).....		414,206 65
Kent Hall:		
Anonymous Gift.....	\$100,000 00	
Charles Bathgate Beck Gift.....	364,590 50	
Francis Lynde Stetson Gift.....	10,000 00	
		<u>474,590 50</u>
Lewisohn (Adolph) Gift (School of Mines Building)		250,000 00
Low Library Gift (Library Building).....		1,100,639 32
Memorial Windows Gifts, St. Paul's Chapel.....		10,600 00
Livingston (Edward de Peyster) Gift (Memorial Window, Livingston Hall).....		1,124 00
Model of Buildings and Grounds Gift.....		19,972 70
St. Paul's Chapel Gift.....		250,000 00
St. Paul's Chapel, Furniture (Anonymous Gift)..		2,846 62
St. Paul's Chapel Organ and Case Gifts.....		26,500 00
Schermerhorn Gift (Schermerhorn Hall).....		458,133 18
School of Journalism Building (Pulitzer) Gift..		309,637 50
Sloan Torcheres Gift (Library Building).....		6,000 00
Sloane (Mr. and Mrs. William D.) Gift (for Addi- tions and Alterations to Sloane Hospital for Women).....		399,263 14
South Court Fountain Gift.....		4,932 88
South Field Fund.....		54,707 00
South Field Grading (Anonymous) Gift.....		1,500 00
Stabler (Edward L.) Gift.....		1,200 00
Torcheres for School of Mines Building Gift....		1,000 00
Vanderbilt Gift (Vanderbilt Clinic).....		350,000 00
Villard (Henry) Legacy.....		50,000 00
New Medical School Site Gifts (116th Street and Amsterdam Avenue).....		306,250 00
		<u>\$7,081,785 95</u>

GENERAL INCOME OF THE CORPORATION

RENTS:

Upper and Lower Estates:			
1908-1909.....	\$80 15		
1909-1910.....	962 00		
1910-1911.....	2,452 35		
1911-1912.....	697,540 40		
			*\$701,034 90
No. 18 East 16th Street, New York...		6,000 00	
No. 407 West 117th Street, New York.		933 31	
No. 421 West 117th Street, New York.		1,500 00	
Interest on Rents.....		2,188 24	
			<u>\$711,656 45</u>

FEES:

Morningside:			
Late Registration	\$1,978 00		
Matriculation.....	4,945 00		
Tuition.....	412,711 03		
Graduation.....	21,085 00		
Entrance and Special Examinations	6,390 00		
Gymnasium.....	12,403 50		
Lockers.....	198 00		
Rooms in Residence Halls.....	84,014 99		
			544,625 52
College of Physicians and Surgeons:			
Late Registration.....	5 00		
Matriculation.....	500 00		
Tuition.....	79,338 13		
Examinations.....	435 00		
Graduation.....	2,150 00		
Post Graduate.....	150 00		
			82,578 13
Summer Course in Geodesy.....		440 00	
Summer Course in Surveying.....		2,672 10	
Summer Session, 1911:			
Morningside	103,255 00		
College of Physicians and Surgeons	1,362 50		
			104,617 50
Extension Teaching.....			39,653 78
			<u>774,587 03</u>

SUNDRIES:

Other Receipts from Students:			
Supplies and Material (See Memoranda to Schedule 3):			
Morningside	15,456 22		
College of Physicians and Surgeons.....	858 33		
			16,314 55
Barnard College:			
Electric Current.....	1,694 07		
Steam Heat and Power.....	4,235 00		
			5,929 07
Interest:			
On General Investments.....	15,666 99		
On Deposits of General Funds....	2,569 28		
On Redemption Fund.....	2,397 54		
			20,633 81
Miscellaneous:			
Income from Commons.....	49,875 44		
Diplomas.....	22 25		
Carried forward.....	\$49,897 69	\$42,877 43	\$1,486,243 48

* Not included; unadjusted Rents of expired leases, estimated at \$14,939.66.

Brought forward	\$49,897 69	\$42,877 43	\$1,486,243 48
SUNDRIES—Continued			
General Catalogue.....	\$95 60		
Kennedy Fund (Unexpended Balance).....	88,500 13		
Lectures—Sale of Lecture Pamphlets.....	345 69		
Post Office.....	325 00		
Sale of Old Material.....	85 00		
Sexennial Catalogue.....	49 80		
Telephone Service.....	7,223 78		
Tennis Tickets, sales.....	1,428 00		
Troy Gift.....	3 00		
West Hall.....	240 00		
Willard V. King's Gift for General Purposes.....	100 00	148,293 69	191,171 12
General Income for the year 1911-12..			\$1,677,414 60
Add:			
Arrears of Rent, June 30, 1911...		22,676 49	
Income from Upper and Lower Estates, credited to Personal Estate in 1910-1911, against receipts 1911-1912.....		2,050 01	24,726 50
			\$1,702,141 10
Deduct:			
Arrears of Rent, June 30, 1912...		9,865 26	
Fees for 1911-1912, received in 1910-1911:			
Morningside.....	4,388 75		
Extension Teaching.....	20 00		
Residence Halls.....	936 87	5,345 62	15,210 88
General Income collected in 1911-12...			\$1,686,930 22

MEMORANDA TO SCHEDULE 3

The item "Supplies and Material: Morningside," under "Sundries," comprises material furnished to students in

Architecture.....	\$54 00
Chemistry.....	11,523 68
Civil Engineering.....	289 60
Electrical Engineering.....	54 45
Mechanical Engineering.....	626 64
Metallurgy	64 25
and Electric Light and Breakage in	
Hartley Hall.....	1,453 83
Livingston Hall.....	1,389 77
	\$15,456 22

The item "Supplies and Material: College of Physicians and Surgeons," under "Sundries," comprises material furnished to students in

Anatomy.....	\$40 50
Chemistry.....	406 34
Osteology.....	10 50
Pharmaceutics	54 95
Physiological Chemistry.....	346 04
	\$858 33

GIFTS, LEGACIES AND OTHER RECEIPTS FOR DESIGNATED PURPOSES

ADDITIONS TO SPECIAL FUNDS:

Gift from an Anonymous donor to augment the Law School Alumni Fund for the Library.....	\$500 00
Gift of Adolphus Busch, to establish the Deutsches Haus Endowment Fund	10,000 00
Gift of the Class of 1885, School of Mines, to augment the Class of 1885, School of Mines, Fund.....	1,200 00
Gift of the Class of 1901, College and Applied Science, to establish the Class of 1901 Decennial Fund.....	1,292 81
Legacy from the late George Crocker, to establish the George Crocker Special Research Fund.....	808,961 78
Gift of W. Bayard Cutting, to establish the W. Bayard Cutting, Jr., Fellowship Fund.....	15,000 00
Gift of Mrs. David M. Devendorf, to establish the David M. Devendorf Scholarship Fund in the College of Physicians and Surgeons.....	6,500 00
Gift of Mrs. Albert M. Elsberg, to establish the Albert Marion Elsberg Prize Fund.....	2,000 00
Gifts from friends of the late Richard Watson Gilder, to augment the Richard Watson Gilder Fund for the Promotion of Good Citizenship.....	2,100 00
Legacy from the late John Stewart Kennedy, set aside by the Trustees as the John Stewart Kennedy Endowment Fund	135,000 00
Gift of Charles E. Morrison, to augment the Class of 1901 Decennial Fund.....	100 00
Gift of Mr. and Mrs. William R. Peters, to establish the William Richmond Peters, Jr., Fund for Engineering Research.....	50,000 00
Phœnix Legacy:	
Received from the Delaware, Lackawanna and Western R.R. Co., as extra dividend, 21 shares Lackawanna R.R. Co. of New Jersey stock.....	2,100 00
Gift of Mrs. Russell Sage, to endow the E. G. Janeway Library in the College of Physicians and Surgeons.	25,000 00
Carried forward.....	\$1,050,754 59

Brought forward.....	\$1,059,754 59	
Legacy from the late Phebe Caroline Swords, to augment the Alexander I. Cotheal Fund	10,000 00	
Legacy from the late Phebe Caroline Swords, to establish the Francis E. Doughty, M.D., Scholarship Fund, in the College of Physicians and Surgeons...	10,000 00	
Gift of Dr. and Mrs. Charles Waldstein, to establish the Einstein Fund.....	4,852 50	
	<hr/>	\$1,084,607 09
FOR THE PURCHASE OF LAND AND ERECTION OF BUILDINGS:		
Samuel P. Avery, for erection of Avery Architectural Library Building.....	\$245,000 00	
Mr. and Mrs. William D. Sloane, for additions and alterations to the Sloane Hospital for Women.....	399,263 14	
	<hr/>	644,263 14
OTHER DESIGNATED PURPOSES:		
Felix Adler Professorship Fund, for Salaries, Department of Philosophy and Psychology.....	\$1,450 00	
Advertising Men's League of New York, for a Fellowship in Psychology.....	1,200 00	
Agricultural Education Fund:		
Rent of pasture land, "Blodgett Farm"..	\$62 50	
Sale of Produce, "Blodgett Farm".....	798 67	
	<hr/>	861 17
American Brake Shoe and Foundry Co., for an Industrial Research Fellowship.....	2,000 00	
Anonymous:		
Contributions to the Department of Applied Therapeutics, 1912-1913.....	1,800 00	
Through Professor Adolphe Cohn, for French Lecture Fund.....	60 00	
For current needs, subject to the direction of the President.....	10,000 00	
From sale of lecture pamphlets and publications, credited to "Anonymous Gift for Current Needs".....	521 03	
For Equipment Fund, Departments of Anatomy, Pathology and Clinical Pathology.....	229 36	
For Equipment of Research Laboratory in Electro-Mechanics	15,000 00	
For Legislative Draughting Research Fund.....	7,500 00	
For Printing a Syllabus of Extension Teaching...	50 00	
For Salaries, Department of Anatomy.....	600 00	
For Salaries, Chapel	1,500 00	
For Salaries, Department of Indo-Iranian Languages.....	1,000 00	
For Salaries, Department of Music.....	1,000 00	
For Special Scholarships.....	967 00	
	<hr/>	
Carried forward.....	\$45,738 56	\$1,728,870 23

OTHER DESIGNATED PURPOSES—Continued

Brought forward.....	\$45,738 56	\$1,728,870 23
For Surgical Research Fund.....	10,000 00	
Association of the Alumni of Columbia College, for Alumni Prize in the College.....	50 00	
Association of the Alumni of the College of Physicians and Surgeons, for the Alumni Fellowships, College of Physicians and Surgeons	866 68	
Mrs. Edgar S. Auchincloss, Jr., for Equipment of the Metabolism Clinic of the Department of Practice of Medicine in the Vanderbilt Clinic.....	150 00	
Barnard College, for Salaries	119,900 00	
Biochemical Research Fund :		
Interest.....	50 40	
Catherine Wolfe Bruce Fund :		
Interest.....	114 33	
Carnegie Foundation Grants for Retiring Allowances, etc.	29,720 00	
Civil Engineering: Laboratory Tests.....	1,397 66	
E. F. Cole, for Purchase of Reflectoroscope for Kent Hall.....	135 00	
Collegiate German Study Fund :		
Contributions through Professor Hervey	107 00	
Columbia Table at Zoological Station, Naples :		
Isaac N. Seligman and Paul M. Warburg.....	250 00	
Charles H. Davis, for Advanced Instruction in High- way Engineering.....	10,000 00	
Deutsches Haus, Maintenance :		
Fritz Achelis.....	25 00	
Herman Behr.....	15 00	
Arthur von Briesen	5 00	
A. Eilers.....	50 00	
A. B. Hepburn.....	25 00	
Rudolph Keppler.....	100 00	
Antonio Knauth.....	5 00	
Willy Meyer.....	50 00	
Charles Raht.....	100 00	
Herman Ridder.....	100 00	
Professor Josef Schick.....	50 00	
Jacob H. Schiff.....	250 00	
Carl F. Stiefel.....	10 00	
Ludwig Vogelstein.....	10 00	
Felix M. Warburg.....	100 00	
Paul M. Warburg.....	250 00	1,145 00
Carried forward.....	\$219,624 63	\$1,728,870 23

OTHER DESIGNATED PURPOSES—Continued

Brought forward.....	\$219,624 63	\$1,728,870 23
Electrical Engineering: Meter Tests:		
City of New York for Testing Meters:		
Contract for 1911, balance.....	\$875 00	
Contract for 1912, on account.....	625 00	
Through Professor Morton Arendt..	86 00	1,586 00
Electro-Chemical Laboratory Equipment Fund:		
Interest.....		15 20
Thomas Ewing, Jr., to provide a Special Scholarship, 1911-1912, 1912-1913.....		150 00
Extension Teaching: For Festival Chorus Concerts:		
Anonymus.....	\$200 00	
Through Professor Egbert.....	300 00	500 00
Mrs. James W. Gerard, for Marcus Daly Scholarship..		1,000 00
Germanistic Society of America, for Salaries in the Department of Germanic Languages.....		1,200 00
Harkness Fund, for Salaries in the Department of Pathology, Practice of Medicine and Surgery.....		14,841 64
Benjamin B. Lawrence, for Lawrence Annual Scholar- ship.....		250 00
Dr. and Mrs. Frederic S. Lee, for Salaries in the Department of Physiology, 1912-1913.....		1,000 00
Library:		
Charles R. Crane, for purchase of books dealing with the Near East.....	\$250 00	
James Loeb, for James Loeb Fund.....	175 00	
William G. Low, for William G. Low Fund.....	250 00	
Lost Books and Fines—Credited to "Books and Bindings".....	713 73	
Sale of Duplicates, etc.—Credited to "Anonymous Fund".....	5 25	1,393 98
Loubat Prizes:		
Interest.....		119 26
Metallurgy: Special Fund:		
Sale of Scrap.....		620 14
Mrs. Annie M. McClymonds for the Lewis K. McClymonds Scholarship.....		1,300 00
Patrick F. McGowan, for Equipments of Politics Laboratory.....		200 00
Mining and Metallurgy: Special Fund:		
Interest.....		18 06
William H. Nichols, to meet cost of installing and equipping Laboratories for Instruction and Re- search in General Chemistry in Havemeyer Hall..		30,000 00
Carried forward.....	\$273,818 91	\$1,728,870 23

OTHER DESIGNATED PURPOSES—Continued

Brought forward.....	\$273,818 91	\$1,728,870 23
George Haven Putnam, for Intercollegiate Debating.	100 00	
F. Augustus Schermerhorn, for Special Scholarship..	87 50	
Jacob H. Schiff, for Salaries, Department of Social Science.....	1,000 00	
State of New York, to aid Blind Pupils.....	900 00	
Teachers College: Salaries.....	170,200 00	
Wawepex Society, for the John D. Jones Scholarship.	200 00	446,306 41
		<u>\$2,175,176 64</u>

RECEIPTS AND DISBURSEMENTS OF INCOME OF SPECIAL FUNDS FOR THE YEAR ENDING
JUNE 30, 1912

FUND	Debit Balances, June 30, 1911	Credit Balances, June 30, 1911	Income, 1911-1912	Total Credits	Expendi- tures, 1911-1912	Debit Balances, June 30, 1912	Credit Balances, June 30, 1912
Adams Fund.....		\$4,894 95	\$2,100 00	\$6,994 95	\$1,250 00		\$5,744 95
Avery Architectural Fund.....	\$81 67		2,837 50	2,755 83	1,955 57		800 26
Barvard Fellowship Fund.....		109 98	412 50	522 48	412 50		109 98
Barvard Library Fund.....		4,329 82	2,454 44	7,453 82	(1) 3,154 03		4,299 79
Barvard (Margaret) Fund.....			669 56				
Beck Prize Fund.....		1,580 03	330 00	1,910 03	330 00		1,580 03
Beck Scholarship Fund.....		82 50	82 50	82 50	82 50		
Beer Lecture Fund.....		1,570 14	(e) 417 85	1,987 99	560 53		1,427 46
Bennett Prize Fund.....		312 25	41 25	353 50	40 00		313 50
Bergth Fund.....	60 99		(7) 4,235 10	4,174 11	2,066 00		2,108 11
Blenchuthal Fund.....		4,539 74	6,014 11	10,553 85	3,500 00		7,053 85
Brunner Prize Fund.....		220 50	41 25	261 75		1 20	261 75
Burgess Fund.....	1 20		4,000 00	3,998 80	4,000 00		309 02
Butler Scholarship Fund.....		302 77	206 25	509 02	200 00		
Campbell Scholarship Fund.....		13 29	267 50	260 79	260 79		2,358 19
Carpentier (E. R.) Fund.....		4,045 69	10,312 50	14,358 19	12,000 00		36,470 35
Carpentier (G. S.) Fund.....		31,376 68	(e) 12,589 35	43,966 03	7,495 68		31,000 00
Center Fund.....		1,033 98	7,344 40	8,377 48	(e) 8,066 40		311 08
Chandler (Chas. F.) Fund.....		197 65	206 25	403 90			403 90
Chanler Prize Fund.....		137 25	41 25	178 50	40 00		138 50
Class of 1848 Scholarship Fund.....		407 44	412 50	819 94	505 00		314 94
Class of 1885 Mines Fund.....		20 75	338 25	359 00	288 75		70 25
Columbia Fellowship Fund.....			55 38				55 38
Columbia Hudson-Fulton Prize Fund.....		1,545 43	536 25	2,081 68	806 00		1,275 68
Columbia University Football Asso. Fund.....			41 25	41 25			41 25
Convers Prize Fund.....		235 26	454 51	689 77	689 77		200 00
Crocker Research Fund.....		200 00	50 00	250 00	50 00		347 39
Crothall Fund.....		138 65	362 06	500 71	153 32		5,413 38
Currier Fund.....			30,935 22	22,361 99	16,948 61		459 57
Curtis Fellowship Fund.....		6,221 87	2,062 50	8,284 37	7,824 80		464 57
Curtis Medals Fund.....		783 87	412 50	1,196 37	615 00		581 37
Dr. Costa Professorship Fund.....		79 35	53 62	132 97	35 00		97 97
Darling Prize Fund.....	737 50		3,571 29	2,833 79	3,400 00	566 21	
Dean Lang Fund.....		21 00	41 25	62 25	40 00		22 25
Deutsches Haus Endowment Fund.....		653 77	(e) 9,297 65	9,951 42	9,261 25		690 17
Drisler Classical Fund.....		437 70	412 50	850 20	459 24		390 96
Dryckman Fund.....		236 56	412 50	649 06	400 00		249 06
Earle Prize Fund.....			(10) 50 00	50 00	50 00		
Eaton Professorship Fund.....		1,249 81	4,125 00	5,374 81	3,000 00		2,374 81
Einstein Fund.....			100 08	100 08			100 08
Elisberg Fund.....			90 00	90 00	90 00		
Garth Fund.....		337 72	670 31	1,008 03	650 00		358 03
Gebhard Fund.....		419 96	825 00	1,244 96	800 00		444 96
German Lecture Fund.....		214 35	41 25	255 60	40 00		215 60
Gilder Fund.....			1,918 13	1,918 13	800 00		1,118 13
Goldschmidt Fellowship Fund.....		502 00	670 30	1,172 30	650 00		522 30
Gothell Lectureship Fund.....		378 28	412 50	790 78	400 00		390 78
Gottsoberer Fund.....		112 38	391 87	504 25	479 00	274 75	
Hilgen Fund.....			5,103 12	4,081 24	5,000 00		918 76
Hull Fund.....	1,021 88		675 00	675 00	675 00		178 99
Indo-Banjan Fund.....		180 49	82 50	268 99	90 00		675 00
James Fund.....			4,125 00	4,125 00	4,125 00		

