



Columbia University  
in the City of New York

ANNUAL REPORTS

1932




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ANNUAL REPORT  
OF THE  
PRESIDENT AND TREASURER  
TO THE  
TRUSTEES

WITH ACCOMPANYING DOCUMENTS  
FOR THE YEAR ENDING  
JUNE 30, 1932



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DEVELOPMENT OF THE UPPER ESTATE OF COLUMBIA UNIVERSITY  
IN THE ROCKEFELLER CENTER

GENERAL VIEW FROM FIFTH AVENUE SIDE

REPORT OF THE  
PRESIDENT OF COLUMBIA UNIVERSITY

FOR THE YEAR ENDING JUNE 30, 1932

TO THE TRUSTEES:

The Annual Report prescribed by the Statutes on the condition and needs of the University is herewith submitted. The many-sided and interesting work of the several Faculties and Administrative Boards is reported upon and interpreted in the accompanying reports of the several Deans and Directors. These reports are commended to the careful reading of the Trustees and of their appropriate Committees.

The year has been one of constant anxiety and grave concern because of the many direct and indirect effects upon the University, its membership, and its work, of the unprecedented economic, financial and political conditions which prevail throughout the world. The resulting disturbance of thought and interference with action, together with the financial loss and embarrassment which have come to so many millions of individuals and families, have been reflected day by day in the University's life and its own educational and financial administration.

The Year  
1931-1932

The year has, nevertheless, been marked by many incidents and happenings of exceptional interest and importance, including the formal tributes to the thought and work of Goethe paid on the occasion of the one hundredth anniversary of his death, distinguished by the presence of Gerhart Hauptmann, outstanding German man of letters, who delivered the chief address; the celebration of the one hundredth anniversary of the birth of Lewis Carroll, made particularly significant and interesting by a quite exceptional exhibit of manuscripts, pictures, and other memorabilia, and by the presence as guest of the University of Mrs. Alice Pleasance Hargreaves, the original Alice in Wonderland; the holding in October of the Conference of Major Industries, with the participation of such captains of industrial organization and adventure as M. André Citroën of France and Herren Fritz Thyssen, Wilhelm

Cuno, and Carl S. von Siemens of Germany; an impressive symposium, in December, under the guidance of the Faculty of Law, on the anti-trust laws, attended and addressed by an exceptional group of distinguished judges and members of the Bar; a symposium on taxation conducted during the Summer Session under the direction of Professor Roswell Magill of the Faculty of Law; the ceremonies at the Maison Française on January 7, 1932, in commemoration of the life and work of Professor Henry A. Todd of the Department of Romance Languages; the dinner given at the Faculty House on April 19, 1932 in honor of Professor Michael I. Pupin, to celebrate the conferment upon him of the distinguished honor of the John Fritz Medal awarded by the four national engineering societies for notable scientific or industrial achievement; the celebration of the tenth anniversary of the Institute of Educational Research established by the Trustees of Teachers College, with an astonishing record of accomplishment touching almost every part of the world; the gracious and most generous celebration of the triple anniversaries of the birth, the graduation, and the inauguration of the twelfth President of the University; the institution, for the first time since the opening of St. Paul's Chapel in 1907, of a stated Sunday morning service, displacing the afternoon service which has heretofore been customary; the designation of the Reverend Raymond C. Knox, Chaplain of the University, to visit Great Britain and continental Europe in order to ascertain the present status of religious instruction and religious influence as an instrument in the educational process, and to report the results of his observation and experience;

The discovery, in a forgotten chest overlooked for some three-quarters of a century, of the minutes, heretofore missing, of the Board of Governors of King's College from April 12, 1770, to July 5, 1781, together with a great mass of precious letters and documents of greatest historical interest and value, which will in due time be classified, edited and made public; the designation by the President of a representative Committee of University officers to coöperate with the Emergency Unemployment Relief Committee, through whose endeavors a very considerable addition was made to the relief fund; the acquisition, through the generous act of the Trustees of St. Luke's Hospital, of the right to use for athletic and recreational purposes certain premises belonging to the Hospital bounded

by Claremont Avenue, Riverside Drive, 119th and 120th Streets, designated, while such use continues, as the Riverside Quadrangle of Columbia University;