Kennedy Endowment Fund.....	10,380 21	3,048 29	13,437 50	(*) 13,437 50	100 83
Law-Hook Trust Fund.....	100 85	216 54	317 39	317 39	145 21
Law School Alumni Fund.....	38 67	108 54	145 21	145 21	3,287 83
Loubat Fund.....	3,267 82	288 75	288 75	288 75	3,289 86
Loubat Professorship Fund.....	288 86	4,125 00	7,387 83	4,100 00	1,029 56
Mathematical Prize Fund.....	1,029 56	825 00	1,854 56	825 00	107 33
Meklin Fellowship Fund.....	64 09	43 31	107 33	107 33	388 23
Member of Class of '85 Fund.....	182 23	412 50	594 73	206 50	841 39
Mitchell Fellowship Fund.....	532 02	82 50	82 50	82 50	168 33
Mott Scholarship Fund.....	168 33	309 37	841 39	841 39	471 10
Moseshaft Fellowship Fund.....	235 98	123 75	292 08	123 75	401 03
Ordremanx Prize Fund.....	401 03	401 03	401 03	401 03	170 50
Perkins Fellowship Fund.....					34 07
Philoexian Centennial Washington Prize Fund.....	120 50	50 00	170 50	170 50	69,138 12
Philoexian Prize Fund.....	15 14	56 79	71 93	37 86	918 72
Phoenix Legacy.....	40,007 35	15,020 17	*24,987 18	44,150 94	54,334 48
Proudt (A. M.) Fellowship Fund.....	914 97	618 75	1,533 72	615 00	1,511 00
Pullitzer Journalism Fund.....	27,779 35	43,294 90	71,074 25	16,739 77	1 25
Pullitzer Scholarship Fund.....		2,081 00	2,081 00	570 00	24 61
Recher, J. P., Prize Fund.....	1 25	41 25	42 50	41 25	182 97
Roosevelt Professorship Fund.....	1,662 89	2,062 50	3,725 39	3,750 00	1,775 00
Schepmeyer Scholarship Fund.....	179 22	206 25	206 25	206 25	947 48
Schiff Fellowship Fund.....	1,750 00	618 75	797 97	615 00	339 93
Schiff Endowment Fund.....	534 98	4,125 00	5,875 00	4,100 00	1,439 15
Schurz Fellowship Fund.....	468 57	412 50	881 07	541 14	1,246 25
Schurz Library Fund.....		480 00	480 00	480 00	153 19
Seidl Fund.....	1,045 16	(1)	417 64	23 65	21 71
Shoemaker Fund.....	80 79	825 00	1,462 80	40 00	484 00
Stokes Fund.....	138 19	247 50	328 25	350 00	51 56
Stuart Scholarship Fund.....		165 00	303 19	150 00	5,199 85
Tappan Prize Fund.....		500 00	500 00	500 00	3,232 50
Trowbridge Fund.....	197 48	4,125 00	3,927 52	4,125 00	1,357 76
Trust Fund for Psychology.....		640 00	640 00	197 48	739 00
Yundall Fund.....	51 56	103 12	154 68	103 12	114 56
Van Alstine Prize Fund.....	170 31	2,000 00	1,829 69	2,000 00	2,109 00
Warner Fund (Mrs. Warner).....		2,000 00	2,000 00	2,000 00	767 00
Warner Fund (Miss Warner).....		542 65	2,542 65	2,000 00	8,718 09
Special Investments Account (Unassigned Securities).....	3,803 43	1,396 42	5,199 85	5,199 85	437 50
SCHOOL OF MEDICINE					
Blumenthal (Geo., Jr.) Fund.....	1,605 00	2,127 50	3,732 50	500 00	4,938 56
Bull Fund.....		1,327 76	1,327 76	500 00	1,410 63
Carpeniter (L. S.) Fund.....	1,575 00	4,125 00	2,550 00	4,000 00	788 67
Clark Scholarship Fund.....	736 50	577 50	1,314 00	575 00	1,410 63
Devendorf Fund.....		183 39	183 39	183 39	739 00
Doughty Fund.....		114 56	114 56	114 56	114 56
Du Bois Memorial Fund.....	1,200 00	900 00	2,100 00	1,200 00	2,109 00
Hansen Fund.....	734 45	1,283 45	2,017 90	1,230 00	767 00
Harsen Ward Fund.....	7,318 09	1,400 00	8,718 09	1,230 00	8,718 09
Jacobi Ward Fund.....		437 50	437 50	437 50	437 50
Janeway Library Fund.....	345 00	412 50	67 50	410 00	4,938 56
Miller Fund.....	4,319 81	618 75	4,938 56	23,500 00	4,938 56
Proudt (M. M.) Fund.....		23,500 00	23,500 00	23,500 00	1,410 63
Sloan Hospital for Women Fund.....	1,310 20	96 43	1,410 63	1,410 63	788 67
Smith Prize Fund.....	730 30	78 37	798 67	5,650 00	44 35
Stevens Prize Fund.....		5,650 00	5,650 00	5,650 00	
Vanderbilt Clinic Endowment Fund.....	700 00	200 00	900 00	855 67	
Whitlock Fund.....					
	\$52,771 61	\$258,711 10	\$949,497 76	\$73,105 65	\$180,999 66
Carried forward.....				\$241,603 75	

		Expenditures, 1911-1912
Brought forward.....		\$241,603 75
* DEBIT:		
(1) Transferred from Bernard Medal Account.....		\$40 00
(2) Center Fund: Charged off to Premium Account.....		58 40
(3) Loubat Fund: Transferred to Loubat Prizes (Schedule 9).....		288 75
(4) Kennedy Endowment Fund: Transfers:		
Physics—Apparatus and Equipment, including	\$4,200 00	
Mechanic.....		
Buildings and Grounds—Renewals and Repairs to	6,000 00	
Buildings.....	10,200 00	
(5) Phoenix Legacy: Transfers:		
Botany: Special Research Fund.....	\$5,000 00	
Botany: Special Research Equipment—Buildings and		
Grounds.....	7,800 00	12,800 00
Payments from Income of Special Funds, 1911-1912....		\$218,216 60
(4) Kennedy Endowment Fund:		
Loss in book value in sale of securities and Legal Expenses (See Schedule 7—Business		
Administration).....		\$3,237 50
(5) Phoenix Legacy: Payments:		
Astronomy: Departmental.....	\$156 06	
Astronomy: Observatory for Apparatus.....	208 71	
Botany: Departmental.....	600 00	
Botany: Erecting and Equipping Greenhouse.....	7,737 92	
Chemistry: Supplies.....	5,000 00	
Civil Engineering: Departmental.....	650 00	
Civil Engineering: Instruments and Repairs.....	899 99	
Electrical Engineering: Departmental.....	1,315 17	
Engineering Drafting: Departmental.....	152 34	
Geology: Departmental.....	500 00	
Mechanical Engineering: Departmental.....	1,200 00	
Metallurgy: Departmental.....	1,750 00	
Mining: Departmental.....	400 00	
Physics: Experimental: Laboratory Helper.....	600 00	
Physics: Experimental: Departmental.....	1,000 00	
Physics: Experimental: New Equipment.....	3,002 97	
Physics: Mathematical: Apparatus.....	250 00	
Zoology: Departmental.....	2,652 78	
Zoology: Marine Table, Wood's Holl.....	300 00	
Zoology: Additional Equipment.....	300 00	
Zoology: Marine Laboratory, South Harpswell, Me.....	50 00	
Business Administration: Legal Expenses.....	25 00	
		\$31,350 94

(5) Includes \$5.35 proceeds from sale of lecture pamphlets.
 (7) Includes \$110.10 proceeds from sale of books on "The Humane Movement."
 (8) Includes \$214.35 proceeds from sale of books on "Nature and Sources of the Law."
 (9) Includes \$16.40 proceeds from sale of books on "China and the Chinese."
 (10) Includes \$12.55 gift from Professor Nelson G. McCrea.
 (11) Includes \$45.00 gift from Mrs. Albert Eisberg.
 (12) Includes \$5.14 interest on Students' Notes.

MISCELLANEOUS RECEIPTS**INVESTMENTS:**

Special Funds:

\$10,000 Lehigh and Hudson River R.R. Co.'s 6% First Mortgage Bonds, due 1911.....	\$10,000 00	
5,000 shares Pennsylvania R.R. Co.'s stock.....	309,637 50	
Bond and Mortgage on 57 Morton St., N. Y. (part).	500 00	
Bond and Mortgage on 592 Fifth Av., N. Y.....	168,000 00	
Bond and Mortgage on 58 West 48th St., N. Y. (part)	10,000 00	
Bond and Mortgage on Hohokus, N. J.....	453,333 33	
	<u>\$951,470 83</u>	

Kennedy Endowment Fund:

\$102,000 St. Paul, Minneapolis and Manitoba R. R. Co.'s 6% Consolidated Mortgage Bonds.....	130,560 00	\$1,082,030 83
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**UNIVERSITY, LAND, BUILDINGS AND EQUIP-
MENT—MORNINGSIDE:**

No. 407 West 117th Street, New York, purchased subject to a First Mortgage of.....		15,000 00
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**ASSOCIATION OF THE ALUMNI OF THE COLLEGE
OF PHYSICIANS AND SURGEONS:**

Cartwright Prize, 1910-1911.....		500 00
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JACOB H. SCHIFF:

For Salaries, Department of Social Science, 1910- 1911.....		1,000 00
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CLASS OF 1886, STUDENTS' LOAN FUND:

Gift of Class of 1886, Arts, Mines and Political Science		500 00
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CLASS OF 1887, SCHOOL OF MINES, LOAN FUND:

Gift of Class of 1887, School of Mines.....	7,000 00	
Gift of E. D. Church	100 00	7,100 00

PAYNE LOAN FUND:

Students' Notes paid.....	644 00	
Interest on Students' Notes.....	15 56	659 56

SHOEMAKER LOAN FUND:

Students' Notes paid.....		115 00
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STUDENTS' LOAN FUND:

Students' Notes Paid.....	4,182 66	
Interest on Students' Notes.....	284 04	
Interest on Deposits.....	47 33	4,514 03

ADVANCED FEES, 1912-1913:

Residence Halls.....	1,737 05	
Summer Course in Surveying.....	4,422 00	6,159 05

DEPOSITS FOR APPARATUS.....		41,576 70
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DEPOSITS FOR KEYS.....		917 20
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\$1,160,072 37

CURRENT EXPENSES

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Funds for Designated Purposes
PART A—EDUCATIONAL ADMINISTRATION AND INSTRUCTION					
EDUCATIONAL ADMINISTRATION					
Salaries.....	\$77,224 97		\$65,224 97		\$12,000 00
Advertising: Shoemaker Fund.....	23 65			\$23 65	
American School of Archeology in Palestine.....	100 00				100 00
Blind Pupils.....	908 35				908 35
Bureau of Supplies.....	9,904 33		9,904 33		
Conduct of Examinations.....	1,700 00		1,700 00		
Diplomas.....	1,950 00		1,950 00		
Installing Filing System in Secretary's Office.....	300 00				300 00
Lectures.....	4,409 66		4,109 66		300 00
Lectures: Julius Beer Foundation.....	560 53			560 53	
President's Emergency Fund.....	2,985 55		2,350 00		635 55
President's Fund.....	3,575 30		2,500 00		1,075 30
President's Special Account for the College.....	392 48				392 48
Printing.....	10,805 70		10,269 85		535 85
Printing Machine: Bureau of Printing.....	437 90				437 90
Public Ceremonies.....	750 00		750 00		
Publication of Classical Papers of Mortimer Lamson Earle.....	328 32				328 32
Publication of the Works of John Milton.....	76 97		76 97		
Sexennial Catalogue (1912).....	1,500 00		1,500 00		
Students' Organizations.....	749 67		749 67		
University Quarterly.....	1,250 00		1,250 00		
Committee on Employment for Students: Postage, Printing and Miscellaneous.....	1,000 00		1,000 00		
Committee on Appointment of Graduates to Positions.....	156 61		156 61		
Committee on Undergraduate Admissions.....	1,850 00		1,850 00		
University of Berlin: Roosevelt Professor.....		122,939 99			
University of Leipsic.....		3,750 00		3,750 00	800 00
University of Paris.....		800 00			
Deutsches Haus: Maintenance.....		900 00			
		3,183 55		41 55	3,145 00
AGRICULTURE					
Salaries, Wages and Labor.....	4,239 63				4,239 63
Sundries.....	3,496 33				3,496 33
Taxes.....	172 34				172 34
Live Stock.....	950 00				950 00
		8,858 30			

ANTHROPOLOGY								
Salaries.....	10,700 00	.....	.....	.....	.....	.....	.....	.....
Research on Indians of British Columbia.....	128 05	.....	.....	.....	.....	.....	.....	.....
		10,828 05			6,100 00	3,600 00		1,000 00
ARCHITECTURE								
Salaries.....	20,750 00	.....	.....	.....	.....	.....	.....	.....
Departmental Appropriation.....	998 14	.....	.....	.....	.....	.....	.....	.....
For Drawing and Modelling.....	742 00	.....	.....	.....	.....	.....	.....	.....
Maintenance of Models.....	1,800 00	.....	.....	.....	.....	.....	.....	.....
		24,290 14			6,400 00	.....	.....	.....
ASTRONOMY								
Salaries.....	6,400 00	.....	.....	.....	.....	.....	.....	.....
Departmental Appropriation.....	136 06	.....	.....	.....	.....	.....	.....	.....
Observatory: For Apparatus.....	208 71	.....	.....	.....	.....	.....	.....	.....
Summer Course in Geodesy.....	700 00	.....	.....	.....	.....	.....	.....	.....
Catherine Wolfe Bruce Fund.....	198 43	.....	.....	.....	.....	.....	.....	.....
		7,663 20			.....	.....	.....	.....
BOTANY								
Salaries.....	25,299 79	.....	.....	.....	.....	.....	.....	.....
Departmental Appropriation.....	1,200 00	.....	.....	.....	.....	.....	.....	.....
Erection and Equipment of Greenhouse.....	7,737 92	.....	.....	.....	.....	.....	.....	.....
Special Research Fund.....	5,000 00	.....	.....	.....	.....	.....	.....	.....
		39,237 71			17,299 79	.....	.....	.....
CHEMISTRY								
Salaries, General and Inorganic Chemistry.....	15,200 00	.....	.....	.....	.....	.....	.....	.....
" Organic Chemistry.....	6,400 00	.....	.....	.....	.....	.....	.....	.....
" Physical Chemistry.....	2,650 00	.....	.....	.....	.....	.....	.....	.....
" Analytical Chemistry.....	4,500 00	.....	.....	.....	.....	.....	.....	.....
" Food Chemistry.....	4,200 00	.....	.....	.....	.....	.....	.....	.....
" Engineering Chemistry.....	6,550 00	.....	.....	.....	.....	.....	.....	.....
" Electro-Chemistry.....	2,400 00	.....	.....	.....	.....	.....	.....	.....
" Barnard College.....	4,900 00	.....	.....	.....	.....	.....	.....	.....
Chemical Assistance.....	1,099 99	.....	.....	.....	.....	.....	.....	.....
Additional Servants.....	3,113 31	.....	.....	.....	.....	.....	.....	.....
Supplies.....	5,000 00	.....	.....	.....	.....	.....	.....	.....
Laboratory Fees.....	10,497 07	.....	.....	.....	.....	.....	.....	.....
Industrial Research Laboratory.....	127 91	.....	.....	.....	.....	.....	.....	.....
Nichols' Laboratories.....	907 77	.....	.....	.....	.....	.....	.....	.....
Research Equipment.....	1,000 00	.....	.....	.....	.....	.....	.....	.....
		68,546 06			.....	.....	.....	.....
CHINESE								
Salaries.....	5,000 00	.....	.....	.....	.....	.....	.....	.....
Departmental Appropriation.....	100 00	.....	.....	.....	.....	.....	.....	.....
		5,100 00			.....	.....	.....	.....
Carried forward.....	\$296,099 99				\$218,642 36	\$26,778 42		\$50,679 21

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Funds for Designated Purposes
Brought forward.....		\$296,099 99	\$218,642 36	\$26,778 42	\$50,679 21
CIVIL ENGINEERING					
Salaries.....	\$21,700 00		21,700 00		4,935 86
For Instruction in Highway Engineering.....	4,935 86			650 00	
Departmental Appropriation.....	650 00				
Laboratory Fees.....	103 20		103 20		
Testing Laboratory.....	1,665 20				1,665 20
Camp Columbia:					
Assistants.....	2,500 00		2,500 00		
General Expenses.....	497 16		497 16		
Instruments and Repairs.....	899 99			899 99	
		32,951 41			
CLASSICAL PHILOLOGY					
Greek: Salaries.....	16,000 00		16,000 00		
Departmental Appropriation.....	49 26		49 26		
American School at Athens.....	250 00		250 00		
Greek Literature.....	1,150 10				1,150 10
Latin: Salaries.....	15,100 00		15,100 00		
Departmental Appropriation.....	25 00		25 00		
American School at Rome.....	250 00		250 00		
Drisler Fund.....	419 07			419 07	
Barnard: Salaries.....	10,500 00				10,500 00
		43,743 43			
ECONOMICS					
Salaries.....	27,900 00		18,300 00		9,600 00
Departmental Appropriation.....	400 00		400 00		
		28,300 00			
ELECTRICAL ENGINEERING					
Salaries.....	11,900 00		11,900 00		
Laboratory Expenses in Testing Electric Meters for New York City.....	1,620 36				1,620 36
Laboratory Mechanic.....	1,100 00		1,100 00		
Departmental Appropriation.....	1,315 17			1,315 17	
Laboratory Fees.....	30 00		30 00		
		15,965 53			
ENGINEERING DRAUGHTING					
Salaries.....	8,600 00		8,600 00		
Drawing Appropriation.....	152 34			152 34	
		8,752 34			

	Expenditures In Detail	Total Expenditures	From General Income	From Income of Special Funds	From Funds for Designated Purposes
	Brought forward.....	\$644,999 76	\$474,297 81	\$43,154 99	\$127,546 96
METALLURGY					
	Salaries.....	13,500 00	13,500 00		
	Laboratory Attendant.....	500 00	500 00		
	Departmental Appropriation.....	1,750 00		1,750 00	
	Laboratory Fees.....	173 14	173 14		
	Summer Course.....	400 00	400 00		
	Special Fund.....	464 09			464 09
		16,787 23			
MINERALOGY					
	Salaries.....	9,000 00	9,000 00		
	Departmental Appropriation.....	649 46	249 46	400 00	
		9,649 46			
MINING					
	Salaries.....	12,900 00	12,900 00		
	Laboratory Mechanic.....	936 00	936 00		
	Departmental Appropriation.....	2,000 00		2,000 00	
	Special Fund.....	177 33			177 33
		16,013 33			
MUSIC					
	Salaries.....	9,000 00	9,000 00		
	Departmental Appropriation.....	1,008 00		7,000 00	1,000 00
		10,008 00		1,008 00	
PHILOSOPHY AND PSYCHOLOGY					
	Philosophy: Salaries.....	32,400 00	23,000 00		9,400 00
	Departmental Appropriation.....	98 58	98 58		
	Psychology: Salaries.....	12,700 00	6,975 00	4,125 00	1,600 00
	Instrument Maker.....	497 50	497 50		
	Laboratory Helper.....	177 45	177 45		
	Departmental Appropriation.....	421 62	421 62		
		46,295 15			
PHYSICAL EDUCATION					
	Salaries.....	10,150 00	10,150 00		
	Supplies and Repairs.....	600 00	600 00		
	Care of Swimming Pool.....	1,249 95	1,249 95		
	In Support of Columbia University Athletic Association.....	1,000 00	1,000 00		
	Columbia University Athletic Association.....	2,189 77		689 77	
	Columbia University Track Athletic Association.....	150 00			150 00
		15,339 72			

PHYSICS (EXPERIMENTAL)							
Salaries.....	23,600 00			22,400 00	.....	1,200 00	
Laboratory Helpers.....	2,200 00			1,900 00	600 00		
Departmental Appropriation.....	1,000 00				1,000 00		
For New Equipment.....	3,938 69			935 72	3,002 97		
Apparatus and Equipment, including Mechanic.....	185 77					185 77	
Electro-Mechanic Equipment of Research Laboratory.....	15,276 52					15,276 52	
Travelling Expenses of Dr. Leighton B. Morse.....	125 00					125 00	
PHYSICS (MATHEMATICAL)							
Salaries.....	17,894 83			17,894 83			
Laboratory Helper.....	500 00			500 00			
Departmental Appropriation.....	75 00			75 00			
Apparatus.....	250 00				250 00		
PHYSICS (BARNARD)							
Salaries.....	3,900 00	68,945 81					3,900 00
PUBLIC LAW AND JURISPRUDENCE							
Salaries.....	27,500 00			21,000 00	6,500 00		
Departmental Appropriation.....	23 63			23 63			
Legislative Drafting Research Fund.....	9,485 28					9,485 28	
Equipment of Politics Laboratory.....	199 35	37,208 27				199 35	
ROMANCE LANGUAGES							
Salaries.....	32,390 97			22,150 00		10,240 97	
Departmental Appropriation.....	73 59			73 59			
French Lecture Fund.....	60 00					60 00	
SEMITIC LANGUAGES							
Salaries.....	6,400 00			6,000 00	400 00		
Departmental Appropriation.....	41 01			41 01			
SOCIAL SCIENCE							
Salaries.....	15,100 00				14,100 00	1,000 00	
Departmental Appropriation.....	150 00			150 00			
Bulletin for Social Legislation.....	65 00				66 00		
Carried forward.....		\$919,528 30	\$651,470 29	\$86,046 73		\$182,011 28	

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Funds for Designated Purposes
Brought forward.....		\$919,528 30	\$651,470 29	\$86,046 73	\$182,011 28
ZOOLOGY					
Salaries.....	37,100 00				
Assistance.....	750 00		20,700 00	7,100 00	9,300 00
Departmental Appropriation.....	2,652 78			2,652 78	
Marine Table, Wood's Holl.....	300 00			300 00	
Additional Equipment.....	484 78		184 78	300 00	
Marine Laboratory, So. Harpswell, Me.....	50 00			50 00	
Dyckman Fund.....	400 00	41,737 56		400 00	
SCHOOL OF JOURNALISM					
Salaries.....		5,519 77		5,519 77	
LAW SCHOOL					
Salaries.....	43,500 00		43,500 00		
Departmental Appropriation.....	293 34		293 34		
Carpentier (James S.) Fund.....	3,495 68	47,289 02		3,495 68	
SUMMER SESSION					
Administration and Instruction.....	88,132 04		88,132 04		
Advanced in 1910-11 against Appropriation for 1911-12.....	8,095 15	96,227 19	8,095 15		
EXTENSION TEACHING					
Salaries.....	6,000 00		6,000 00		
Administrative Expenses.....	30,000 00		30,000 00		
Festival Chorus.....	500 00	36,500 00			500 00
TEACHERS COLLEGE					
Salaries.....		165,850 00			165,850 00
COLLEGE OF PHYSICIANS AND SURGEONS					
ADMINISTRATION					
Salaries.....	8,600 00				
Clerical Assistance.....	360 00		8,190 00	410 00	
Alcohol.....	578 36		360 00		
Office Supplies and Sundries.....	696 58		578 36		
Printing and Distribution of Announcement.....	1,211 57		696 58		
Hospital Bureau of Standards and Supplies.....	1,200 00	12,646 51	1,200 00		

ANATOMY									
Salaries.....	25,760 00	.....	.....	25,160 00	.....	.....	.....	.....	600 00
Departmental Appropriation.....	3,996 15	.....	.....	3,996 15	.....	.....	.....	.....
Supplies in Histology and Embryology.....	497 59	.....	.....	497 59	.....	.....	.....	.....
		30,253 74							
BACTERIOLOGY									
Salaries.....	7,500 00	.....	.....	7,500 00	.....	.....	.....	.....
Departmental Appropriation.....	1,999 23	.....	.....	1,999 23	.....	.....	.....	.....
		9,499 23							
BIOLOGICAL CHEMISTRY									
Salaries.....	9,000 00	.....	.....	8,500 00	.....	.....	.....	.....	500 00
Departmental Appropriation.....	3,133 64	.....	.....	3,133 64	.....	.....	.....	.....
		12,133 64							
CLINICAL PATHOLOGY									
Salaries.....	9,500 00	.....	.....	7,100 00	.....	.....	.....	.....	2,400 00
Attendants.....	300 00	.....	.....	300 00	.....	.....	.....	.....
Departmental Appropriation.....	999 95	.....	.....	999 95	.....	.....	.....	.....
		10,799 95							
DISEASES OF CHILDREN									
Salaries.....	.....	.....	.....	3,600 00	.....	.....	.....	.....	2,000 00
GYNECOLOGY									
Salaries.....	3,850 00	.....	.....	3,850 00	.....	.....	.....	.....
Departmental Appropriation.....	49 64	.....	.....	49 64	.....	.....	.....	.....
		3,899 64							
HYGIENE AND PREVENTIVE MEDICINE									
Salaries.....	1,200 00	.....	.....	1,200 00	.....	.....	.....	.....
Departmental Appropriation.....	89 00	.....	.....	89 00	.....	.....	.....	.....
		1,289 00							
MATERIA MEDICA AND THERAPEUTICS									
Salaries.....	7,500 00	.....	.....	5,700 00	.....	.....	.....	.....	1,800 00
Pharmacology: Departmental Appropriation.....	1,000 00	.....	.....	1,000 00	.....	.....	.....	.....
Pharmaceuticals: Departmental Appropriation.....	502 56	.....	.....	502 56	.....	.....	.....	.....
For Laboratory of Pharmacology.....	283 96	.....	.....	.....	.....	.....	.....	.....	283 96
		9,286 52							
NEUROLOGY									
Salaries.....	2,300 00	.....	.....	2,300 00	.....	.....	.....	.....
Departmental Appropriation.....	42 00	.....	.....	42 00	.....	.....	.....	.....
		2,342 00							
Carried forward.....	.....	\$1,408,402 07		\$936,881 87		\$110,674 96		\$360,845 24	

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Funds for Designated Purposes
Brought forward.....		\$1,408,402 07	\$936,881 87	\$110,674 96	\$360,845 24
OBSTETRICS					
Salaries.....	4,500 00		3,000 00	1,500 00	
Departmental Appropriation.....	50 00		50 00		
For Pathological Work.....	500 00	5,050 00		500 00	
PATHOLOGY					
Salaries.....	20,900 00		13,100 00	3,000 00	4,800 00
Assistance.....	300 00		300 00		
Supplies.....	2,499 96		2,499 96		
Apparatus.....	200 00		200 00		
	23,800 96	23,800 96			
PHYSIOLOGY					
Salaries.....	14,300 00		14,300 00		
Laboratory Mechanic.....	1,750 00		1,750 00		
Departmental Appropriation.....	1,699 98		1,699 98		
Wheeler Fund.....	855 67	18,605 65		855 67	
PRACTICE OF MEDICINE					
Salaries.....	17,300 00		11,041 68		6,258 32
Departmental Appropriation.....	1,613 09		1,613 09		
Medical Nursing Fund.....	432 00		432 00		
Equipment of the Metabolism Clinic.....	100 52				100 52
Special Equipment.....	236 67	19,682 28			236 67
SURGERY					
Salaries.....	19,070 81		12,487 49	2,800 00	3,783 32
Departmental Appropriation.....	3,196 45		3,196 45		
Surgical Nursing Fund.....	404 00		464 00		
Anonymous Fund for Surgical Research.....	10,139 07	32,870 33			10,139 07
CLINICAL INSTRUCTION					
Salaries.....		6,600 00	6,600 00		
HOSPITAL INSTRUCTION					
For Medical and Surgical Instruction to Fourth-Year Students.....		950 00	950 00		
CROCKER FUND PAYMENTS.....		5,048 61			5,048 61

SLOANE HOSPITAL FOR WOMEN.....	23,500 00	23,500 00	23,500 00	
VANDERBILT CLINIC.....	5,650 00	5,650 00	5,650 00	
MISCELLANEOUS				
RETIRING ALLOWANCES.....	33,380 00	9,360 00	24,020 00	
WIDOWS' ALLOWANCES.....	4,200 00	500 00	3,700 00	
DISABILITY ALLOWANCES.....	2,500 00	500 00	2,000 00	
CHAPEL				
Salaries.....	5,000 00	3,500 00	1,500 00	
Chapel Services.....	1,997 99	1,997 99		
Emergencies.....	1,500 00	1,500 00		
	8,497 99			
FELLOWSHIPS				
Adams.....	1,250 00	1,250 00	1,250 00	
Advertising Men's League in Psychology.....	1,200 00			
Barnard.....	412 50		412 50	
Class of '70.....	500 00	500 00		
Columbia.....	806 00		806 00	
Curtis.....	615 00		615 00	
Drisler.....	650 00	650 00		
Garth.....	650 00		650 00	
Gilder.....	800 00		800 00	
Goldschmidt.....	650 00		650 00	
Gottberger Fellowship, advanced in 1910-II against Appropriation for 1911-12.....	779 00		779 00	
Industrial Research.....	875 00		875 00	
International (Mexico).....	500 00		500 00	
McKim.....	825 00		825 00	
Mitchell.....	206 50		200 50	
Proudfit (Letters).....	615 00		615 00	
Schiff.....	615 00		615 00	
Special, for Dorothy Brewster.....	500 00		500 00	
Special, for University of Nebraska.....	650 00		650 00	
Tyndall.....	156 00		156 00	
University.....	7,800 00	7,800 00		
	21,055 00			
Carried forward.....	\$1,619,891 89	\$1,036,874 51	\$162,409 24	\$420,608 14

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Funds for Designated Purposes
Brought forward.....		\$1,019,891 89	\$1,036,874 51	\$162,409 24	\$420,908 14
SCHOLARSHIPS					
Alumni (College).....	656 25		656 25		
Alumni (Special, College).....	2,800 00				2,800 00
Alumni Competitive (College).....	700 00		700 00		
Beck.....	175 00			82 50	
Benefactors.....	12,503 25		12,503 25		
Brooklyn.....	2,100 00		2,100 00		
Brooklyn at Barnard.....	1,800 00		1,800 00		
Butler.....	200 00			200 00	
Campbell.....	350 00		89 21	260 79	
Class of '48.....	505 00			505 00	
Class of '85.....	288 75			288 75	
Curtis.....	600 00		600 00		
Daly (Marcus).....	1,000 00				1,000 00
DeWitt (George G.), Special.....	150 00				150 00
Duffie.....	250 00				250 00
Ewing, Special.....	75 00				75 00
Faculty.....	3,387 50		3,387 50		
Faculty Scholarship Fund.....	1,300 00		1,300 00		
Graduate in Economics, Special.....	425 00				425 00
Graduate in English, Special.....	825 00				825 00
Harper.....	350 00		350 00		
Hewitt.....	350 00		350 00		
Jones (John D.).....	200 00				200 00
Lawrence (Benjamin B.).....	250 00				250 00
McClymonds (Louis K.).....	1,300 00				1,300 00
Mofat.....	350 00		267 50		
President's University.....	1,200 00		1,200 00		
Pulitzer.....	570 00			82 50	
Schermmerhorn.....	875 00			570 00	
Stuart.....	350 00		668 75	206 25	
Special, for H. J. Bogg.....	100 00			350 00	100 00
Special, for Vincent Curry.....	217 00				217 00
Special, for Calvin Glover.....	175 00				175 00
Special, for M. D. Hoffman.....	150 00				150 00
Special, for Horace H. Hunt.....	162 00				162 00
Special, for J. F. Krolfifer.....	25 00				25 00
Special, for George W. Matheson.....	100 00				100 00
Special, for C. E. Pink.....	87 50				87 50
University.....	3,000 00		3,000 00		
Additional.....	5,950 00		5,950 00		
		45,880 25			

PRIZES AND MEDALS						
Alumni Association Prize (College).....	50 00	.....	.....	.....	.....	50 00
Beck Prize.....	330 00	.....	.....	.....	330 00	
Bennett Prize.....	40 00	.....	.....	.....	40 00	
Chanler Historical Prize.....	40 00	.....	.....	.....	40 00	
Conyers Prize.....	50 00	.....	.....	.....	50 00	
Curtis Medals.....	25 00	.....	.....	.....	35 00	
Darling Prize.....	40 00	.....	.....	.....	40 00	
Earle Prize in Classics.....	50 00	.....	.....	.....	50 00	
Esberg Prize in History.....	30 00	.....	.....	.....	90 00	
Illig Medals.....	90 00	.....	.....	.....	90 00	
Ordronaux Prize.....	123 75	.....	.....	.....	123 75	
Philolexian Prize.....	37 85	.....	.....	.....	37 86	
Rolker, Jr., Prize.....	41 25	.....	.....	.....	41 25	
Stokes Prize.....	40 00	.....	.....	.....	40 00	
Toppan Prize.....	150 00	.....	.....	.....	150 00	
Van Amringe Mathematical Prize.....	103 12	.....	.....	.....	103 12	
Van Buren Mathematical Prize.....	206 25	.....	.....	.....	206 25	
		1,517 23				
FELLOWSHIPS, SCHOLARSHIPS AND PRIZES						
COLLEGE OF PHYSICIANS AND SURGEONS						
Alumni Association Fellowships.....	866 68	.....	.....	.....	.....	866 68
Blumenthal (George, Jr.) Scholarships.....	500 00	.....	.....	.....	500 00	
Clark Scholarships.....	575 00	.....	.....	.....	575 00	
Faculty Scholarships.....	1,000 00	.....	.....	.....	1,000 00	
Harsey Scholarships.....	1,250 00	.....	.....	.....	1,250 00	
Vanderbilt Scholarships.....	1,000 00	.....	.....	.....	1,000 00	
Additional Scholarships.....	4,000 00	.....	.....	.....	4,000 00	
		9,191 68				
		\$1,076,481 05		\$1,077,892 47	\$168,747 26	\$429,841 32
PART B—BUILDINGS AND GROUNDS						
MORNINGSIDE HEIGHTS						
Salaries.....	9,250 00	.....	.....	.....	.....	1,500 00
Care of Boat House.....	1,973 77	.....	.....	.....	7,750 00	
Cleaning.....	2,750 00	.....	.....	.....	1,973 77	
Fuel.....	25,980 00	.....	.....	.....	2,750 00	
Furniture and Fixtures.....	750 00	.....	.....	.....	25,980 00	
Gas and Electricity.....	4,248 68	.....	.....	.....	750 00	
Maintenance of Residence Halls.....	35,999 25	.....	.....	.....	4,248 68	
Planting.....	500 00	.....	.....	.....	35,999 25	
Post Office.....	1,442 89	.....	.....	.....	500 00	
Power House and Janitorial Service: Wages.....	46,898 79	.....	.....	.....	1,442 89	
Repairs.....	25,000 00	.....	.....	.....	46,898 79	
					25,000 00	
Carried forward.....	\$154,793 38		\$153,293 38			\$1,500 00

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Funds for Designated Purposes
Brought forward.....	\$154,793 38		\$153,293 38		\$1,500 00
Superintendent's Supplies.....	4,949 96		4,949 96		
Telephone Service.....	7,316 39		7,316 39		
Uniforms.....	500 00		500 00		
Water Rates.....	5,988 73		5,988 73		
Alterations to East Field.....	1,093 65		1,093 65		
Fire Protection.....	16 00		16 00		
Furnishing President's House.....	2,017 24				2,017 24
Installing and Equipping a Laboratory of Industrial and Engineering Chemistry in Havemeyer Hall.....	6,412 98				6,412 98
Library, Fire Repairs.....	127 85				127 85
Partition in Draughting Room.....	20 75		20 75		
Power Plant, Repairs.....	1,300 00		1,300 00		
Reflectoroscope in Kent Hall.....	135 00				135 00
Removal of Assay Laboratory from Havemeyer Hall.....	14,277 61				14,277 61
Removal of Model House and Models of Buildings and Grounds.....	174 82		174 82		
Renovals and Repairs to Buildings.....	667 11				667 11
Safety Appliances.....	650 00		650 00		
Schermehorn Pedestal, Resetting.....	255 00				255 00
St. Paul's Chapel, Repairs.....	329 00				329 00
University Commons.....	57,377 81		57,377 81		
University Hall, Repairs.....	1,950 00		1,950 00		
No. 407 West 117th Street: Expenses.....	449 88		449 88		
Nos. 413-415 West 117th Street: Expenses.....	1,474 28		1,474 28		
No. 421 West 117th Street: Expenses.....	1,074 10		1,074 10		
		263,351 54			
COLLEGE OF PHYSICIANS AND SURGEONS					
Cleaning.....	718 80		718 80		
Departmental Assistance.....	9,140 00		9,140 00		
Fuel.....	12,030 00		12,030 00		
Furniture and Fixtures.....	304 26		304 26		
Gas and Electricity.....	1,760 88		1,760 88		
Power House and Janitorial Service: Wages.....	13,582 00		13,582 00		
Repairs.....	4,655 07		4,655 07		
Repairs (Fire Loss).....	39 02				39 02
Superintendent's Supplies.....	1,728 78		1,728 78		
Water Rates.....	1,548 70		1,548 70		
Special Equipment Fund: Anatomy, Pathology and Clinical Pathology.....	415 50				415 50
		45,923 01			

GYMNASIUM					
Janitorial Service.....	1,300 00			1,300 00	
Laundry Service.....	1,299 95			1,299 95	
Evening Service.....	750 00			750 00	
Repairs.....	214 66			214 66	
			3,564 61		
CAMP COLUMBIA					
General Expenses.....	\$605 40				
Advanced in 1910-1911 against Appropriation for 1911-1912.....	702 10				
Janitor.....	\$318 00				
Advanced in 1910-1911 against Appropriation for 1911-1912.....	32 00				
Tents and Improvements.....	350 00			350 00	
Insurance.....	350 00			350 00	
Taxes.....	251 25			251 25	
	283 98			283 98	
			2,542 73		
SUMMER SESSION					
General Expenses.....			5,120 49		5,120 49
CLASSES OF ALLIANCE FRANÇAISE					
Heat, Light and Janitorial Service.....			375 00		375 00
MAINTENANCE OF SOUTH FIELD					
Attendance and Supplies.....			1,750 00		1,750 00
PUBLIC CEREMONIES					
BARNARD MEMORIAL CHAPEL HOUSE, LITCHFIELD, CONN.			1,099 94		1,099 94
Expended in 1910-11.....			85 00		85 00
			\$323,812 32		\$297,965 01
					\$25,847 31

	Expenditures in Detail	Total Expenditures	From General Income	From Income of Special Funds	From Funds for Designated Purposes
PART C—LIBRARY					
Salaries.....	\$49,210 00		\$48,310 00		\$900 00
Emergencies.....	1,762 71		1,762 71		
Books and Binding.....	17,013 73		15,762 70		1,251 03
Incidentals.....	2,298 50		2,298 50		
Installing New Card Cabinets.....	2,180 00	\$72,434 94			2,150 00
PURCHASES FROM SPECIAL FUNDS					
Avery Architectural Library Fund.....	1,955 57			\$1,955 57	
Barnard Library Fund.....	3,114 03			3,114 03	
Corbeal Fund.....	153 32			153 32	
Currall Fund.....	7,824 80			7,824 80	
Dean Lung Fund.....	161 25			161 25	
Drisler Fund.....	40 17			40 17	
Schurz Fund.....	541 14			541 14	
Anonymous Fund.....	2,071 80				2,071 80
		15,862 08			
PURCHASES FROM OTHER FUNDS					
Books on Phonetics.....	95 49				95 49
Committee of Fifty Fund.....	22 88				22 88
Crane Fund.....	11 69				11 69
De Witt Fund.....	180 83				180 83
Loeb Fund.....	186 08				186 08
Low Fund.....	544 82				544 82
Research in field of Romance Philology.....	264 24				264 24
		1,306 03			
		1,130 14	1,130 14		
		1,079 54	1,079 54		
COLLEGE STUDY					
KENT HALL DEPARTMENTAL READING ROOMS					
LAW SCHOOL LIBRARY					
Salaries.....	2,400 00		2,400 00		
Books and Binding.....	1,782 63		1,566 07	216 56	
Incidentals.....	50 00		50 00		
		4,232 63			
			700 00		
			499 85		
		1,199 85			
MEDICAL SCHOOL LIBRARY					
Salaries.....	700 00		700 00		
Books and Binding.....	499 85		499 85		
		\$97,245 21	\$75,559 51	\$14,006 84	\$7,678 86