The establishment at the Medical School of the Valentine Mott Professorship, in honor of the distinguished service of Dr. Mott, who was graduated from Columbia College in 1806, served as Professor of Surgery in Columbia from 1811 to 1813, and then entered upon a lifelong career in the service of his profession which was attended by the greatest distinction; the important research work conducted by the Faculty of Law at the request of the American Law Institute, supported by various generous gifts received for this purpose; the transfer to New York University, on the recommendation of the Medical Faculty, of the Ear, Nose and Throat Service at Bellevue Hospital heretofore conducted by Columbia University;

The acquisition by the law library of Bracton's *De Legibus*, a manuscript of the thirteenth century; large and important additions to the collection of Japanese books and other scholarly material; the appointment of Professor James Bryant Conant, of Harvard University, to be Chandler Lecturer for the year; the gift to the University, with appropriate ceremonies, of a portrait of Professor John W. Cunliffe, Director Emeritus, by the alumni of the School of Journalism; an important discovery in the improvement of the art of chromium plating announced by Professor Colin G. Fink, of the Department of Chemical Engineering, and his discovery of a process for electroplating tungsten from water solutions of the metal salt;

The changes made in the requirements for admission to the Medical School in order better to insist upon sound preparatory training in chemistry, physics and biology; the adoption of new regulations to govern the degree of Master of Science awarded after a period of graduate study in medicine, proposed by the Medical Faculty and approved by the University Council on October 18, 1931; the adoption of a new form of certification for librarians in public schools and in public libraries, in order to enable students more effectively to meet the requirements of the Education Department of the State of New York; the change in the requirements for admission to the School of Journalism, by which candidates for the degree of Bachelor of Science in Journalism must have completed three years of work in an approved college or university; the estab-

lishment of the important Kellett Fellowships in graduate study in the humanities at either Oxford or Cambridge, and the admirable arrangements made by the Dean of Columbia College for the reception of the holders of these fellowships at Oriel College, Oxford and at Clare College, Cambridge;

The acceptance of invitations to appear under the auspices of the Institute of Arts and Sciences, of an exceptionally distinguished group of men and women representing science, letters, and the fine arts, including Sir Norman Angell of England; Lieutenant-Commander J. M. Kenworthy, formerly member of the House of Commons; Dr. Ernst Jäckh, of the Berlin Institute of Politics; Signor Rafael Sabatini of Italy; Professor Alfred North Whitehead of Harvard University; Professor William Lyon Phelps of Yale University; John Jay Chapman; and the Honorable James W. Gerard, formerly American Ambassador to Germany;

The presence at the University during the year as Visiting Professors for a longer or a shorter period of service, of Professors Brand Blanshard (Philosophy) of Swarthmore College; Morse A. Cartwright (Education), Director of the American Association for Adult Education, for the Spring Session; Mario Casella (Italian), of the University of Florence, for the Winter Session; Arthur L. Corbin (Law), of Yale University, for the Winter Session; Karl M. Dallenbach (Psychology), of Cornell University; William Morris Davis (Physiography), Emeritus Professor of Geology in Harvard University, for the Winter Session; Edmond Faral (French), of the Collège de France, for the Winter Session; Alexander Stewart Ferguson (Philosophy), of the University of Aberdeen; Félix GaiFFE (French Literature), of the Sorbonne, for the Spring Session; Frank W. Hart (Education), of the University of California, for the Spring Session; George Alexander Johnston (Social Legislation), Chief of Section, International Labor Office, Geneva, for the Winter Session; Edgar Wallace Knight (Education), of the University of North Carolina; Alfred L. Kroeber (Anthropology), of the University of California, for the Spring Session; William E. Mikell (Law), of the University of Pennsylvania, for the Spring Session; Piero Misciattelli (Italian Literature), of the University of Siena, for the Winter Session; Albert Jay Nock (American History and Politics), for the Winter Session; Charles W. Pipkin (Social Legislation), of Louisiana State University; Charles E. Spearman (Education), of

the University of London, for the Winter Session; Karl Viëtor (German Literature), of the University of Giessen, for the Spring Session; and Florian Znaniecki (Education), of the University of Posen;