PART D—BUSINESS ADMINISTRATION				
Salaries.....	24,889 08	.....	22,389 08	2,500 00
Clerk's Office, Sundries.....	2,094 65	.....	.....	.....
Treasurer's Office, Sundries.....	395 97	.....	395 97	.....
Contingent Expenses.....	3,791 49	.....	3,791 49	.....
Office Rent.....	1,500 00	.....	1,500 00	.....
Insurance, 1911-1912.....	\$9,538 46	.....	.....	.....
Advanced in 1910-1911 against appropriation for 1911-1912.....	2,438 70	.....	.....	.....
Auditing Books of Student Organizations.....	11,977 16	.....	11,977 16	.....
Arbitration Expenses in Renewal of Leases.....	250 00	.....	250 00	.....
Commissions to Agents on Renewal of Leases.....	4,060 93	.....	4,060 93	.....
Kennedy Endowment Fund:	300 00	.....	300 00	.....
Loss in book value in sale of \$102,000 St. Paul, Minneapolis and Manitoba 6% Bonds.....	\$3,187 50	.....	.....	.....
Legal Expenses.....	50 00	.....	.....	.....
Phoenix Legacy: Legal Expenses.....	3,237 50	.....	.....	.....
	25 00	.....	.....	.....
	52,521 78	.....	52,521 78	.....
	\$52,521 78	.....	\$49,759 28	\$2,500 00

PART E—ANNUITIES

Burgess Fund.....	4,000 00	.....	.....	4,000 00
Carpenter (E. R.) Fund.....	4,000 00	.....	.....	4,000 00
Carpenter (J. S.) Fund.....	4,000 00	.....	.....	4,000 00
Dean Lang Fund.....	4,000 00	.....	.....	4,000 00
School of Journalism Fund.....	11,220 00	.....	.....	11,220 00
Mrs. Anton Seidl (Seidl Fund).....	480 00	.....	.....	480 00
Mrs. William P. Trowbridge (Trowbridge Fund).....	500 00	.....	.....	500 00
Mrs. George E. Waring (Waring Fund).....	2,000 00	.....	.....	2,000 00
Miss Elsie Blunt Waring (Waring Fund).....	2,000 00	.....	.....	2,000 00
	32,200 00	.....	.....	32,200 00
	\$32,200 00	.....	.....	\$32,200 00

SUMMARY OF SCHEDULE 7

	From General Income	From Income of Special Funds	From Receipts for Designated Purposes	Totals
Part A.—Educational Administration and Instruction.....	\$1,077,892 47	\$168,747 26	\$429,841 32	\$1,676,481 05
Part B.—Buildings and Grounds.....	297,965 01	.....	25,847 31	323,812 32
Part C.—Library.....	75,559 51	14,066 84	7,678 86	97,245 21
Part D.—Business Administration.....	46,759 28	3,262 50	2,500 00	52,521 78
Part E.—Annuities.....	\$1,498,176 27	\$218,216 60	\$465,807 49	\$2,182,200 36
Advance payments in 1910-1911.....	.....	.....	.....	12,131 95
Payments made in 1911-1912 for Current Expenses.....	.....	.....	.....	\$2,170,128 41

MISCELLANEOUS PAYMENTS

CHARGEABLE TO PRINCIPAL OF CROCKER
RESEARCH FUND:

In settlement of claim of Alex. H. Rutherford, et.al. against Nelson C. Thrall, et.al., as Executors of the Estate of George Crocker, Columbia College and Residuary Legatees, to title of No. 1 East 64th Street, New York.....	\$60,000 00	
Legal Expenses.....	<u>1,517 98</u>	\$61,517 98

INVESTMENTS IN PERSONAL SECURITIES:

Special Funds:

\$50,000 Chicago, Milwaukee & St. Paul Ry. Co.'s 25 year 4% Bonds, due 1934.....	46,040 00	
\$100,000 New York City 3½% Registered Bonds, due 1929.....	92,375 00	
\$100,000 New York Gas and Electric Light, Heat and Power Co's Purchase Money 4% Bonds, due 1949..	88,702 50	
\$50,000 Northern Pacific-Great Northern 4% Joint Bonds, due 1921 (C. B. & Q. collateral).....	48,812 50	
700 shares Union Pacific R. R. Co's Preferred Stock.....	65,512 50	
Bond and Mortgage on 354 Broadway, New York, at 4½%.....	62,700 00	
Bond and Mortgage on 924-6 Broadway, New York, at 4½%.....	100,000 00	
Bond and Mortgage on 745-7 East 6th Street, New York, at 4½%.....	45,000 00	
Bond and Mortgage on 27-31 West 55th Street, New York, at 4½%....	60,000 00	
Bond and Mortgage on northeast corner 69th Street and Columbus Avenue, New York, at 4½%.....	110,000 00	
Bond and Mortgage on 205 West 101st Street, New York, at 4½%.....	105,000 00	
Bond and Mortgage on southeast corner Lenox Avenue and 130th Street, New York, at 4½%.....	60,000 00	
Bond and Mortgage on property at Wakefield, New York City, (further participation).....	70,000 00	
Received from Estate of George Crocker, deceased, in final payment of bequest:		
Bond and Mortgage on No. 1 East 64th Street, New York, at 4½%....	500,000 00	
Carried forward.....	<u>\$1,454,142 50</u>	\$61,517 98

Brought forward.....	\$1,454,142 50	\$61,517 98
Received from W. Bayard Cutting, as an investment of the W. Bayard Cutting, Jr., Fellowship Fund:		
\$15,000 State of New York (Loan for Canal Improvement: Erie, Oswego, Champlain) 4% Bonds, due 1961...	15,000 00	
Received from Delaware, Lackawanna & Western R. R. Co. as an extra dividend:		
21 shares Lackawanna R. R. Co. of New Jersey Stock at par upon payment of \$17.50 for a fractional share	2,117 50	
Received from Mrs. Albert Elsberg, as an investment of the Albert Marion Elsberg Prize Fund:		
\$2,000 Corporate Stock of the City of New York, payable 1957.....	2,000 00	
	<u>1,473,260 00</u>	
Kennedy Endowment Fund:		
\$17,000 Chicago, Milwaukee & Puget Sound Railway Co's 4% First Mortgage Bonds, due 1949.....	\$16,128 75	
29,000 Northern Pacific-Great Northern 4% Joint Bonds, due 1921 (C. B. & Q. collateral).....	28,288 75	
300 shares Union Pacific R. R. Co's Preferred Stock.....	28,012 50	
Bond and Mortgage on 32 East Broadway, New York, at 4½%.....	30,000 00	
Bond and Mortgage on 91-93 Ninth Avenue, New York, at 5%.....	26,500 00	
Bond and Mortgage on north side of 108th Street, east of Broadway, New York, at 4½%.....	155,000 00	
Bond and Mortgage on 524-526 West 145th Street, New York, at 4½%....	60,000 00	
	<u>343,930 00</u>	1,817,190 00

UNIVERSITY, LAND, BUILDINGS AND EQUIPMENT—MORNINGSIDE:

Assessment: Riverside Drive and Parkway Opening, 135th Street to Boulevard Lafayette.....	4,814 55	
Avery Library Building, Construction	226,857 66	
Furnald Hall, Construction.....	425 08	
Hartley Hall, Equipment.....	8 69	
Journalism Building, Construction...	23,039 13	
Kent Hall, Construction.....	6,887 92	
Library Building, Changes.....	12,799 67	
Livingston Hall, Equipment.....	8 79	
Philosophy Building, Construction...	82,545 16	
President's House, Construction (including Taxes due May 1, 1912)...	121,772 28	
Gemot in Hamilton Hall—Furnishing and Equipping.....	31 29	
Carried forward.....	<u>\$479,190 22</u>	\$1,878,707 98

Brought forward.....	\$479,190 22	\$1,878,707 98
NEW MEDICAL SITE, 116th STREET AND AMSTERDAM AVENUE, NEW YORK:		
Taxes and Water Rates, 1911.....	7,741 39	
No. 407 WEST 117th STREET, NEW YORK:		
Purchase price.....	23,650 00	
No. 419 WEST 117th STREET, NEW YORK (Deutsches Haus):		
Equipment	<u>2,739 14</u>	513,320 75
COLLEGE OF PHYSICIANS AND SURGEONS:		
Additions and Alterations:		
Sloane Hospital for Women—Additions and Alterations.....		399,263 14
CAMP COLUMBIA—MORRIS, CONN.:		
Improvements		90 55
PAYNE LOAN FUND:		
Advanced to Students on their Notes..		1,302 00
SHOEMAKER LOAN FUND:		
Advanced to Students on their Notes..		150 00
STUDENTS' LOAN FUND:		
Advanced to Students on their Notes..	7,618 37	
Refund to Cecil Pocock of overpay- ment on note	<u>35 80</u>	7,654 17
ADVANCE PAYMENTS AGAINST AP- PROPRIATIONS, 1912-1913:		
Camp Columbia—General Expenses....	1,043 49	
Drisler Fellowship.....	650 00	
Electrical Engineering: Meter Tests..	117 70	
Fuel	3,030 00	
Gilder Fellowship.....	800 00	
Lectures.....	1,135 16	
Mining—Departmental.....	350 00	
Sexennial Catalogue.....	380 81	
Summer Session, 1912.....	<u>11,885 50</u>	19,392 66
ADVANCE PAYMENTS IN ANTICIPA- TION OF GIFTS:		
Deutsches Haus—Maintenance.....	513 74	
Library—Anonymous Fund.....	<u>7,242 30</u>	7,756 04
DEPOSITS FOR APPARATUS.....		43,359 01
DEPOSITS FOR KEYS.....		<u>840 34</u>
Carried forward.....		\$2,871,836 64

Schedule 8—Continued

37

Brought forward.....		\$2,871,836 64
INSURANCE, 1912-1913.....	583 88	
INSURANCE, 1913-1914.....	583 88	
INSURANCE, 1914-1915.....	437 92	1,605 68
MORTGAGE ON No. 419 WEST 117TH STREET, NEW YORK.....		19,000 00
REDEMPTION FUND:		
Deposited with United States Trust Co. of New York, as Trustees, towards redemption of \$3,000,000 Columbia College 4% Mortgage Bonds.....		100,000 00
		<u>\$2,992,442 32</u>

**FUNDS FOR DESIGNATED PURPOSES. RECEIPTS AND DISBURSEMENTS FOR THE YEAR ENDING
JUNE 30, 1912**

ACCOUNTS	Credit Balances, June 30, 1911	Receipts, 1911-1912	Total Credits	Payments, 1911-1912	Credit Balances, June 30, 1912
EDUCATIONAL ADMINISTRATION:					
Salaries.....	\$1,000 00		(1) \$12,000 00 (2) } (5) }	\$12,000 00	
American School of Archeology in Palestine.....			(1) 100 00	100 00	
Blind Pupils.....	8 35	900 00	908 35	908 35	
Installation of Filing System in Secretary's Office.....			(1) 300 00	300 00	\$100 00
Intercollegiate Debating.....		100 00	100 00		
Lectures.....			(1) 300 00	300 00	
President's Emergency Fund.....			(1) 635 55	635 55	
President's Fund.....			(1) 1,075 30	1,075 30	
President's Special Account for the College.....	1,000 00		1,000 00	302 48	
Printing.....			(1) 535 85	535 85	
Printing Machine—Bureau of Printing.....			(1) 437 90	437 90	607 52
Publication of Classical Papers of Mortimer Lawson Earle.....			(1) 328 32	328 32	
UNIVERSITY OF LEIPZIG.....			(1) 800 00	800 00	
DEUTSCHES HAUS: Maintenance.....	2,000 00	1,145 00	3,145 00	3,145 00	
DEPARTMENTAL:					
Agriculture: Agricultural Education Fund.....	11,222 10	861 17	(1) 21,083 27 (2) 1,000 00	8,858 30 1,000 00	12,224 97
Anthropology: Salaries.....					
Anthropology: Research on the Indians of British Columbia.....	2,181 15		2,181 15	138 05	2,053 10
Astronomy: Catherine Wolfe Bruce Fund.....	3,833 03		3,947 39	198 43	3,748 96
Astronomy: Publication of Work on Variation of Latitude.....	38 77		38 77		38 77
Botany: Salaries.....			(2) 8,000 00	8,000 00	
Botany: Special Research Fund.....			(2) 5,000 00	5,000 00	
Chemistry: Food Chemistry: Salaries.....			(2) 600 00	600 00	
Chemistry: Barnard: Salaries.....			(2) 4,900 00	4,900 00	
Chemistry: Barnard: Salaries.....			59		59
Chemistry: Additional Equipment.....	604 55	15 20	619 75	2,000 00	619 75
Chemistry: Electro-Chemical Laboratory.....		2,000 00	2,000 00	(10) 127 91	997 09
Chemistry: Industrial Research Laboratory.....		30,900 00	30,900 00	507 77	29,092 23
Chemistry: Nichol's Laboratories.....		10,000 00	10,000 00	4 935 86	5,064 14
Civil Engineering: Instruction in Highway Engineering.....			2,854 96	1,605 20	1,189 76
Civil Engineering: Testing Laboratory.....	1,457 30	1,397 66			
Classical Philology: Greek: Publication of Lectures entitled "Greek Literature".....			(1) 1,150 10	1,150 10	
Classical Philology: Barnard: Salaries.....			(2) 10,500 00	10,500 00	
Economics: Salaries.....			(2) 9,600 00	9,600 00	
Economics: Special Equipment.....			(1) 550 00		550 00
Electrical Engineering: Meter Tests.....	34 36	1,580 00	1,620 36		

Electrical Engineering: Special Equipment.....	64 34	.....	.....	.....	16,000 00	64 34	.....	.....	16,000 00	64 34
English and Comparative Literature: Salaries.....						(2) 10,000 00				
English: Special Equipment and Cataloguing the George H. Carpenter Memorial Library.....	29 96	.....	.....	.....	28 90	29 96	.....	.....	28 90	1 06
Geology: Salaries.....					2,300 00	(2) 2,300 00			2,300 00	
Germanic Languages: Salaries.....					9,100 00	(1)(2) 9,100 00			9,100 00	
Germanic Languages: Collegiate German Study.....					54 21	107 00			54 21	52 79
Germanic Languages: Equipment Fund.....	702 00	.....	.....	.....	242 22	702 00	.....	.....	242 22	459 78
Germanic Languages: Illustrative Photographs.....	15 00	.....	.....	.....	8 40	15 00	.....	.....	8 40	6 60
Germanic Languages: Schuller Fund.....	7 65	.....	.....	.....	10,250 00	(2) 10,250 00	.....	.....	10,250 00	7 65
History: Salaries.....					38 65	38 65	.....	.....	38 65	38 65
History: Special Equipment.....					312 50	312 50	.....	.....	312 50	
History: Transcribing Historical Documents.....					1,000 00	1,000 00	.....	.....	1,000 00	
Indo-Iranian Languages: Salaries.....					500 00	500 00	.....	.....	500 00	
Indo-Iranian Languages: Indo-Iranian Fund.....					7,600 00	(2) 7,600 00	.....	.....	7,600 00	
Mathematics: Salaries.....					464 09	464 09	.....	.....	464 09	156 49
Mathematics: Equipment of Laboratory.....	150 49	.....	.....	.....	177 53	150 49	.....	.....	177 53	1,496 92
Metalurgy: Special Fund.....	1,340 87	.....	.....	.....	179 64	1,340 87	.....	.....	179 64	736 18
Mining and Metallurgy: Special Fund.....	718 12	.....	.....	.....	1,000 00	1,000 00	.....	.....	1,000 00	2 31
Mining: Special Fund.....	179 64	.....	.....	.....	11,000 00	(2)(*) 11,000 00	.....	.....	11,000 00	
Music: Salaries.....					150 00	(1) 150 00	.....	.....	150 00	
Philosophy and Psychology: Salaries.....					1,200 00	(1) 1,200 00	.....	.....	1,200 00	
Physical Education: Columbia University Track Athletic Association.....	1,450 00	.....	.....	.....	185 77	(*) 4,200	.....	.....	185 77	4,014 23
Physics: Experimental: Salaries.....					15,000 00	20,000 00	.....	.....	15,276 52	4,723 48
Physics: Experimental: Apparatus and Equipment, in- cluding Mechanic.....						(1) 125 00	.....	.....	125 00	
Physics: Experimental: Research Laboratory in Electro- Mechanics.....						(2) 3,900 00	.....	.....	3,900 00	
Physics: Experimental: Travelling Expenses of Dr. Leighton B. Morse.....	5,000 00	.....	.....	.....		15,000 00	.....	.....
Physics: Barnard: Salaries.....							.....	.....
Public Law and Jurisprudence: Legislative Draughting Research Fund.....	7,500 00	.....	.....	.....	7,500 00	15,000 00	.....	.....	9,485 28	5,514 72
Public Law and Jurisprudence: Equipment of Politics Laboratory.....					200 00	200 00	.....	.....	199 36	64
Public Law and Jurisprudence: Special Equipment.....					9 36	9 36	.....	.....	9 36	
Romance Languages: Salaries.....						(1)(2) 10,240 97	.....	.....	10,240 97	
Romance Languages: French Lecture Fund.....					60 00	60 00	.....	.....	60 00	
Romance Languages: Support of Journal of Romance Philology.....							.....	.....
Social Science: Salaries.....					1,000 00	(1) 250 00	.....	.....	1,000 00	250 00
Social Science: Humane Education (Carpenter Gift).....	4,000 00	.....	.....	.....	4,000 00	4,000 00	.....	.....	4,000 00	4,000 00
Zoology: Salaries.....					250 00	(1)(2) 9,300 00	.....	.....	9,300 00	500 00
Zoology: Naples Zoological Station.....						500 00	.....	.....
EXTENSION TEACHING:										
Festival Chorus Concerts.....					500 00	500 00	.....	.....	500 00	
Printing a Syllabus of Extension Teaching.....					50 00	100 00	.....	.....		100 00
TEACHERS COLLEGE: Salaries.....										
Carried forward.....					\$78,074 50	(*) 165,850 00	.....	.....	165,850 00	\$78,422 08
									\$357,661 28	

ACCOUNTS	Credit Balances, June 30, 1911	Receipts, 1911-1912	Total Credits	Payments, 1911-1912	Credit Balances, June 30, 1912
Brought forward	\$45,954 81	\$78,074 56	.....	\$357,661 28	\$78,422 08
SCHOOL OF MEDICINE:					
Anatomy: Salaries.....	.....	.....	600 00	600 00	30 59
Anatomy: Equipment—Fire Loss.....	30 59	600 00	.....	.....	125 00
Anatomy: Special Apparatus.....	.....	.....	(1) 125 00	.....	.....
Biological Chemistry: Salaries.....	.....	.....	(6) 500 00	500 00	.....
Biological Chemistry: Biochemical Research Fund.....	2,006 41	50 40	2,056 81	.....	2,056 81
Biological Chemistry: Special Printing.....	650 00	.....	650 00	.....	650 00
Clinical Pathology: Special Fund.....	12 66	.....	12 66	.....	12 66
Materia Medica and Therapeutics: Salaries.....	1,800 00	1,800 00	3,600 00	1,800 00	1,800 00
Materia Medica and Therapeutics: Hydrotherapeutics Department in Vanderbilt Clinic.....	66 65	.....	66 65	.....	66 65
Materia Medica and Therapeutics: Laboratory of Pharmacology.....	316 60	.....	316 60	283 96	32 64
Pathology: Salaries.....	.....	.....	(4) 4,800 00	4,800 00	.....
Pathology: Supplies in Embryology.....	4 15	.....	4 15	.....	4 15
Physiology: Salaries.....	.....	1,000 00	1,000 00	.....	1,000 00
Practice of Medicine: Salaries.....	.....	.....	(4) 6,258 32	6,258 32	.....
Practice of Medicine: Equipment of the Metabolism Clinic.....	.....	150 00	150 00	100 52	49 48
Practice of Medicine: Special Equipment Fund.....	236 67	.....	236 67	236 67	.....
Surgery: Salaries.....	1 37	.....	(4) 3,783 32	3,783 32	.....
Surgery: Research Laboratory.....	1,825 85	10,000 00	11,825 85	10,139 07	1 37
Surgery: Surgical Research Laboratory.....	.....	.....	(3) 24,020 00	24,020 00	1,686 78
RETIRING ALLOWANCES.....	.....	.....	.....	.....	.....
WIDOWS' ALLOWANCES.....	.....	.....	.....	.....	.....
DISABILITY ALLOWANCES.....	.....	.....	.....	.....	.....
CHAPEL: Salaries.....	.....	1,500 00	1,500 00	1,500 00	.....
FELLOWSHIPS, SCHOLARSHIPS AND PRIZES:					
Advertising Men's League Fellowship in Psychology.....	.....	1,200 00	1,200 00	1,200 00	.....
Industrial Research Fellowship.....	.....	.....	(10) 875 00	875 00	.....
Special Fellowship for Dorothy Brewster.....	500 00	.....	500 00	500 00	.....
Special Fellowship—University of Nebraska.....	.....	.....	(1) 650 00	650 00	.....
Alumni Scholarships—College: Special.....	.....	.....	(1) 2,800 00	2,800 00	.....
Daly (Marcus) Scholarship.....	.....	1,000 00	1,000 00	1,000 00	.....
De Witt (George G.) Scholarship.....	.....	150 00	150 00	150 00	.....
Duffie Scholarship.....	500 00	.....	500 00	250 00	250 00
Ewing Special Scholarship.....	.....	150 00	150 00	75 00	75 00
Graduate Scholarship in Economics.....	.....	.....	(1) 450 00	450 00	.....
Graduate Scholarship in English.....	.....	.....	(1) 825 00	825 00	.....
Jones (John D.) Scholarship.....	200 00	.....	200 00	200 00	.....
Lawrence (Benjamin B.) Scholarship.....	250 00	.....	250 00	250 00	.....
McClymonds (Louis K.) Scholarship.....	1,300 00	.....	1,300 00	1,300 00	.....
Special Scholarship for H. J. Bogg.....	100 00	.....	100 00	100 00	.....
Special Scholarship for Vincent Curry.....	217 00	217 00	217 00	217 00	.....

Special Scholarship for Calvin Glover.....	175 00	175 00	175 00	175 00
Special Scholarship for M. D. Hoffman.....	150 00	150 00	150 00	150 00
Special Scholarship for Horace H. Hunt.....	162 00	(1) 162 00	162 00	162 00
Special Scholarship for J. F. Krollifer.....	25 00	25 00	25 00	25 00
Special Scholarship for George W. Matheson.....	100 00	100 00	100 00	100 00
Special Scholarship for Donald S. McNulty.....	50 00	50 00	50 00	50 00
Special Scholarship for C. E. Pink.....	87 50	87 50	87 50	87 50
Alumni Association Prize (College).....	50 00	(6) 50 00	50 00	50 00
Barnard Medal.....	33 50	(7) 33 50	33 50	33 50
Loubat Prizes.....	3,991 28	(7) 4,399 29	4,399 29	4,399 29
Alumni Fellowships, College of Physicians and Surgeons	866 68	866 68	866 68	866 68
BUILDINGS AND GROUNDS:				
Salaries.....		(2)(8) 1,500 00	1,500 00	1,500 00
Furnishing President's House.....		(1) 2,017 24	2,017 24	2,017 24
Installing and Equipping Laboratory of Industrial and		12,500 00	6,412 98	6,087 02
Engineering Chemistry in Havenmeyer Hall.....	12,500 00	12,500 00	12,500 00	12,500 00
Library—fire repairs.....	127 85	127 85	127 85	127 85
Telescope in Kent Hall.....	135 00	135 00	135 00	135 00
Itemoval of Assay Laboratory from Havenmeyer Hall to		14,906 87	14,277 61	14,277 61
School of Mines Building.....	14,906 87	(9) 6,000 00	6,007 11	5,332 89
Renovating and repairs to buildings.....	346 50	346 50	346 50	346 50
Schermerhorn Pedestal—Resetting.....	346 50	346 50	346 50	346 50
Special Research Equipment (Botany).....	39 02	(9) 7,800 00	7,800 00	7,800 00
Repairs: Fire Loss—College of Physicians and Surgeons.	39 02	39 02	39 02	39 02
Special Equipment—Anatomy, Pathology and Clinical		548 99	415 50	133 49
Pathology.....	319 63	299 36	299 36	299 36
LIBRARY:				
Salaries.....		(2) 900 00	900 00	900 00
Books and Binding.....	537 30	1,251 03	1,251 03	1,251 03
Installing New Card Cabinets.....	713 73	(1) 2,150 00	2,150 00	2,150 00
Anonymous Fund for Purchase of Books.....	5 25	2,071 80	2,071 80	2,071 80
Books on Phonetics.....	2,066 55	126 08	126 08	95 49
Chinese Book-binding Fund.....	126 08	465 94	465 94	465 94
Committee of Fifty Fund.....	465 94	292 30	292 30	292 30
Crane (Charles R.) Fund.....	292 30	250 00	250 00	250 00
De Witt (George G.) Fund.....	250 00	180 83	180 83	180 83
Johnson's Manuscripts.....	180 83	(1) 180 00	180 00	180 00
Lewisohn Dissertation Fund.....	575 82	575 82	575 82	575 82
Loeb (James) Fund.....	253 67	428 67	428 67	428 67
Low (William G.) Fund.....	1,093 90	1,343 90	1,343 90	1,343 90
Special Purchases for Advance Study and Research in the		323 11	323 11	323 11
Field of Romance Philology.....	323 11	323 11	323 11	323 11
BUSINESS ADMINISTRATION: Salaries.....				
ANONYMOUS GIFT FOR CURRENT NEEDS.....	54,067 45	(2) 2,500 00	2,500 00	2,500 00
BARNARD COLLEGE: Salaries.....	10,521 03	64,588 48	64,588 48	64,588 48
CARNEGIE FOUNDATION GRANTS.....	119,900 00	119,900 00	119,900 00	119,900 00
HARKNESS FUND.....	29,720 00	(9) 29,720 00	29,720 00	29,720 00
RAIMAN (R. I.) GIFT.....	14,841 64	(4) 14,841 64	14,841 64	14,841 64
TEACHERS COLLEGE: Salaries.....	200 00	200 00	200 00	200 00
	170,200 00	(9) 170,200 00	170,200 00	170,200 00
	\$146,353 36	\$446,306 41	\$465,867 49	\$150,121 03

(1) Transferred from Anonymous Gift for Current Needs: To	
Educational Administration: Salaries.....	\$250 00
Educational Administration: American School of Archeology in Palestine.....	100 00
Educational Administration: Installation of Filing System in Secretary's Office.....	300 00
Educational Administration: Lectures.....	300 00
Educational Administration: President's Emergency Fund.....	635 55
Educational Administration: President's Fund.....	1,075 30
Educational Administration: Printing.....	535 85
Educational Administration: Printing Machine, Bureau of Printing.....	437 90
Educational Administration: Publication of Classical Papers of Mortimer Lawson Earle.....	328 32
University of Leipzig.....	800 00
Agriculture: Agrifurinal Education Fund.....	9,000 00
Classical Philology: Publication of Lectures entitled "Greek Literature".....	1,150 10
Economics: Special Equipment.....	550 00
Germanic Languages: Salaries.....	400 00
Physical Education: Columbia University Track Athletic Association.....	150 00
Physics—Experimental: Salaries.....	1,200 00
Physics—Experimental: Travelling Expenses of Dr. Leighton B. Morse.....	125 00
Romanic Languages: Salaries.....	240 97
Romanic Languages: Support of Journal of Romance Philology.....	250 00
Zoology: Salaries.....	1,200 00
Anatomy: Special Apparatus.....	125 00
Special Fellowship—University of Nebraska.....	650 00
Special Alumni Association Scholarships—College.....	2,800 00
Special Graduate Scholarship in Economics.....	450 00
Special Graduate Scholarships in English.....	825 00
Special Scholarship for Horace H. Hunt.....	162 00
Building and Grounds: Furnishing President's House.....	2,017 24
Library: Installing New Card Cabinets.....	2,150 00
Library: Johnson's Manuscripts.....	180 00
	\$28,388 23
(2) Salaries, a/c Barnard College: Charged to following Departments:	
Educational Administration.....	\$10,500 00
Anthropology.....	1,000 00
Botany.....	8,000 00
Chemistry.....	4,900 00
Classical Philology.....	10,500 00
Economics.....	9,600 00
English and Comparative Literature.....	16,000 00
Geology.....	2,300 00
Germanic Languages.....	7,500 00
History.....	10,000 00
Mathematics.....	7,600 00
Philosophy and Psychology.....	6,600 00
Physics.....	3,900 00
Romanic Languages.....	9,000 00
Zoology.....	8,100 00
Buildings and Grounds.....	1,000 00
Library.....	900 00
Business Administration.....	2,500 00
	\$119,900 00

(9) Credited to:		
Retiring Allowances.....	\$24,020 00	
Widows' Allowances	3,700 00	
Disability Allowances.....	2,000 00	\$29,720 00
		<hr/>
(9) Credited to:		
Pathology.....	\$4,800 00	
Practice of Medicine.....	6,258 32	
Surgery	3,783 32	\$14,841 64
		<hr/>
(9) Salaries, a/o Teachers College: Charged to following Departments:		
Educational Administration: Salaries.....	\$250 00	
Chemistry—Food Chemistry: Salaries.....	600 00	
Philosophy and Psychology: Salaries.....	1,500 00	
Romance Languages: Salaries.....	1,000 00	
Teachers College: Salaries.....	165,850 00	
Biological Chemistry: Salaries.....	500 00	
Buildings and Grounds: Salaries.....	500 00	\$170,200 00
		<hr/>
(6) Transferred from Income of Barnard Library Fund.....	\$40 00	
(7) Transferred from Income of Loibat Fund.....	288 75	
(8) Transferred from Income of Phoenix Legacy: To		
Botany: Special Research Fund.....	5,000 00	
Buildings and Grounds: Special Research Equipment (Botany).....	7,800 00	\$12,800 00
		<hr/>
(8) Transferred from Income of Kennedy Fund: To		
Physics—Experimental: Apparatus and Equipment, including Mechanic	\$4,200 00	
Buildings and Grounds: Renewal and Repairs to Buildings	6,000 00	\$10,200 00
		<hr/>
(10) Industrial Research Fund: Payments as follows:		
Chemistry: Industrial Research Laboratory.....	\$127 91	
Fellowships: Industrial Research Fellowship.....	875 00	\$1,002 91
		<hr/>

INTEREST ACCOUNT

INTEREST PAID:

On Columbia College 4% Mortgage Gold Bonds.....	\$120,150 00
On Loubat Annuity Mortgage.....	17,920 00
On No. 407 West 117th Street Mortgage.....	225 01
On No. 419 West 117th Street Mortgage.....	496 94
	<hr/>
Interest paid in 1911-12.....	\$138,791 95

DEDUCT INTEREST APPORTIONED to Special

Real Estate Account, as follows:

Gaillard-Loubat Library Endowment Fund.....	22,681 19
	<hr/>
Interest Charged to the year 1911-12.....	\$116,110 76
	<hr/> <hr/>

SPECIAL REAL ESTATE INCOME AND EXPENSE

	Expenses, 1911-1912	Interest Apportion- ment	Total Debits	Receipts, 1911-1912	Balances, June 30, 1912
WILLIAMSBRIDGE PROPERTY:					
Taxes, one year, due November 1, 1911, and Water Rates..	\$5,341 35				
Taxes, 6 months, due May 1, 1912.....	2,829 21				
Acquiring Title to Jerome Avenue, etc.....	226 40				
Assessment: Sewer in Gun Hill Road.....	7,105 60				
Caretaker.....	650 00				
Sundries.....	122 18				
	<u>\$16,274 74</u>		\$16,274 74		
Rent of Oval.....				\$1,200 00	Debit \$15,074 74
GAILLARD-LOUBAT LIBRARY ENDOWMENT FUND:					
Taxes, one year, due November 1, 1911.....	\$14,210 45				
Taxes, six months, due May 1, 1912.....	7,548 75				
Agents' Commissions.....	1,389 32				
Improvements and Repairs.....	5,011 55				
Annuity to Joseph F. Loubat.....	60,000 00				
	<u>\$88,160 07</u>				
Interest on Mortgage.....		\$17,920 00			
Interest on Advances.....		4,761 19			
		<u>\$22,681 19</u>	\$110,841 26		
Rents.....				55,573 30	Credit
New York Life Insurance & Trust Co. Annuity.....				60,000 00	\$4,732 04
				<u>\$115,573 30</u>	
	<u>\$104,434 81</u>	\$22,681 19	\$127,116 00	\$116,773 30	

SPECIAL REAL ESTATE ACCOUNT

WILLIAMSBRIDGE PROPERTY:

June 30, 1911—To Balance	Dr.	\$189,568 14	
June 30, 1912—To Deficit Income.....		15,074 74	
To Balance, Dr.....			\$204,642 88

GAILLARD-LOUBAT PROPERTY—503-11 BROADWAY:

June 30, 1911—To Balance.....	Dr.	\$580,736 37	
June 30, 1912—By Surplus Income	Cr.	4,732 04	
To Balance, Dr.....			\$576,004 33

SUMMARY

Personal Estate, June 30, 1911.....			\$1,059,331 72
EDUCATIONAL EXPENSES AND ADMINISTRATION:			
General Income, 1911-12 (Sched- ule 3, page 8).....		\$1,677,414 60	
Current Expenses chargeable against General Income of the Corporation for 1911-12 (Sum- mary of Schedule 7, first col- umn, page 33).....	1,498,176 27		
Interest Account: Debit balance (Schedule 10, page 44).....	116,110 76	1,614,287 03	
Surplus.....			63,127 57
Personal Estate, June 30, 1912..			<u><u>\$1,122,459 29</u></u>

PRINCIPAL OF SPECIAL FUNDS

ADAMS (ERNEST KEMPTON) FUND FOR PHYSICAL RESEARCH:

Gift of Edward D. Adams, in memory of his son, the late Ernest Kempton Adams. Such part of the income as shall be designated by the Trustees to be applied to the stipend of the Research Fellow pursuing researches in the Physical Sciences or in their practical applications; the income received in excess of such stipend to be used in the publication and distribution of the results of the investigation carried on by such Fellows. Established 1904..... \$50,000 00

AVERY ARCHITECTURAL FUND:

Gift of Samuel P. Avery and Mary Ogden Avery in memory of their deceased son, Henry Ogden Avery. The income of the fund to be applied to the purchase of books relating to architecture, decorations and allied arts. Established 1890, and augmented on 1910 by \$20,000..... 50,000 00

BARNARD FELLOWSHIP FUND:

Legacy from the late President Barnard to establish the "Barnard Fellowship for encouraging Scientific Research." Established 1889 10,000 00

BARNARD LIBRARY FUND:

The residuary estate of the late President Barnard was left to the Trustees of Columbia College to constitute a fund under the name of the "Barnard Fund for the Increase of the Library," the income of which is to be devoted to the purchase of books, especially those relating to physical and astronomical science; but out of the income of this fund so much as may be necessary is to be applied in procuring a gold medal of the bullion value of not less than \$200, to be styled the "Barnard Medal for Meritorious Service to Science," to be awarded every five years on the judgment of the National Academy of Science of the United States. The medal will be next awarded in June, 1915. Established 1889 59,501 64

BARNARD (MARGARET) FUND:

The residuary estate of the late Margaret Barnard, widow of the late President Barnard, was left to the Trustees of Columbia College, "to augment the sum left by my late husband," Established 1892..... 16,231 67

BECK FUNDS:

The late Charles Bathgate Beck bequeathed the sum of \$10,000 to be applied as follows: \$2,000 to found one free scholarship, the income to be applied "to the free yearly tuition and education in said College of one student forever, under such terms and conditions as the rules of said College and said Trustees shall prescribe." The income of the remaining \$8,000 to be used for an annual prize "to the student in the Law School who shall pass the best examination in Real Estate Law." Established 1899.

Beck Scholarship Fund.....	\$2,000 00	
Beck Prize Fund	\$8,000 00	10,000 00
		\$195,733 31
Carried forward.....		

Brought forward.....	\$195,733 31
BEER (JULIUS) LECTURE FUND:	
Legacy of the late Julius Beer, the income of which is to be applied to providing lectures at intervals not exceeding three years, by lecturers nominated by the Faculty of Political Science and confirmed by the Trustees. Established 1903...	10,000 00
BENNETT PRIZE FUND:	
Gift of James Gordon Bennett, the income, or a medal of equal value, to be given for "an essay in English prose upon some subject of contemporaneous interest in the domestic or foreign policy of the United States." Established 1893.....	1,000 00
BERGH (HENRY) FUND:	
Anonymous Gift, the income to be used for the inculcating of a spirit of kindness and consideration toward the lower animals. Established 1907.....	100,000 00
BLUMENTHAL ENDOWMENT FUND:	
Gift of George Blumenthal for the endowment of a Chair of Politics. Established 1906.....	100,075 00
BLUMENTHAL (GEORGE, JR.) SCHOLARSHIP FUND:	
Gift of Mr. and Mrs. George Blumenthal, the income to be awarded to students of Medicine to cover the cost of tuition, or for other purposes. Established 1909.....	14,500 00
BULL (WILLIAM T.) MEMORIAL FUND:	
From the William T. Bull Memorial Fund Committee in honor of the late William T. Bull, M.D., the income to be applied to meet the cost of conducting original research under the direction of the Department of Surgery. Established 1911..	32,119 45
BUNNER PRIZE FUND:	
Gift of friends of the late Henry Cuyler Bunner, the income to be used to provide every year the "H. C. Bunner Medal," to be given to the student who shall present the best essay on an assigned subject in American Literature. Established 1896..	1,000 00
BURGESS (JOHN W.) FUND:	
Gift of Anonymous Donors to the general endowment of the University. Established 1910	100,000 00
BUTLER (RICHARD) SCHOLARSHIP FUND:	
Gift of Mrs. Richard Butler in memory of her deceased husband, Richard Butler. Open to students born in the State of Ohio. Established 1903	5,000 00
CAMPBELL SCHOLARSHIP FUND:	
Gift of \$3,000 each from Miss Maria L. Campbell and Miss Catherine B. Campbell for the establishment of two scholarships in the College, in memory of Robert B. Campbell, of the Class of 1844, and Henry P. Campbell, of the Class of 1847. Established 1900	6,000 00
Carried forward.....	<u>\$565,427 76</u>

Brought forward.....	\$565,427 76
CARPENTIER (EDWARD R.) FUND:	
Gift of Mrs. Maria H. Williamson for the endowment of a "Professorship, or an endowed lectureship, on the origins and growth of civilizations among men." Established 1906.....	250,000 00
CARPENTIER (JAMES S.) FUND:	
Gift from General H. W. Carpentier to establish a fund in memory of his brother, James S. Carpentier, for the benefit of the Law School. Established 1903	300,000 00
CARPENTIER (R. S.) FUND:	
Gift from General H. W. Carpentier towards a professorship in the Medical School, in memory of Reuben S. Carpentier. Established 1904.....	100,000 00
CENTER FUND:	
Gift of Mary E. Ludlow, in memory of her son, the late Robert Center, the income to be applied either to the salary of a Professorship of Music, or to be used in any one or more of these ways or such other ways as shall in the judgment of the Trustees tend most effectively to elevate the standard of musical instruction in the United States, and to offer the most favorable opportunities for acquiring instruction of the highest order. Established 1896.....	178,046 50
CHANDLER (CHARLES FREDERICK) FUND:	
From the Alumni of Columbia University to establish this fund in honor of Professor Charles Frederick Chandler, the income to be applied to the delivery and publication of at least one public lecture each year on some phase of the science of Chemistry, etc. Established 1910.....	5,000 00
CHANLER PRIZE FUND:	
Bequest of J. Winthrop Chanler, of the Class of 1847, to found an annual prize for "the best original manuscript essay in English prose on the History of Civil Government of America, or some other historical subject." Established 1877.....	1,000 00
CLARK SCHOLARSHIP FUND:	
Bequest of the late Alonzo Clark, M.D., formerly President of the College of Physicians and Surgeons, for the purpose of promoting the discovery of new facts in medical science. First prize bestowed October 1, 1894.....	14,000 00
CLASS OF 1848 SCHOLARSHIP FUND:	
Gift of an anonymous friend, 1902.....	10,000 00
CLASS OF 1885, SCHOOL OF MINES, FUND:	
Gift of the Class of 1885, School of Mines, in celebration of the twenty-fifth anniversary of their graduation, the income to be applied to the maintenance of a Scholarship in the Schools of Applied Science. Established 1910.....	8,200 00
Carried forward.....	<u>\$1,431,674 26</u>