The nomination by the Trustees of President George Norlin, of the University of Colorado, to be Roosevelt Professor of American History and Institutions at the University of Berlin for the year 1932-33; the appointment by the Special Board of Trustees of the School of Tropical Medicine of Dr. George W. Bachman to be Director of the School of Tropical Medicine; the appointment of the Dean of the College of Physicians and Surgeons to be Professor of Medical Economics; the resignation as Dean of the Faculty of the School of Business, after sixteen years of exceptionally valuable service, of Professor James C. Egbert, and the designation of Professor Roswell C. McCrea as his successor; the appointment of Miss Louise H. Gregory, Associate Professor of Zoölogy in Barnard College, to be also Associate Dean of Barnard College;

The retirement from active service on June 30, 1932, at his own request, of Henry H. Rusby, Professor of Materia Medica in the College of Pharmacy and Dean Emeritus, and his appointment to be Professor Emeritus; and, on February 1, 1932, at their own request, of Thomas D. Wood, Professor of Health Education in Teachers College, of Annie E. Moore, Associate Professor of Education in Teachers College, and of Laura I. Baldt, Assistant Professor of Household Arts in Teachers College;

The reception by the University of many distinguished visitors, including the Marchese Misciattelli of Rome, who came to deliver his inspiring series of lectures on Dante in October and November, 1931; the distinguished group, already referred to, which contributed to the success of the Conference of Major Industries held during the month of October, 1931; Professor Hans Spemann of the University of Freiburg; Dr. L. P. Jacks, formerly head of Manchester College, Oxford; the Countess Bethlen of Budapest, wife of the former Prime Minister of Hungary; the Right Honorable Lord Trenchard of London, with his distinguished record in military and public administration; M. Charléty, Rector of the University of Paris; M. Chevrillon of the Académie Française; Herr Richard von Kühlmann, long an influential member of the staff of the German Foreign Office; Mr. John Walter of the London *Times*; the Rector of

the ancient University of Bologna; the American Ambassador to Japan, Mr. Joseph C. Grew; and the Albanian Minister;

The constant stream of contributions to literature and to science of the highest order of excellence, by members of the University faculties, including the first volume of a *Political and Cultural History of Modern Europe*, by Professor Carlton J. H. Hayes, of the Department of History; an essay on *Immortality*, by Mr. Corliss Lamont, of the Department of Philosophy; *The Federal Trade Commission: an Experiment in the Control of Business*, by Mr. Thomas C. Blaisdell, Jr., of the Department of Economics; *Nationalism and Education in Modern China*, by Mr. Cyrus H. Peake, of the Department of Chinese; *France and the Colonial Question*, by Mr. Carl Ludwig Lokke, of the Department of History; a searching and constructive *Report on the Revenue System of Cuba*, by Professor Edwin R. A. Seligman, of the Department of Economics, and Assistant Professor Carl S. Shoup, of the Faculty of Business; the brilliant *Life of Grover Cleveland*, by Professor Allan Nevins, of the Department of History; an authoritative volume entitled *The Cost of War to the American People*, by Professor John M. Clark, of the Department of Economics; the first volume of *International Adjudications, Ancient and Modern*, by Professor John Bassett Moore, of the Department of Public Law and Jurisprudence; *Mary of Nimmegen*, being a facsimile reproduction of the copy of the English version in the Huntington Library, by Professor Harry M. Ayres, of the Department of English, and Professor Adriaan J. Barnouw, Queen Wilhelmina Professor; *The Literature of the New Testament*, by Professor Ernest Finlay Scott, of Union Theological Seminary; a new volume in the "Columbia Papyri Greek Series," involving long and patient research, entitled *Tax Lists and Transportation Receipts from Theadelphia*, by Professor William Linn Westermann, of the Department of History, and Associate Professor Clinton Walker Keyes, of the Department of Greek and Latin; *Ensayos sobre el Sentido de la Cultura Española*, by Professor Federico de Onís, of the Department of Spanish; *The Holding Company; Its Public Significance and Its Regulation*, by Professor James C. Bonbright, of the Faculty of Business; the *Henry A. Todd Memorial Volumes*, edited by Dr. John D. Fitz-Gerald and Miss Pauline Taylor, of the Department of French; *The Vercelli Book*, edited by Professor George Philip Krapp, of the Department of English;