Brought forward.....	\$1,431,674 26
CLASS OF 1901 DECENNIAL FUND:	
Gift of the Class of 1901, College and Applied Science, to establish this fund; the income of which is to be used for the purpose of defraying, or assisting to defray, the expenses of maintaining the work of the Committee on Employment of Students. Established 1911.....	1,392 81
COLUMBIA FELLOWSHIP FUND:	
Established by the Trustees for a traveling fellowship in the Department of Architecture in recognition of the liberality of Mr. F. Augustus Schermerhorn of the Class of 1868, to this Department. The fellowship is awarded in even-numbered years. Established 1889	13,000 00
COLUMBIA UNIVERSITY FOOTBALL ASSOCIATION FUND:	
From the Trustees of the trust created by the Columbia University Football Association, the income to be applied towards the support of athletic teams or crews representing Columbia University in intercollegiate sports. Established 1911	10,037 72
COLUMBIA HUDSON-FULTON PRIZE FUND:	
Gift of the representatives of the various Committees having charge of the reception given on the University grounds in October, 1909, under the auspices of the Hudson-Fulton Celebration Commission, the income to be used for an annual prize, or prizes, to be known as the Columbia Hudson-Fulton Prize, or Prizes, for an athletic event. Established 1909.....	1,000 00
CONVERS (E. B.) PRIZE FUND:	
Gift of Miss Alice Convers and Miss Clara B. Convers to endow, in memory of their brother, Ebenezer Buckingham Convers, of the Class of 1866, a prize in the Columbia Law School. Established 1906.....	1,000 00
COTHEAL FUND:	
Gift of Mrs. James R. Swords and Mrs. Samuel Lawrence as a memorial to their brother, Alexander I. Cotheal, the income to be used for the purchase of books in the Oriental Languages, or relating to Oriental countries. Established 1896..	16,000 00
CROCKER (GEORGE) SPECIAL RESEARCH FUND:	
Bequest of the late George Crocker, the income to be used in Cancer Research. Established 1911.....	1,440,777 13
CURRIER (NATHANIEL) FUND:	
Legacy of Lura Currier, to establish the Nathaniel Currier Fund, the income to be used for the purchase of books for the Library. Established 1908.....	50,000 00
Carried forward.....	<u>\$2,964,881 92</u>

Brought forward.....	\$2,964,881 92
CURTIS FELLOWSHIP FUND:	
Gift of the George William Curtis Memorial Committee to establish a fellowship in the School of Political Science in Columbia University, to bear the name and to perpetuate the memory of the late George William Curtis; the holder of the fellowship to devote himself to the study of the science of government, with a special view to its application to the then existing condition of the United States, or of the State or City of New York, and to publish a monograph on some subject relating to the then existing condition of the United States, etc. Established 1899.....	10,000 00
CURTIS (GEORGE WILLIAM) MEDALS FUND:	
Gift from an associate of George William Curtis in the Civil Service Reform work, 1902.....	1,300 00
CUTTING (W. BAYARD, JR.) FELLOWSHIP FUND:	
Gift of W. Bayard Cutting, to establish the "W. Bayard Cutting, Jr., Fellowship Fund." The income of the fund (to be not less than \$600) is payable to the Graf Erwein von Wurmbrand and the Grafin Eva von Wurmbrand during their lifetime; thereafter, the income shall be used to provide a fellowship in International Law, to be awarded annually at the pleasure of the Trustees, to that student, who, in their judgment, shall have attained a standard of excellence to justify the award. Established 1912.....	15,000 00
DACOSTA PROFESSORSHIP FUND:	
The late Charles M. DaCosta, a member of the Class of 1855, bequeathed to the Trustees of Columbia College \$100,000. Of this sum, the Trustees, on October 6, 1891, for the endowment of a chair in the Department of Biology, set apart \$80,000, which has been increased by the profits of certain investments to.....	86,576 83
DARLING (EDWARD A.) PRIZE FUND:	
Bequest of the late Edward A. Darling, formerly Superintendent of Buildings and Grounds, the income to be awarded as a prize each year at Commencement to that student of the senior class in Engineering whose work during his course of study is voted by his classmates to have been the most honest and thorough. Established 1903.....	1,000 00
DEAN LUNG PROFESSORSHIP OF CHINESE FUND:	
Gift of an anonymous friend to found a department of Chinese Languages, Literatures, Religion and Law, and especially for the establishment of a Professorship to be known as the Dean Lung Professorship of Chinese. Established 1901.....	225,000 00
DEUTSCHES HAUS ENDOWMENT FUND:	
Gift of Adolphus Busch, the income of which is to be expended in equipping and maintaining the work of the Deutsches Haus. Established 1912.....	10,000 00
Carried forward.....	\$3,313,758 75

Brought forward.....	\$3,313,758 75
DEVENDORF (DAVID M.) SCHOLARSHIP FUND:	
Gift of Mrs. David M. Devendorf, to establish the "David M. Devendorf Scholarship Fund" as a memorial to her deceased husband, David M. Devendorf; the income of which is to provide a scholarship in the College of Physicians and Surgeons. Established 1911.....	6,500 00
DOUGHTY (FRANCIS E.) SCHOLARSHIP FUND:	
Bequest of Phebe Caroline Swords to establish the "Francis E. Doughty, M.D., Scholarship Fund" in the College of Physicians and Surgeons, open to members of any class. Established 1912	10,000 00
DRISLER CLASSICAL FUND:	
Gift of Seth Low, formerly President of the University, for the endowment of the "Henry Drisler Classical Fund" for the purchase of books, maps, charts, busts and such other equipment as will tend to make instruction in the classics more interesting and effective. Established 1894.....	10,000 00
DU BOIS (DOCTOR ABRAM) MEMORIAL FUND:	
Gift of William A. Du Bois, Matthew B. Du Bois and Katharine Du Bois in memory of their father, Doctor Abram Du Bois, the income to be applied to the maintenance of a fellowship to be known as the Doctor Abram Du Bois Fellowship, to be open to a graduate of the College of Physicians and Surgeons devoting himself to the subject of diseases of the eye. Established 1910.....	18,000 00
DYCKMAN FUND:	
Gift of Isaac Michael Dyckman in memory of his uncles, Dr. Jacob Dyckman and Dr. James Dyckman, both of the College of Physicians and Surgeons, to establish the "Dyckman Fund for the Encouragement of Biological Research," "the interest derived therefrom to be devoted annually to such object consistent with the purposes of the gift, as shall be recommended by the Department of Zoölogy and approved by the President." Established 1899.....	10,000 00
EARLE PRIZE FUND:	
Gift of the Earle Memorial Committee to establish the Earle Prize in Classics. Established 1907.....	907 87
EATON PROFESSORSHIP FUND:	
Legacy from the late Dorman B. Eaton to endow and maintain a Professorship of Municipal Science and Administration in the College. Established 1903.....	100,000 00
EINSTEIN FUND:	
Gift of Dr. and Mrs. Charles Waldstien, as a memorial to Mrs. Waldstein's parents, Mr. and Mrs. D. L. Einstein; the income of which is to be awarded annually to that graduate student doing the best and most original work in the field of American Diplomacy. Established 1911.....	4,852 50
Carried forward.....	<u>\$3,474,019 12</u>

Brought forward.....	\$3,474,019 12
ELSBERG, (ALBERT MARION) PRIZE FUND:	
Gift of Mrs. Albert Elsberg to establish this fund as a memorial to her son, Albert Marion Elsberg, of the Class of 1905. The income to provide the "Albert Marion Elsberg Prize in Modern History." Established 1912.....	2,000 00
GARTH MEMORIAL FUND:	
Gift of Horace E. Garth to establish a fellowship in Political Economy in memory of his son, the late Granville W. Garth. Established 1904.....	16,250 00
GEBHARD FUND:	
Bequest of Frederick Gebhard to found a Professorship of German Language and Literature. Established 1843.....	20,000 00
GERMAN LECTURE FUND:	
Gifts for an endowment for Public Lectures in German at the University, the income to be used for advertising, printing, slides, etc. Established 1901.....	1,000 00
GILDER (RICHARD WATSON) FUND FOR THE PROMOTION OF GOOD CITIZENSHIP:	
Contributions by the friends of the late Richard Watson Gilder to establish this fund in his honor, the income to be used to enable succeeding classes of students to devote themselves as "Gilder Fellows" to the investigation and study of political and social conditions in this country and abroad, etc. Established 1911.....	47,462 51
GOLDSCHMIDT (SAMUEL ANTHONY) FELLOWSHIP FUND:	
Gift of George B. Goldschmidt, to establish this fund, as a memorial to Samuel Anthony Goldschmidt, of the Class of 1871, the income to be used for the maintenance of a fellowship in Chemistry. Established 1908.....	16,250 00
GOTTHEIL (GUSTAV) LECTURESHIP FUND:	
Gift from Temple Emanu-El to establish this lectureship, the holder of which is to be nominated by the Professors in the Department of Semitic Languages, subject to confirmation by the Trustees. Established 1903.....	10,000 00
GOTTSBERGER (CORNELIUS HEENEY) FELLOWSHIP FUND:	
Bequest of Ellen Josephine Banker to establish a fellowship to bear the name and be in memory of her deceased brother, Cornelius Heeny Gottsberger. Established 1904.....	9,500 00
HARRIMAN (REVEREND ORLANDO) FUND:	
Gift of the children of the late Reverend Orlando Harriman, of the Class of 1835, as a memorial to their father, the income, until further action by the Trustees, to be applied to the salary of the Professor of Rhetoric and English. Established 1908.....	102,500 00
Carried forward.....	<u>\$3,698,981 63</u>

Brought forward.....	\$3,698,981 63
HARSEN SCHOLARSHIP FUND:	
Founded by the late Jacob Harsen, M.D., in 1859, the income to be given in prizes. Under an order of the N. Y. Supreme Court in 1903, the income is thereafter to be used for scholarships in the Medical School, to be known as the Harsen Scholarships.....	31,114 10
ILLIG FUND:	
Bequest of William C. Illig, of the Class of 1882, School of Mines, the income to be applied to the purchase of prizes to be awarded to students of the graduating class of the School of Mines, who shall, in the judgment of the faculty, have merited the same by commendable proficiency in such scientific subjects as the Faculty may designate. Established 1898.....	2,000 00
INDO-IRANIAN FUND:	
Gift of an anonymous donor to found this Fund, the income to be used for the maintenance of the Department of Indo-Iranian Languages. Established 1908.....	15,000 00
JACOBI WARD FUND:	
Gift of an anonymous donor "to endow a ward for children in the Roosevelt Hospital." Established in 1899 as a memorial to the donor's wife and in honor of Dr. Abraham Jacobi.....	50,000 00
JAMES (D. WILLIS) FUND:	
Bequest of D. Willis James, the income to be applied, until further action by the Trustees, to the salary of the Professor of Geology. Established 1908.....	100,000 00
JANEWAY LIBRARY FUND:	
Gift of Mrs. Russell Sage to establish the E. G. Janeway Library Endowment Fund; the income of which is to be devoted to the maintenance and extension of the Janeway Library in the College of Physicians and Surgeons. Established 1912.....	25,000 00
KENNEDY (JOHN STEWART) ENDOWMENT FUND:	
On account of the legacy of the late John Stewart Kennedy, a Trustee of Columbia College, 1903 to 1909.....	2,110,000 00
LAW BOOK TRUST FUND:	
Created by act of the Trustees on March 5, 1900, by the consolidation of the Alexander Cole's gift (\$1,500), John J. Jenkins Legacy (\$500); John McKeon Fund (\$1,000), Samson Simpson Fund (\$1,000) and Edgar J. Nathan Gift (\$250), the income to be applied to the purchase of law books, and by act of the Finance Committee, October 2, 1907, by adding the Pyne Law Gift (\$1,000).....	5,250 00
LAW SCHOOL ALUMNI FUND FOR THE LIBRARY:	
Anonymous Gifts, the income to be used for the increase of the law library. Established 1911.....	3,000 00
Carried forward.....	<u>\$6,040,345 73</u>

Brought forward.....	\$6,040,345 73
LOUBAT FUND:	
Gift of Joseph F. Loubat for prizes to be given every five years for works in the English Language on the History, Geography, Archæology, Ethnology, Philology or Numismatics of North America. First prize, \$1,000; second prize, \$400. Established 1892.....	7,000 00
LOUBAT PROFESSORSHIP FUND:	
Gift from Joseph F. Loubat to establish the Loubat Professorship in American Archæology. Established 1903.....	100,000 00
MATHEMATICAL PRIZE FUND:	
Gift of Mrs. Louis T. Hoyt, to establish this fund in memory of her nephew, John Dash Van Buren, Jr., of the Class of 1905. Established 1906	5,000 00
MCKIM FELLOWSHIP FUND:	
Gift of Charles F. McKim for two traveling fellowships in the Department of Architecture. The fellowships are awarded in odd-numbered years. Established in 1889.....	20,000 00
MEMBER OF CLASS OF '85 FUND:	
Gift of Grant Squires, of the Class of 1885, the income to be awarded every five years to defray the expenses of a sociological investigation that promises results of a scientific value. Established 1895	1,050 00
MILLER (GUY B.) FUND:	
Bequest of the late Guy B. Miller, of the Class of 1898, College of Physicians and Surgeons, for general purposes of the Medical School. Established 1904.....	10,000 00
MITCHELL (WILLIAM) FELLOWSHIP FUND:	
Legacy of the late Benjamin D. Silliman to establish, in honor and memory of his friend, William Mitchell, deceased, the William Mitchell Fellowship Fund in Letters or Science. Established 1908.....	10,000 00
MOFFAT SCHOLARSHIP FUND:	
Legacy from William B. Moffat, M.D., of the Class of 1838, "for the purpose of one or more scholarships for the education and instruction of one or more indigent students." Established 1862.....	2,000 00
MOSENTHAL FELLOWSHIP FUND:	
Gift of the friends of the late Joseph Mosenthal, to found a fellowship in Music. Established 1898.....	7,500 00
ORDRONAUX (JOHN) FUND:	
Legacy from Dr. John Ordronaux, deceased, to establish prizes in the Law School, to be presented either annually, or bi-annually, at the discretion of the Trustees. Established 1909	3,000 00
Carried forward.....	\$6,205,895 73

Brought forward.....	\$6,205,895 73
PERKINS FELLOWSHIP FUND:	
Legacy from Willard B. Perkins, the income to be expended every four years for a traveling fellowship in the Architectural Department. Established 1898. The fellowship will be next awarded in June, 1914.....	5,700 00
PETERS (WILLIAM RICHMOND, Jr.) FUND FOR ENGINEERING RESEARCH:	
Gift of Mr. and Mrs. William R. Peters to establish this fund as a memorial to their son, William Richmond Peters, Jr., of the Class of 1911, Civil Engineering; the income of which is to be applied to the work of research in the Department of Civil Engineering. Established 1912.....	50,000 00
PHILOLEXIAN CENTENNIAL WASHINGTON PRIZE FUND:	
Gift to the Philolexian Society from J. Ackerman Coles, of the Class of 1864, the accumulated income to be expended every four years for a duplicate of the life-size bronze bust of George Washington, modeled from life at Mount Vernon, by Jean Antoine Houdon. Bust to be cast at the Barbedienne Foundry, Paris, France, and to be given to that member of the Philolexian Society, who, in the opinion of the President of the University, the President of the Society and a third man of their choosing, shall be deemed most worthy, upon his delivery of an original patriotic address. Established 1902..	1,000 00
PHILOLEXIAN PRIZE FUND:	
From the Philolexian Society, the income to be paid to the Society for prizes. Established 1903-4.....	1,376 80
PHOENIX LEGACY:	
On account of one-third part of the residuary estate of the late Stephen Whitney Phoenix, bequeathed to Columbia College in 1881.....	210,490 22
PROUDFIT (ALEXANDER MONCRIEF) FELLOWSHIP FUND:	
Legacy from the late Alexander Moncrief Proudfit, of the Class of 1892, to found a fellowship for the encouragement of study in English Literature, to be known as the "Alexander Moncrief Proudfit Fellowship in Letters," to be held only by such persons as, being the sons of native-born American parents, shall have taken the degree of Bachelor of Arts after a three years' residence in Columbia College, and shall, while enjoying such fellowship, or the income thereof, remain unmarried. Established 1899.....	15,000 00
PROUDFIT (MARIA McLEAN) FELLOWSHIP FUND IN MEDICINE:	
Legacy from the late Alexander Moncrief Proudfit, of the Class of 1892, to found a fellowship to be known as the "Maria McLean Proudfit Fellowship," to be held only by such persons as, being the sons of native-born American parents, shall, under the direction of the Medical Faculty of Columbia College, pursue advanced studies in Medicine, and shall, while enjoying such fellowship, or the income thereof, remain unmarried. Established 1899.....	15,000 00
Carried forward.....	\$6,504,462 75

Brought forward.....	\$6,504,462 75
PULITZER (JOSEPH) FUND FOR SCHOOL OF JOURNALISM:	
Gift from Joseph Pulitzer to establish and endow a School of Journalism in Columbia University. Established 1903.....	*736,378 12
PULITZER SCHOLARSHIP FUND:	
Gift of \$100,000 by Joseph Pulitzer to found thirty scholarships for graduates of City Grammar Schools; one-half the sum to be used on improvements on the new site at 116th Street. Established 1893.....	50,448 75
ROLKER (CHARLES M., JR.) PRIZE FUND:	
Gift of Mrs. Charles M. Rolker, the annual income to constitute a prize to be publicly awarded on Class Day of each year to that member of the graduating class in Columbia College who, in the judgment of his classmates, has proven himself most worthy of special distinction as an undergraduate student, either because of his industry and success as a scholar, or because of his helpful participation in student activities, or because of pre-eminence in athletic sports. Established 1909.....	1,000 00
ROOSEVELT (THEODORE) PROFESSORSHIP FUND:	
Gift of James Speyer as an endowment of a Professorship of American History and Institutions in the University of Berlin. Established 1905.....	50,000 00
SCHERMERHORN SCHOLARSHIP FUND:	
Bequest of John J. Schermerhorn, of the Class of 1825, "for the purpose of free scholarships, the nomination to which shall vest in my nearest male relative in each generation during his lifetime." Established 1877.....	5,000 00
SCHIFF FELLOWSHIP FUND:	
Gift of Jacob H. Schiff to found a fellowship in the School of Political Science, to be annually awarded by the Faculty on the nomination of the donor or his eldest living male descendant, etc. Established 1898.....	15,000 00
SCHIFF (JACOB H.) ENDOWMENT FUND:	
Gift of Jacob H. Schiff for the endowment of a Professorship of Social Economy in order to make possible a close affiliation between Columbia University and the New York School of Philanthropy. Established 1905.....	100,000 00
SCHURZ (CARL) FELLOWSHIP FUND:	
From the Carl Schurz Fund Committee in honor of Carl Schurz. Established 1900.....	10,000 00
SCHURZ (CARL) LIBRARY FUND:	
From the Carl Schurz Fund Committee in honor of Carl Schurz, the income to be devoted to the purchase of books, maps, pamphlets and the like, in the field of the German Language and Literature. Established 1900.....	10,000 00
Carried forward.....	\$7,482,289 62

* In 1911-12 \$309,637.50 was set aside for the erection of the School of Journalism Building.

Brought forward.....	\$7,482,289 62
SEIDL FUND:	
The proceeds of a memorial performance held at the Metropolitan Opera House on March 23, 1899, in honor of the late Anton Seidl, the income of the fund to be paid to Mrs. Seidl during her lifetime, and thereafter, "to be awarded at least every second year to the most promising candidate, either man or woman, prepared to devote himself, or herself, to the study of musical composition at Columbia University, or elsewhere in this country, or abroad.".....	12,000 00
SHOEMAKER (WILLIAM BROCK) FUND:	
Gift as a memorial to the late William Brock Shoemaker, of the Class of 1902, in Columbia College, established jointly by his wife, Ella de Peyster Shoemaker, and his father, Henry F. Shoemaker, the income to be used for the benefit of self-supporting students. Established 1908.....	10,000 00
SLOANE HOSPITAL FOR WOMEN FUND:	
Gift of William D. Sloane and Emily Thorn Sloane, his wife, as an endowment to the Sloane Hospital for Women, to make all its beds free in perpetuity. Established in 1889.....	475,000 00
SMITH PRIZE FUND, SCHOOL OF MEDICINE:	
Gift of relatives, friends and pupils of the late Joseph Mather Smith, M.D., as a memorial of his services as Professor in the College of Physicians and Surgeons from 1826 to 1866. An annual prize of \$100 is to be awarded for the best essay on the subject for the year by an alumnus of the College.....	2,337 81
STEVENS PRIZE FUND, SCHOOL OF MEDICINE:	
Established by the late Alexander Hodgson Stevens, formerly President of the College of Physicians and Surgeons. The income of the fund is awarded every three years for the best medical essay covering original research as determined by the committee in charge of the prize. Established 1891.....	1,899 88
STOKES (CAROLINE PHELPS) FUND:	
Legacy from the late Caroline Phelps Stokes, the income to be used for lectures, prizes or essays by the students of Columbia, Barnard and Teachers Colleges. Established 1910.	20,000 00
STUART SCHOLARSHIP FUND:	
The gift of Mrs. Cornelia A. Atwill, in memory of her grandsons, Sidney Barculo Stuart, of the Class of 1880, and Eugene Tolman Stuart, of the Class of 1881, to found two scholarships in the College, to be known as "Stuart Scholarships." Established 1895.....	6,000 00
TOPPAN PRIZE FUND:	
Gift of Mrs. Sarah M. Toppan, to establish this fund in memory of her late husband, Robert Noxon Toppan. The income to be used annually in providing the Robert Noxon Toppan Prize in the School of Law. Established 1904.....	4,000 00
TROWBRIDGE FELLOWSHIP FUND:	
Gift of the Alumni Association of the School of Mines as a Memorial of the late Professor Trowbridge, to establish the "William Petit Trowbridge Fellowship in Engineering." The income of the fund, to be not less than \$500 per year, is payable to the widow of Professor Trowbridge during the pleasure of the Trustees. Established 1893.....	10,000 00
Carried forward.....	<u>\$8,023,527 31</u>

Brought forward.....		\$8,023,527 31
TRUST FUND FOR PSYCHOLOGY:		
Gift of John D. Rockefeller, as an endowment of the head professorship of the Psychological Department of Columbia University. Established 1899.....		100,000 00
TYNDALL FELLOWSHIP FUND:		
Gift of the late Professor John Tyndall, of London, the income to be applied to the support of "American pupils who may have shown decided talent in Physics, etc." Established 1885.....		10,945 50
VAN AMRINGE (PROFESSOR) MATHEMATICAL PRIZE FUND:		
Gift of George G. DeWitt, of the Class of 1867, to establish this fund, the annual income to constitute the Professor Van Amringe Mathematical Prize in Columbia College. Established 1910.....		2,500 00
VANDERBILT CLINIC ENDOWMENT FUND:		
Gift of Cornelius, William K., Frederick W. and George W. Vanderbilt, as a perpetual memorial to their father, the late William H. Vanderbilt, as an endowment for the Vanderbilt Clinic. Established 1896.....		115,000 00
WARING FUND:		
The Chamber of Commerce of the State of New York, in the latter part of the year 1898, raised by public subscription the sum of \$100,000 to perpetuate the memory of the late George E. Waring. The income of the fund (to be not less than \$4,000 per year) is to be paid semi-annually to the widow and daughter of Colonel Waring during their lifetime, and thereafter "the income shall be devoted to the purpose of instruction in municipal affairs in such manner as the President and Board of Trustees of said College may direct."		
For Mrs. Waring.....	\$50,000 00	
For Miss Waring.....	50,000 00	100,000 00
WHEELOCK (GEORGE G.) FUND:		
Gift of Mrs. George G. Wheelock and William H. Wheelock, to establish, in memory of the late Dr. George G. Wheelock, the George G. Wheelock Fund, the income to be used to meet the needs of the Department of Physiology. Established 1907..		5,000 00
		<u>\$8,356,972 81</u>

**INVESTMENT OF SPECIAL AND GENERAL FUNDS IN
PERSONAL SECURITIES**

I—Special Funds

BONDS

\$9,000 Atchison, Topeka & Santa Fe Railway Co's 4 per cent. General Mortgage 100 Year Bonds, due 1995.....	\$9,000 00
4,000 Belleville & Carondelet R. R. Co's 6 per cent. First Mortgage Bonds, due 1923.....	4,574 00
18,000 Buffalo, Rochester & Pittsburgh R. R. Co's 5 per cent. General Mortgage Bonds, due 1937.....	17,940 32
20,000 Bush Terminal Co's 4 per cent. First Mortgage 50 Year Bonds, due 1952	20,000 00
5,000 Canada Southern R. R. Co's 5 per cent. Second Mortgage Bonds, due 1913.....	5,000 00
50,000 Central Leather Co's 5 per cent. First Lien 20 Year Bonds, due 1925.....	49,625 00
26,000 Central R. R. Co. of New Jersey 5 per cent. Consolidated Mortgage Bonds, due 1987.....	27,440 00
1,000 Central R. R. Co. of New Jersey 5 per cent. 100 Year General Mortgage Bond, due 1987.....	1,000 00
50,000 Chesapeake & Ohio R. R. Co's 4½ per cent. General Mortgage Bonds, due 1992.....	53,987 50
1,000 Chesapeake & Ohio R. R. Co's 5 per cent. First Mortgage Bond, due 1940 (Craig Valley Branch)	1,000 00
33,000 Chicago, Milwaukee & Puget Sound Railway Co's 4 per cent. First Mortgage Bonds, due 1949	31,931 17
50,000 Chicago, Milwaukee & St. Paul Railway Co's 4 per cent. 25 year Bonds, due 1934.....	46,040 00
10,000 Chicago & Northwestern R. R. Co's 4 per cent. Extension Bonds, due 1926	10,000 00
250,000 Chicago & Northwestern R. R. Co's 5 per cent. Sinking Fund Debenture Bonds, due 1933	250,000 00
17,000 Chicago, Rock Island & Pacific Railway Co's 4 per cent. General Mortgage Bonds, due 1988..	17,000 00
75,000 Duluth & Iron Range R. R. Co's 5 per cent. First Mortgage Bonds, due 1937.....	75,000 00
6,000 Georgia Pacific R. R. Co's 6 per cent. First Mortgage Bonds, due 1922.....	6,885 00
24,000 Illinois Central R. R. Co's 4 per cent. Bonds, due 1953.....	21,950 67
28,000 Lehigh Valley R. R. Co's 4½ per cent. First Mortgage Bonds, due 1940.....	28,000 00
Carried forward.....	\$676,373 66

Schedule 15—Continued

62

Brought forward	\$676,373 66	
10,000 Lehigh Valley Terminal R. R. Co's 5 per cent. First Mortgage Bonds, due 1941.....	10,000 00	
29,000 Manhattan Railway Co's 4 per cent. Consolidated Bonds, due 1990.....	27,948 75	
225,000 Michigan Central R. R. Co's (Detroit & Bay City) 5 per cent. First Mortgage Bonds, due 1931	225,000 00	
25,000 New Jersey Junction R. R. Co's 4 per cent. First Mortgage Bonds, due 1986.....	25,000 00	
100,000 New York Gas and Electric Light, Heat and Power Co's Purchase Money 4 per cent. Bonds, due 1949.....	88,702 50	
50,000 New York, New Haven & Hartford R. R. Co's 6 per cent. Convertible Debenture Bonds, due 1948	50,000 00	
25,000 Niagara Falls Power Co's 5 per cent. First Mortgage Consolidated Bonds, due 1932.....	22,500 00	
170,000 Northern Pacific Railway Co's (General Lien Railway & Land Grant) 3 per cent. Bonds, due 2047.....	124,915 00	
115,000 Northern Pacific Railway Co's (Prior Lien Railway & Land Grant) 4 per cent. Bonds, due 1997.	115,750 00	
271,000 Northern Pacific-Great Northern 4 per cent. Joint Bonds, due 1921 (C. B. & Q. collateral)....	258,812 50	
50,000 Oregon Short Line R. R. Co's 5 per cent. Consolidated First Mortgage Bonds, due 1946.....	56,112 50	
5,000 Rhode Island Suburban Railway Co's 4 per cent. First Mortgage Bonds, due 1950.....	5,000 00	
28,000 St. Paul, Minneapolis & Manitoba R. R. Co's 4½ per cent. Consolidated Mortgage Bonds, due 1933	28,000 00	
50,000 Scioto Valley & New England R. R. Co's 4 per cent. Bonds, due 1989.....	50,000 00	
6,000 Southern Railway Co's (Memphis Division) 5 per cent. First Mortgage Bonds, due 1996.....	6,000 00	
15,000 State of New York (Loan for Canal Improvements: Erie, Oswego & Champlain) 4 per cent. Bonds, due 1961.....	15,000 00	
12,000 Texas & Pacific Railway Co's 5 per cent. First Mortgage Bonds, due 2000.....	12,000 00	
50,000 Union Pacific R. R. Co's 4 per cent. 20 Year Convertible Bonds, due 1927.....	50,000 00	
6,000 Union Pacific R. R. Co's 4 per cent. (Railway and Land Grant) First Mortgage Bonds, due 1947.....	6,060 00	
52,000 West Shore R. R. Co's 4 per cent. First Mortgage Bonds, due 2361.....	52,245 50	
50,000 Wisconsin Central R. R. Co's 4 per cent. First Mortgage Bonds, due 1949	45,750 00	\$1,951,170 41
STOCKS		
16 shares Albany & Susquehanna R. R. Co.....	\$2,000 00	
300 shares Atlanta & Charlotte Air Line R. R. Co.	51,337 50	
Carried forward.....	\$53,337 50	\$1,951,170 4

Brought forward.....	\$53,337 50	\$1,951,170 41
19 shares Catawissa R. R. Co., preferred, (\$50 par value).....	475 00	
11 shares Cincinnati, Hamilton & Dayton R. R. Co., common		
2,000 City of New York Corporate Stock, for replenishing the Fund for Street and Park Opening, due 1929.....	2,043 00	
17,000 City of New York Corporate Stock, due 1957	17,000 00	
100,000 City of New York 3½ per cent. Registered Corporate Stock (School Houses and Sites, Borough of Queens) due 1929.....	92,375 00	
15,000 City of New York Consolidated Stock (Street and Park Opening Fund) due 1918.....	15,212 50	
5 shares Consolidated Gas Co. of New York....	193 53	
122 shares Delaware & Hudson Co.....	12,639 34	
26 shares Delaware, Lackawanna & Western Coal Co. (\$50 par value).....	1,300 00	
119 shares Delaware, Lackawanna & Western R. R. Co. (\$50 par value).....	5,842 50	
262 shares Illinois Central R. R. Co.....	30,367 40	
400 shares International Harvester Co., preferred	50,450 00	
115 shares International Nickel Co.....	14,500 00	
21 shares Lackawanna Railroad Co. of New Jersey.....	2,117 50	
500 shares Manhattan Railway Co.....	70,500 00	
13 shares National Bank of Commerce in New York	1,142 50	
72 shares New York, New Haven & Hartford R. R. Co.....	11,002 50	
5,000 shares Pennsylvania R. R. Co. (\$50 par value)	315,362 50	
93 shares Pittsburgh, Fort Wayne & Chicago R. R. Co.	14,325 00	
18 shares Rensselaer & Saratoga R. R. Co.....	2,290 91	
700 shares Union Pacific R. R. Co's preferred.....	65,512 50	
155 shares United New Jersey R. R. & Canal Co. . .	28,894 88	806,884 06

BONDS AND MORTGAGES

On northwest corner of Avenue "A" and East 13th Street, New York, at 4½ per cent., due 1914....	\$85,000 00	
On 90-92 Avenue "B," New York, at 4½ per cent., due 1913	62,000 00	
On northeast corner Avenue "B" and 12th Street, New York, at 5 per cent., due 1914.....	1,200 00	
On 354 Broadway, New York, at 4½ per cent., due 1914	62,700 00	
On 924-926 Broadway, New York, at 4½ per cent., due 1914.....	100,000 00	
On 18 Gramercy Park, New York, at 4 per cent., due 1910	100,000 00	
Carried forward.....	\$410,900 00	\$2,758,054 47

Schedule 15—Continued

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Brought forward	\$410,900 00	\$2,758,054 47
On 212 Grand Street, New York, at 5 per cent., due 1909	33,000 00	
On 26 John Street, New York, at 4½ per cent., due 1913	110,000 00	
On southeast corner of Lenox Avenue and 117th Street, New York, at 4 per cent., due 1914.....	200,000 00	
On southeast corner of Lenox Avenue and 130th Street, New York, at 4½ per cent., due 1917.....	60,000 00	
On 712 Madison Avenue, New York, at 4½ per cent., due 1916.....	40,000 00	
On 824 Madison Avenue, New York, at 4½ per cent., due 1913.....	60,000 00	
On 136 Monroe Street, New York, at 4½ per cent., due 1903.....	15,000 00	
On 57 Morton Street, New York, at 5 per cent., due 1909.....	27,500 00	
On 93 Park Row, New York, at 4 per cent., due 1915.....	15,000 00	
On southwest corner of Prince and Thompson Streets, New York, at 4 per cent., due 1914.....	67,500 00	
On 136-138 Rivington Street, New York, at 4½ per cent., due 1914.....	50,000 00	
On northwest corner of 12th Street and Second Avenue, New York, at 4½ per cent., due 1913..	100,000 00	
On 745-747 East 6th Street, New York, at 4½ per cent., due 1916.....	45,000 00	
On 238 East 15th Street, New York, at 4½ per cent., due 1916	17,000 00	
On 209 East 17th Street, New York, at 4 per cent., due 1900	15,000 00	
On 17 West 47th Street, New York, at 4½ per cent., due 1915	43,500 00	
On 33 West 47th Street, New York, at 4½ per cent., due 1907.....	44,000 00	
On 35 West 47th Street, New York, at 4½ per cent., due 1912.....	35,000 00	
On 41 West 47th Street, New York, at 4½ per cent., due 1913	60,500 00	
On 47 West 47th Street, New York, at 5 per cent., due 1913	38,500 00	
On 67 West 47th Street, New York, at 4½ per cent., due 1912	42,100 00	
On 69 West 47th Street, New York, at 4½ per cent., due 1912	41,375 00	
On 12 West 48th Street, New York, at 4½ per cent., due 1910	77,500 00	
On 30 West 48th Street, New York, at 4½ per cent., due 1907	30,000 00	
On 34 West 48th Street, New York, at 4½ per cent., due 1908	50,500 00	
On 38 West 48th Street, New York, at 4½ per cent., due 1910	35,750 00	
Carried forward.....	\$1,764,625 00	\$2,758,054 47

Brought forward.....	\$1,764,625 00	\$2,758,054 47
On 40 West 48th Street, New York, at 4½ per cent., due 1910	36,350 00	
On 44 West 48th Street, New York, at 4½ per cent., due 1912	10,000 00	
On 56 West 48th Street, New York, at 4½ per cent., due 1907	36,500 00	
On 58 West 48th Street, New York, at 4 per cent., due 1907	25,000 00	
On 66 West 48th Street, New York, at 4½ per cent., due 1912	41,550 00	
On 27-31 West 55th Street, New York, at 4½ per cent., due 1917.....	60,000 00	
On 1 East 64th Street, New York, at 4½ per cent., due 1915.....	500,000 00	
On northeast corner 69th Street and Columbus Avenue, New York, at 4½ per cent., due 1916...	110,000 00	
On 205 West 101st Street, New York, at 4½ per cent., due 1914.....	105,000 00	
On 223-225 West 109th Street, New York, at 4 per cent., due 1914.....	52,000 00	
On 229-233 West 110th Street, New York, at 4 per cent., due 1914.....	77,500 00	
On 235-237 West 110th Street, New York, at 4 per cent., due 1914.....	77,500 00	
On 417 West 117th Street, New York, at 5 per cent., due 1916.....	4,000 00	
On north side of 129th Street, 315 feet east of Fourth Avenue, New York, at 4½ per cent., due 1909...	15,000 00	
On 419-421 East 153d Street, New York, at 4½ per cent., due 1915.....	30,000 00	
On south side Avenue "J," Brooklyn, at 4½ per cent., due 1912.....	5,500 00	
On Schenectady Avenue, Brooklyn, at 5 per cent., due 1899.....	5,000 00	
On 632 Sixth Avenue, Brooklyn, at 4½ per cent., due 1913.....	2,300 00	
On 163-173 Sterling Place, Brooklyn, at 4½ per cent., due 1913.....	35,000 00	
On property at Wakefield, New York City, at 5 per cent., due 1909.....	70,000 00	3,062,825 00

MISCELLANEOUS

Certificate of Deposit of New York Life Insurance & Trust Co., at 3 per cent.....		20 25
		<hr/> 5,820,899 72

JOHN STEWART KENNEDY FUND INVESTMENTS

\$17,000 Chicago, Milwaukee & Puget Sound Railway Co's 4 per cent. First Mortgage Bonds, due 1949.....	\$16,128 75	
100,000 Montana Central Railway Co's 6 per cent. First Mortgage Bonds, due 1937.....	129,000 00	
Carried forward.....	\$145,128 75	<hr/> \$5,820,899 72

Schedule 15—Continued

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Brought forward.....	\$145,128 75	\$5,820,899 72
36,000 New York Central & Hudson River R. R. Co's 3½ per cent. Mortgage Bonds, due 1997.....	32,940 00	
29,000 Northern Pacific-Great Northern 4 per cent. Joint Bonds, due 1921 (C. B. & Q. collateral).....	28,288 75	
200,000 Northern Pacific Railway Co's 3 per cent. (General Lien Railway and Land Grant) Bonds, due 2047.....	147,000 00	
150,000 St. Paul, Minneapolis & Manitoba R. R. Co's 6 per cent. Consolidated Mortgage Bonds, due 1933.....	192,000 00	
100,000 Wabash R. R. Co's Second Mortgage 5 per cent. Bonds, due 1939.....	103,500 00	
1,300 shares Great Northern Iron Ore Certificates.....	81,250 00	
1,900 shares Great Northern Railway Co's preferred stock.....	245,100 00	
3,200 shares Northern Pacific Railway Co's stock.....	407,200 00	
300 shares Union Pacific R. R. Co's preferred stock.....	28,012 50	
225,000 Mortgage on 29-33 Park Place, New York, at 4½ per cent., due 1913.....	225,000 00	
26,500 Mortgage on 91-93 Ninth Avenue, New York, at 5 per cent., due 1917.....	26,500 00	
30,000 Mortgage on 32 East Broadway, New York, at 4½ per cent., due 1917.....	30,000 00	
155,000 Mortgage on north side 108th Street, 125 feet east of Broadway, New York, at 4½ per cent., due 1916.....	155,000 00	
60,000 Mortgage on 524-526 West 145th Street, New York, at 4½ per cent., due 1914.....	60,000 00	1,906,920 00
		<u>\$7,727,819 72</u>

II—General Funds

80,000 Manhattan Railway Co's 4 per cent. Consolidated Mortgage Bonds, due 1990.....	\$80,000 00
160 shares Consolidation Coal Co. of Maryland, (par \$100).....	12,000 00

BONDS AND MORTGAGES

On property at Wakefield, New York City, at 5 per cent., due 1909.....	70,000 00
On 14 West 48th Street, New York, at 4½ per cent., due 1914.....	75,600 00
On 52 West 48th Street, New York, at 4½ per cent., due 1914.....	35,250 00
On 62 West 48th Street, New York, at 4½ per cent., due 1911.....	36,750 00
On 528 West 114th Street, New York, at 5 per cent., due 1913.....	28,000 00
	<u>337,600 00</u>
	<u><u>\$8,065,419 72</u></u>

ARREARS OF RENT, JUNE 30, 1912

Arrears of Rent, 1906-1907.....	\$726 66	
Collected in 1911-1912.....	<u>726 66</u>	
Arrears of Rent, 1907-1908.....	\$2,180 00	
Collected in 1911-1912.....	<u>2,180 00</u>	
Arrears of Rent, 1908-1909.....	\$2,180 00	
Rents Receivable on leases expired in 1908-1909, adjusted in 1911-1912.....	<u>80 15</u>	
	\$2,260 15	
Collected in 1911-1912.....	<u>2,260 15</u>	
Arrears of Rent, 1909-1910.....	\$3,029 00	
Rents Receivable on leases expired in 1909-1910, adjusted in 1911-1912.....	<u>962 00</u>	
	\$3,991 00	
Collected in 1911-1912.....	<u>3,991 00</u>	
Arrears of Rent, 1910-1911.....	\$14,560 83	
Rents Receivable on leases expired in 1910-1911, adjusted in 1911-1912.....	<u>2,452 35</u>	
	\$17,013 18	
Rents Collected in 1911-1912.....	<u>15,315 18</u>	1,698 00
Rents Receivable from Upper and Lower Estates, 1911-1912.....	\$699,590 41	
Collected in 1911-1912.....	<u>691,423 15</u>	8,167 26
Total Arrears, June 30, 1912.....		<u><u>\$9,865 26</u></u>
200 and 200a Barclay Street and Park Place, 6 months' rent to May 1, 1912.....		1,300 00
201 and 201a Barclay Street and Park Place, 6 months' rent to May 1, 1912.....		1,250 00
65 West 48th Street, 24 months' rent to May 1, 1912.....		3,396 00
47 West 49th Street, 6 months' rent to May 1, 1912.....		914 50
65 West 49th Street, balance of 12 months' rent to May 1, 1912.....		864 76
68 West 49th Street, 6 months' rent to May 1, 1912.....		862 50
12 West 50th Street, 6 months' rent to May 1, 1912.....		<u>1,277 50</u>
		<u>\$9,865 26</u>

NEW YORK, June 30, 1912

JOHN McL. NASH
Treasurer

ARTHUR W. TEELE, C. P. A.
 JOHN WHITMORE
 HAMILTON S. CORWIN, C. P. A.
 HAROLD F. LEEMING, C. A.
 F. R. C. STEELE, C. A., BOSTON

PATTERSON, TEELE & DENNIS
 CERTIFIED PUBLIC ACCOUNTANTS
 NEW YORK AND BOSTON

CABLE ADDRESS
 "DIGNUS"

30 BROAD STREET

NEW YORK, AUGUST 23, 1912

We have audited the accounts of the Treasurer of Columbia College, for the year ending June 30, 1912, and certify: That the income receivable from invested funds and deposits with banks and trust companies has been duly accounted for; that the securities representing the invested funds (see Schedule 15) have been produced to us; that all other income shown by the books of the College has been duly accounted for; that all payments have been properly vouched; that the cash in banks and on hand has been verified, and that the balance sheet and accounts submitted herewith contain a true statement of the condition of the funds of the College at the close of business on June 30, 1912, and are in accordance with the books.