*Rural Russia Under the Late Regime*, by Associate Professor Geroid T. Robinson, of the Department of History; *A Chronology of Vulgar Latin*, being a contribution of exceptional importance to the history of letters, by Professor Henri F. Muller, of the Department of French; *Coptic Law*, by Assistant Professor A. Arthur Schiller, of the School of Law; *Chemistry of Food and Nutrition*, by Professor Henry C. Sherman, of the Department of Chemistry; the elaborate and scholarly report of a survey on *An Institute of Criminology and of Criminal Justice*, conducted under the direction of Professor Jerome Michael, of the School of Law; *A Textbook of American Gas Practice*, by Associate Professor Jerome J. Morgan, of the Department of Chemical Engineering; the completion of the seventh volume of his monumental *Annals of the New York Stage*, by Professor George C. D. Odell, of the Department of English; a striking contribution to geography and topography entitled *Stream Sculpture on the Atlantic Slope*; *A Study in the Evolution of Appalachian Rivers*, by Professor Douglas W. Johnson, of the Department of Geology; a new exhibition of outstanding scholarship in his *Researches in Manichaeism*, by Professor A. V. Williams Jackson, of the Department of Indo-Iranian; *The Theory of Education in the United States*, being the Page-Barbour Lectures at the University of Virginia, by Professor Albert J. Nock, of the Faculty of St. Stephen's College; a *History of World Civilization*, by Professor Herbert W. Schneider, of the Department of Philosophy; *Modern Government in a Colonial City*, by Professor Luther H. Gulick, of the Department of Public Law and Jurisprudence; *Cases and Materials on the Law of Creditors' Rights*, by Professor John Hanna, of the School of Law; *Changing Governments and Changing Cultures*, by Professor Harold Rugg, of the Faculty of Education of Teachers College;

The distinction conferred upon the University by the award of the honorary degree of Doctor of Laws to Dr. Bernard I. Bell, Warden of St. Stephen's College, by Colorado College; of the degree of Doctor of Science to Professor Joseph F. Ritt, of the Department of Mathematics, by George Washington University; of the Order of Commander of the Order of the Crown of Italy, in recognition of his distinguished service in making a metrical translation of Dante's *Divine Comedy*, to Professor Jefferson B. Fletcher, of the Department of English, who also received the degree of Doctor of Letters from Bowdoin College; of the degree of Doctor of Science to

Professor Douglas W. Johnson, of the Department of Geology, by Denison University; of the degree of Doctor of Music to Professor Daniel Gregory Mason, of the Department of Music, by the University of Rochester; of the degree of Doctor of Laws to Professor John Dewey, of the Department of Philosophy, by Harvard University; of the degree of Honorary Doctor to Dr. R. E. Hume, of the Union Theological Seminary, by the University of Strasbourg; of the degree of Doctor of Science to Professor Edward L. Thorndike, of the Faculty of Education of Teachers College, by the University of Chicago; of the *Grosses Goldenes Ehrenzeichen für Verdienste um die Republik Oesterreich* to Professor William R. Shepherd, of the Department of History, by the Government of Austria; of the degree of Doctor of Natural Philosophy to Professor Ralph H. McKee, of the Department of Chemical Engineering, by the University of Tartu, Estonia; of the degree of Doctor of Political Science to Professor Frederick J. E. Woodbridge, of the Department of Philosophy, Visiting Roosevelt Professor of American History and Institutions at the University of Berlin, by the University of Berlin; the Order of Chevalier of the Legion of Honor to Dr. Charles Gordon Heyd, of the Faculty of the New York Post-Graduate Medical School, by the French Government; of the degree of Doctor of Laws to Professor Walter Rautenstrauch, of the Department of Industrial Engineering, by the University of Missouri;

The designation of many officers of the University to render public service of importance in various parts of the world, including the invitation to Professors Paul Monroe and William C. Bagley, of the Faculty of Education of Teachers College, to study the educational needs and interests of Iraq; the appointment of Professors John M. Clark and J. Russell Smith to be members of a subcommittee of the Committee on Unemployment and Industrial Stabilization; the association of Associate Professor Philip C. Jessup, of the Department of Public Law and Jurisprudence, and Assistant Professor Francis Deák of the School of Law, in the work of research in international law conducted under the auspices of the Harvard Law School; the important coöperation rendered to the research work of the Committee on Economic Sanctions established by the Trustees of the Twentieth Century Fund, by Professors H. Parker Willis and J. Russell Smith, of the Faculty of Business; the invitation to Professor Lindsay Rogers, of the Department of

Public Law and Jurisprudence, to deliver the annual lectures on the Page-Barbour Foundation at the University of Virginia; the appointment of Professor Paul Monroe of Teachers College to be President of Robert College and of the Constantinople Woman's College; the invitation to Associate Professor Adolf A. Berle, Jr., of the Faculty of Law, by the Public Service Commission of the State of Wisconsin, to conduct certain important research in that state, and the designation of Professor Berle to direct an undertaking of exceptional public interest in the borderland between law and economics, made possible by a grant from the Commonwealth Fund; the designation by the Trustees of the Oberlaender Trust of Professor Daniel Gregory Mason, of the Department of Music, to visit Austria and collect material for a book on Brahms; the election of Dr. J. Bentley Squier, of the Department of Surgery, to be President of the American College of Surgeons; the election of Professor William K. Gregory, of the Department of Zoölogy, to be President of the New York Academy of Sciences; the designation of Professor William R. Shepherd, of the Department of History, to be Carnegie Visiting Professor at the University of Vienna; the selection of Dr. Arthur P. Coleman, of the Department of Slavonic Languages, to be Corresponding Member of the American Institute in Prague; the election of Professor A. V. Williams Jackson, of the Department of Indo-Iranian, to be Fellow of the American Institute of Persian Art and Archaeology; the invitation to Associate Professor Irwin Edman, of the Department of Philosophy, to participate officially in the Spinoza Commemoration at The Hague in the month of September, 1932; the invitation to Associate Professor Victor K. LaMer, of the Department of Chemistry, to be Priestley Lecturer at Pennsylvania State College; the election of Professors Douglas W. Johnson, of the Department of Geology, and Samuel R. Detwiler, of the Department of Anatomy, to be members of the National Academy of Sciences, and of Professor Johnson to be Corresponding Member of the Société Géologique of Belgium; the invitation from the Government of Hungary to Professors James T. Shotwell, of the Department of History, Joseph P. Chamberlain and Lindsay Rogers, of the Department of Public Law and Jurisprudence, and Robert M. Haig, of the Department of Economics, to make inquiry into the economic condition of Hungary; the election of Professor William H. Kilpatrick, of the Faculty of Education of Teachers

College, to be President of the Board of Trustees of Bennington College; the selection of Professor Jesse F. Williams, of the Faculties of Education and Practical Arts of Teachers College, to be President of the American Physical Education Association; the invitation to Professor Paul R. Mort, of the Faculty of Education of Teachers College, to be director of a survey of school finance in the state of Ohio, as well as to undertake a similar survey in the state of New Jersey.

Each year the Annual Report records, even without completeness, not a few but literally scores of instances of distinguished and help-

Scholarship and Public Service      ful public service rendered in various parts of the world by members of Columbia University.

The accompanying report of the Dean of the Graduate Faculties enumerates a new and strikingly long list of examples of contacts which the University has established with the public life of the world during the year under review. The University's scholars carry their knowledge, their training, their insight, and their spirit of service across each one of the seven seas. Governments and public bodies everywhere and of every kind turn to these scholars for sympathetic study, for interpretation of difficult and perplexing economic and political conditions, and for guidance in framing future public policies. In each one of these fortunate instances the triumph of scholarship is complete. No longer is it confined to the remote hilltop or the secluded valley, but everywhere it is made available in all its richness and understanding to satisfy the needs and to fulfill the aspirations of mankind. The university has come into its own. As one of the fundamental institutions of civilized man, it has now definitely established itself, not at all as any form or type of traditional school but as a society of scholars free and eager to conserve knowledge, to advance knowledge, and to interpret knowledge. The man who tries to do has learned how needful it is to turn for help and guidance to the man who really knows.