PATTERSON, TEELE & DENNIS
Certified Public Accountants

BARNARD COLLEGE—FINANCIAL STATEMENT, 1911-1912

RECEIPTS

Schedule I.	
Balance: New York Trust Company	\$3,802.51
Dividends	56,510.05
Miscellaneous Sources (including Loans)	79,823.63
Fees	125,702.99
Gifts for General Purposes	30,500.00
Gifts for Designated Purposes	15,696.52
	\$313,035.70
	\$313,035.70

DISBURSEMENTS

General Purposes:	
Educational Administration	\$125,537.15
Buildings and Grounds	21,644.70
Ella Weed Library	2,659.85
Business Administration	2,500.00
Brooks Hall	27,546.54
	\$180,888.24
Annuities	10,200.00
Loans Repaid	51,500.00
Investments	56,589.25
Teachers College—Physical Education.....	3,969.00
Interest.....	3,221.98
Miscellaneous	944.83
Balance: New York Trust Company	5,722.40
	\$313,035.70
	\$313,035.70

BARNARD COLLEGE—FINANCIAL STATEMENT, 1911-1912

Balance Sheet, June 30, 1912

ASSETS	LIABILITIES
Land, Buildings and Equipment	Principal of Permanent Funds
Investment of Special Funds.....	Principal of Special Funds.....
Notes Receivable.....	Unexpended Moneys for Designated Purposes.....
Cash at Banks :	Gift for General Purposes.....
Corn Exchange Bank	City of New York Assessment.....
New York Trust Company.....	Notes Payable.....
Flake Hall Maintenance.....	Accounts Payable : Students' deposits
Advance Payments :	
Insurance : Buildings and Grounds ..	
Insurance : Brooks Hall	
Summer Session, 1912	
Deficiency.....	
\$2,027,240.24	\$1,936,908.86
1,283,812.86	1,200,190.69
50.00	6,466.84
7,722.40	450.00
2,379.67	24,016.45
1,650.17	108,500.00
43,844.00	112.50
\$3,866,705.34	\$3,866,705.34

BARNARD COLLEGE

Principal of Special Funds June 30, 1912

BARNARD (ANNA E.) SCHOLARSHIP FUND:

Gift of Miss Emily H. Bourne in honor of the late Mrs. John G. Barnard, for a scholarship to be awarded annually at the discretion of the founder in conference with the representatives of the College. Established 1899..... \$3,078 72

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

BRINKERHOFF (MRS. MARY E.) FUND:

Legacy of the late Mrs. Mary E. Brinkerhoff to be used for general needs of the College. Established 1912..... 30,000 00

BROOKS (ARTHUR) MEMORIAL FUND:

Gift of Miss Olivia E. Phelps Stokes as a memorial of the late Reverend Arthur Brooks, D.D., Rector of the Church of the Incarnation, and Chairman of the Board of Trustees of Barnard College during the first six years of the existence of the College. The income of the fund is to aid needy and deserving students of the College. Established 1897 5,976 25

CARPENTER (HENRIETTA) FUND:

Gift of General H. W. Carpenter, in memory of his sister, toward the Endowment Fund of Barnard College. The income of the fund is to be used for the payment of three annuities. Established 1898, 1900, and 1911..... 250,000 00

CHISHOLM (ELIZA TAYLOR) MEMORIAL SCHOLARSHIP FUND:

Gift of the Alumnae Association of Miss Chisholm's School for a scholarship, to be awarded annually by the Committee on Scholarships of the Faculty to a student in need of assistance, said Alumnae Association reserving the privilege of precedence for such candidates as they may recommend. Established 1901..... 3,000 00

CLARKSON (JENNIE B.) SCHOLARSHIP FUND:

Gift of the late Mrs. W. R. Clarkson for a scholarship to be awarded annually to a student who deserves assistance. Established 1898..... 3,000 00

COE (MRS. HENRY CLARKE) SCHOLARSHIP FUND:

Gift of the National Society of New England Women for a scholarship, to be awarded on the nomination of the Chairman of the Scholarship Committee of the above society, to a student from New England or of New England parentage. Established 1904..... 3,600 00

Carried forward \$301,654 97

Brought forward	\$301,654 97
FISKE FOUNDERSHIP FUND:	
Gift of the late Mrs. Martha T. Fiske-Collord in memory of Mr. Joseph M. Fiske. The income of the fund is to be applied to the running expenses of the College.....	5,188 08
FISKE FUND:	
Legacy from the late Mrs. Martha T. Fiske-Collord, the income of which is to be applied to the care, maintenance, and improvement of Fiske Hall. Established 1910	122,000 00
FISKE SCHOLARSHIP FUND:	
Gift of the late Mrs. Martha T. Fiske-Collord, the income of which is to be placed at the disposal of the Dean of Barnard College. Established 1895.....	5,719 94
FISKE (MARTHA T.) SCHOLARSHIP FUND:	
Gift of Miss Anna E. Smith for a non-resident scholarship in memory of Mrs. Martha T. Fiske-Collord. Established 1911	5,000 00
GENERAL FUND:	
Gift made by friends of Barnard College and of Education to secure Mr. John D. Rockefeller's conditional gift of \$250,000 toward the permanent endowment of Barnard College. Established 1901.....	74,288 44
GIBBES FUND:	
a. Legacy of the late Emily O. Gibbes. The income of the fund is to be used for the general needs of the College. Established 1908	278,342 11
b. Legacy of the late Emily O. Gibbes. The income of the fund is paid for life to Mrs. Margaret O. Post, and at her death to her daughter Edwina Post for life. Established 1908	100,000 00
GRAHAM SCHOOL SCHOLARSHIP FUND:	
Gift of the Alumnae Association of the Graham School. The income of the fund is to be applied to the tuition of a student. Established 1907.....	3,000 00
HERRMAN BOTANICAL PRIZE FUND:	
Gift of the late Mrs. Esther Herrman, for a prize to be awarded annually to the most proficient student in Botany	1,000 00
HERRMAN FOUNDERSHIP FUND:	
Gift of the late Mrs. Esther Herrman. The income of the fund is to be applied to the general needs of the College.	5,000 00
Carried forward	\$901,193 54

Brought forward	\$901,193 54
HERTZOG (EMMA) SCHOLARSHIP FUND:	
Gift to establish a scholarship in memory of Miss Emma Hertzog, who for a long period of years was prominently identified with the intellectual life of Yonkers. The income is awarded annually to a graduate of the Yonkers High School. Established 1904.....	3,000 00
KAUFMANN (JESSIE) SCHOLARSHIP FUND:	
Gift of Mr. Julius Kaufmann to establish a scholarship in memory of his daughter, Jessie Kaufmann. The annual income of the fund is awarded on the merits of the entrance examinations to a student who, after careful investigation, is found to have no relative able to assist her financially. Established 1902.....	4,000 00
KENNEDY (JOHN STEWART) FUND:	
Legacy from the estate of the late John Stewart Kennedy. Established 1910.....	47,500 00
KINNICUTT (ELEONORA) SCHOLARSHIP FUND:	
Gift of friends of the late Mrs. Francis P. Kinnicutt, a trustee of the College, to establish a scholarship. The income is awarded to a student who needs assistance. Established 1911.....	5,000 00
KOHN MATHEMATICAL PRIZE FUND:	
Gift of Mrs. S. H. Kohn for a prize to be awarded annually to a senior for excellence in Mathematics.....	1,148 94
MCLEAN (MRS. DONALD) SCHOLARSHIP FUND:	
Gift of the New York Chapter of the Daughters of the American Revolution. The income of the fund is awarded in conference with a representative of the Chapter to a deserving student who agrees to pursue the study of history (chiefly that of the United States) continuously throughout her college course. Established 1906.....	3,000 00
MOIR (WILLIAM) SCHOLARSHIP FUND:	
Legacy from the estate of Mrs. Emily H. Moir in memory of her husband. Established 1912.....	10,000 00
PULITZER (LUCILLE) SCHOLARSHIP FUND:	
Gift of the late Mr. Joseph Pulitzer in memory of his daughter, Lucille Pulitzer. The income of the fund is awarded to students entering the College from the City of New York, who are found to have passed excellent examinations, and to be worthy of financial aid. Established 1899 and 1903.....	25,344 74
ROCKEFELLER (JOHN D.) ENDOWMENT FUND:	
Gift of Mr. John D. Rockefeller toward the permanent endowment of Barnard College. Established 1901.....	250,000 00
Carried forward	\$1,250,187 22

Brought forward	\$1,250,187 22
SANDERS (ELEANOR BUTLER) FOUNDERSHIP FUND:	
Legacy from the estate of the late Mrs. Henry M. Sanders. The income of the fund is used for the current needs of the College. Established 1908.....	5,000 00
SCHOLARSHIP FUND:	
Gift of friends of Barnard College. The income of the fund is applied toward helping deserving students through college. Established 1901.....	9,680 00
SMITH (EMILY JAMES) SCHOLARSHIP FUND:	
Gift of Miss Emily H. Bourne in honor of Miss Smith, Dean of Barnard College. The income of the fund is awarded in conference with the founder. Established 1899.....	3,068 92
SMITH (GEORGE W.) SCHOLARSHIP FUND:	
Gift of the late Mrs. Martha T. Fiske-Collord, in memory of Mr. George W. Smith, a Trustee of Barnard College. The income of the fund is placed at the disposal of the Dean of Barnard College. Established 1906.....	5,000 00
SPERANZA (CARLO L.) PRIZE FUND:	
Gift from an anonymous donor for the founding of a prize in memory of Professor Carlo Leonardo Speranza, to be awarded annually to a student in Barnard College for excellence in Italian. Established 1911.....	1,000 00
TILLOTSON (EMMA A.) ENDOWMENT FUND:	
Legacy from the estate of Emma A. Tillotson. Established 1910	5,000 00
TILLOTSON (EMMA A.) SCHOLARSHIP FUND:	
Legacy from the estate of Emma A. Tillotson. Established 1910	5,000 00
VELTIN SCHOOL SCHOLARSHIP FUND:	
Gift of the Alumnae of Mlle. Veltin's School. Established 1905	3,000 00
WEED (ELLA) SCHOLARSHIP FUND:	
Gift of the pupils of Miss Anne Brown's School, in memory of Miss Ella Weed, who was Chairman of the Academic Committee of the Board of Trustees of Barnard College during the first five years of its existence. Established 1897	3,254 55
	<u>\$1,290,190 69</u>

TEACHERS COLLEGE

FINANCIAL STATEMENT 1911-1912

Having audited the accounts of Teachers College for the year ended June 30, 1912, we hereby certify that the following Balance Sheet and Revenue Account, with accompanying schedules, show the true financial condition of the Corporation at June 30, 1912. The securities representing the investments have been verified by actual inspection.

There has been expended for College Buildings and Grounds the sum of \$3,394,911.37, which is shown in the books.

LESLIE & COMPANY, Chartered Accountants,
Auditors.

New York, 366 Fifth Avenue.

Balance Sheet as at June 30, 1912

ASSETS

CURRENT ASSETS AVAILABLE FOR GENERAL PURPOSES ONLY:

CASH ON HAND	\$45,068.49
ACCOUNTS RECEIVABLE	3,136.17
EXPENDITURE OF INCOME OF YEAR 1912-13 PREPAID	3,607.54
	<hr/>
	\$52,702.20
	<hr/>
INCOME COLLECTED FROM STUDENTS AND OTHERS ON ACCOUNT OF YEAR 1912-13	\$5,012.77
CURRENT EXPENSES OF YEAR 1911-13 UNPAID	19,294.00
	<hr/>
	24,307.37
	<hr/>
	\$23,394.83

Deduct:

INVESTMENTS OF ENDOWED FUNDS:	
Productive Investments for General Purposes	\$1,735,537.45
Productive Investments for Special Purposes only	487,689.76
	<hr/>
	\$2,223,227.21
	<hr/>
	55,000.00

NET SURPLUS OF INCOME AVAILABLE FOR YEAR 1912-13:

INVESTMENT OF COLLEGE PARK FUNDS in excess of Principal on hand, being the equivalent of the Mortgage on that property	
CASH ON HAND APPLICABLE ONLY, as follows:	
For Principal of Other Funds, as per contra	\$39,512.17
For Surplus Income on Funds for Special Purposes, as per contra	7,665.13
	<hr/>
	\$47,177.30

Deduct:

Over-Investment of Endowed Funds:	
Investments, as above (\$2,223,227.21 less Mortgage \$550,000.00)	\$1,673,227.21
Principal, as per contra	1,670,673.97
	<hr/>
	2,553.24
	<hr/>
	44,624.06

2,322,851.27

\$2,351,246.10

LIABILITIES

<i>MORTGAGES:</i>		
WHITTIER HALL	\$550,000.00	
COLLEGE PARK	55,000.00	\$605,000.00
<i>BALANCE:</i>		
Consisting of:		
PRINCIPAL OF ENDOWED FUNDS:		
For General Purposes	\$1,177,328.14	
For Special Purposes	493,345.83	\$1,670,673.97
PRINCIPAL OF OTHER FUNDS:		
Sinking Fund for Redemption of Whittier Hall Mortgage	\$25,000.00	
Student Loan Funds (less Loans \$9,099.50)	12,734.70	
For Improvement of College Property	343.07	
Gifts for Designated Purposes unexpended	1,434.40	39,512.17
SURPLUS INCOME FROM FUNDS FOR SPECIAL PURPOSES		
.....	7,665.13	
SURPLUS INCOME FROM FUNDS FOR GENERAL PURPOSES		
.....	28,394.88	1,746,246.10
		\$2,351,246.10

Revenue Account for Year Ended June 30, 1912

INCOME

	From Funds for General Purposes	From Funds for Special Purposes	Gifts for Designated Purposes	Total
COLLEGE EARNINGS, TUITION FEES, ETC.	\$501,172.51			\$501,172.51
INCOME FROM INVESTMENTS:				
Stocks and Bonds for General Purposes	35,797.46			35,797.46
Whittier Hall for General Purposes	20,000.00			20,000.00
Stocks and Bonds, for Scholarships, etc.		\$21,130.14	\$2,450.00	23,580.14
Stocks and Bonds, for Library and Educational Museum		3,610.00	202.92	3,812.92
Bank Interest	3,007.78			3,007.78
SPECIAL FUND FOR PUBLICATION		10,927.44	1,500.00	12,427.44
SPECIAL GIFTS				1,500.00
	\$559,977.75	\$35,067.58	\$4,152.92	\$599,798.25

EXPENDITURE

	Funds for General Purposes	Funds for Special Purposes	Gifts for Designated Purposes	Total
EDUCATIONAL ADMINISTRATION AND INSTRUCTION	\$448,530.21	\$22,111.01	\$4,017.55	\$474,648.77
MAINTENANCE OF BUILDINGS AND GROUNDS	73,946.71			73,946.71
LIBRARY AND EDUCATIONAL MUSEUM	8,224.31	3,610.00	202.47	12,036.78
BUSINESS ADMINISTRATION	21,830.14			21,830.14
SPECIAL FUND FOR PUBLICATION		9,728.91		9,728.91
SURPLUS INCOME FOR YEAR	\$552,511.37	\$35,449.92	\$4,220.02	\$592,181.31
	7,406.38	217.66	* 67.10	7,616.94
	\$559,977.75	\$35,067.58	\$4,152.92	\$599,798.25

* Deficiency

COLLEGE OF PHARMACY FINANCIAL STATEMENT July 1, 1911, to June 30, 1912

RECEIPTS

Balance, 81st Session, Garfield, N. B.	\$ 1,368.92
Balance, 81st Session, Lincoln T. Co.	388.41
Balance, 81st Session, West Side S. B.	2,381.25
Balance, 81st Session, Sinking Fund L. T. Co.	68.85
Interest, Lincoln Trust Co.	57.49
Interest, West Side Savings Bank.	90.11
Loan, Lincoln Trust Co.	3,000.00
Students' Fees, Regular Courses.	35,181.00
Students' Fees, Summer Courses.	305.00
Students' Fees, Post Graduate Courses.	980.00
Students' Fees, Food and Drug Courses.	920.00
Students' Fees, Examinations.	2,755.00
Students' Fees, Breackage Receipts and Deposits.	1,704.47
Membersbip Dues.	467.00
Insurance Co. Rebates.	7.35

\$48,974.85

DISBURSEMENTS

Loan	\$	3,000.00
Interest		4,085.83
Trustees' Prizes		300.00
Insurance		25.37
Salaries		23,968.00
Office Expenses		436.90
Printing and Advertising.		1,124.39
Treasurer's Office.		42.91
Auditing		50.00
Special Expenditures, Order Board Trus- tees and Binding		217.10
Books and Binding		447.61
Faculty, Summer and University and Courses		1,330.00
Breaking and Other Refunds to Stu- dents		543.70
Gas and Electricity.		524.22
Repairs		734.79
Supplies		161.87
Water Rates.		111.00
Fuel		468.48
Furniture and Fixtures.		34.71
Dean's Office.		10.75
American Conf. Plant, Faculties.		10.00
Departments, Bacteriology and Materin Medicin		537.24
Department, Pharmacy		1,010.96
Department, Chemistry.		302.34
Department, Anal. Chem.		1,235.65
Exam. and Commencement Expenses.		1,040.00
Balance, West Side Savings Bank.		\$41,762.82
Balance, Lincoln Trust Co.		2,514.81
Balance, Garfield Nat'l Bank.		4,033.89
Balance, Garfield Nat'l Bank.		662.33
		\$48,974.81