But the university cannot accomplish the impossible. On every hand our democratic societies in various lands are calling upon the universities to give answer to the question: Why is it that democracies are not more intelligent, more competent, more abundant in understanding, and more high-minded? It is repeated again and

again that the universities of the world should have made the Great War impossible, that they should have prevented many of the self-seeking and gain-seeking abuses which privilege and power have in so many cases engrafted upon popular government, and that they should have either made impossible the world-wide economic and financial depression or at least have greatly diminished its ill effects among men. Unfortunate as it may be, the university as a human institution and a human agency cannot achieve perfection, certainly not at a single bound across a few centuries. Ideas travel quickly enough in the upper and rarefied air of scholarship and highly trained minds, but they move with the sluggish slowness of a glacier over and among the great masses of population whose habits and whose prejudices are deeply ingrained and whose outlook on life is limited by the walls of their own gardens. Before the university can do much more than it is now doing, the elementary and the secondary school must bestir themselves really to educate the great mass of the populations and to leave off their dabbling in the muddy waters of the anti-philosophies and the pseudo-psychologies in which too many of these schools, in this land at least, are just now immersed. The true task of the elementary and the secondary school is not to fuss with experimental psychologies at the cost of childhood's training and future usefulness, but to bring to bear all the resources of historic and well-tested civilization in simple and understandable form, to offer that body of ordered information, that guidance, and that kindly discipline which will really prepare youth for an independent, a self-controlled, and a well-understood life. If the task of raising the level of democracy's intelligence and capacity is to be thrust upon the university alone, then the day of accomplishment will be remote indeed. On the other hand, the elementary and the secondary school may well achieve a revolution upward within a short generation, just as so many of them have managed to achieve a revolution downward within that period of time.

There is always temptation, particularly on the part of those who are historically minded, to overpraise the past, to underestimate the present, and to overfear the future. This temper and tendency are by all means to be shunned. The present is merely the invisible bridge over which the historic past marches to the shaping of the

undetermined future. The use which we make of the past will always be the chief influence in determining what the future shall be. That future may be either ordered progress or chaos, according as we understand the past or are ignorant of it. The question always presses for answer whether or not men will really begin to learn from experience, whether they will really avoid the old time-worn mistakes and errors, and whether they will strengthen the ancient and well-established advances and successes which men have made, and improve upon them. The elementary and the secondary school are in position to play the largest part and to exercise the greatest influence in determining the answer to this question.

Perhaps the classic discussion of the seven liberal arts is that contained in the *English Historical Review* for July, 1890. The liberal arts of the Middle Ages were grammar, rhetoric, logic, arithmetic, geometry, astronomy, and music. A liberal education was interpreted to be one which included a knowledge of these seven subjects, and all our modern thought regarding education has been colored by this definition and description. Any catalogue of the liberal arts made in the twentieth century would be quite different from that which played so great a part in the intellectual life of the Middle Ages, but it would certainly include the substance of each one of the seven names upon the list which Paris and Oxford and Cambridge knew so well in their earliest days. To it, of course, would now be added history, scientific method, and a knowledge of more spoken languages than one. Unhappily, the decline and fall of the ancient classics, instruments essential to any education that is truly liberal, have emptied many of the conventional subjects of study of a large part of their content, left them without known origin or understood growth, and thereby greatly lessened their own value as instruments of liberal training.

It is part of the public service of the university constantly to point to these facts and to the reasons for their existence, but the university alone cannot remedy them. It is the elementary and the secondary schools which touch immediately the lives and the minds of the great masses of the world's population. For the future of democracy itself it is of vital importance that those sources of power, of discipline, and of direction be kept pure and undefiled by false doctrine, heresy or schism.

The years through which we are passing have brought into new and unexampled prominence a series of difficult problems whose solution affects the happiness and satisfaction of the whole world. These problems demand with the utmost urgency study by the very best intelligence which our time can provide. They summon this University to a high task of interpretation and exposition on a scale that has perhaps never been reached. So rapid, so incessant, and so cumulative have been the changes going on in the economic, political and social structure of our modern civilization that they find us not only wholly unprepared to deal with the grave emergencies which they so constantly present to us, but even unable clearly and fully to understand their essential character. To find a way out of these economic and social dilemmas, with their serious and often distressing consequences, is a responsibility which rests peculiarly on the universities of the world, and in high degree upon Columbia University. It is pathetic that with problems of this kind confronting and perplexing men, some of the great funds which have been established by private benefaction for the service of the public are literally wasting the sums at their disposal by scattering them in relatively small amounts over fifty, over a hundred, different and usually unimportant fields of endeavor. These same sums, concentrated in large amounts on one, two, or three of the commanding problems of our time, might well justify in the public mind any fortune, however great, which our economic and industrial system has made possible in past years. However this may be, the duty and the opportunity of this University are obvious.

New Opportunity for  
University Service

No one of these problems is more urgent than that which is usually summed up in the phrase: Poverty in the midst of plenty. In this regard our own time reveals a contrast truly ironic and of a kind and extent never before witnessed in the world. This is the contrast between a technological and industrial development which offers for the first time in human history a universal standard of economic well-being and on the other hand an economic mechanism of exchange which seems to defeat, or at least to be unable to make good, that promise of satisfaction and prosperity. The question as to the relation of the consumer's demand to productive capacity is one which has gained increasing attention in late years, par-

ticularly since the end of the Great War, and today it is paramount in the economic situation which confronts us on every hand. Overflowing barns and impoverished farmers, surplus of raw materials and idle plants, new triumphs of technological skill and new multitudes of unemployed workers, all these point to some fundamental failure of that plan which seeks to adjust demand with supply through the ordinary medium of prices. This is itself a technical problem, since on the one hand all the elements of productive efficiency are present and anxious to coöperate, while on the other hand the human need for the products of this coöperative efficiency is imperative and universal.

The nature of the problem will be better understood if one recalls the elementary fact that all exchange is mediated barter. By progressive stages, as society increased in complexity and in specialized activity, the world passed from what may be called a simple barter economy, through commodity money, the direct use of the precious metals, and standardized metallic currencies, to the elaborate and varied systems of credit or fiduciary money which, with whatever reserves of a precious metal, are controlled by governments and by banks all over the world. In past years these developments went forward through gradual adaptation to conditions which changed relatively slowly. Today, however, the process of change is so rapid that such farther adaptations as are quickly necessary can only be proposed, explained and brought about by the deliberate concentration upon them of the best constructive thought of the world. How absolutely necessary this has become may be judged from the fact that in the present economic blockade return has even been made, in some parts of the world, back to the ancient and once obsolete system of direct barter.

The problem which presses upon us can be more simply stated through separation from a multitude of complications, some national and some international, which have certainly worked together to create the disasters and maladjustments from which the world now suffers. This problem is not, for example, to be in any way identified with that of the so-called business cycle, though we may confidently expect that to solve it would help mightily in the control of the ordinary fluctuations of economic prosperity. Nor is the problem one which can be met by direct recourse to any of



the competing economic philosophies of society, whether those which are based on that liberty which has made possible the accumulation of capital or those which are in whole or in part the outgrowth of the tenets of socialism. The essential point is that two parts of our economic mechanism, the technique of production and the technique of exchange, have evolved, not in interdependence but in semi-independence each of the other, with the result that they do not function in harmony for the service of society. This is a fundamental problem which did not come into being with the present world-wide depression, and it is not one which will be solved by the passing of that depression. One aspect of it has been strongly emphasized by a group of engineers who, impressed by the recent quickening of productivity and the enormous new possibilities which still lie ahead of us in this field, urge the desirability of an entirely new system of control which they term Technocracy. Without accepting their inferences, the data which they are accumulating regarding the efficiency of modern production and its methods will have to be taken into account in any serious study of this whole question.

Columbia University, so far as its resources will permit, should lead in an attack upon this problem. The trained competence and the high imagination of our wisest scholars should be given opportunity to fix their attention on these matters and the challenges of our changing civilization which accompany them. They now occupy the center point of the field of human interest.

The subjects to be attacked are not so much material for meticulous research of the traditional kind as for rigorous philosophic and economic analysis and for the wise and constructive formulation of policy. It would be an act worthy of Columbia University, and one with the greatest potentiality of public service, were it now possible to form a group, composed in part of members of the University staff and in part of others outside our ranks, to attack this problem without delay, in the confident expectation that they would be able, in coöperation, to think this question through and to offer some firm and sound ground on which its solution could be built. The specific task to be entrusted to such a group, which in its conferences would naturally desire to establish fruitful contacts with leaders of finance and industry in this and other lands, would be to examine into and to report upon the adequacy

of the existing price and credit system to serve the needs of the twentieth-century community under the conditions which modern technological methods and their application to modern industry have created. This may truly be said to be the fundamental question before the world to-day. Columbia University, with its high prestige and its great and many-sided company of scholars, should be put in position to attack it without a moment's unnecessary delay. Material things can wait; men cannot, and sometimes will not.

The best discussion of *Lehrfreiheit*—freedom of university teaching—is that given by Professor Friedrich Paulsen, of the University of Berlin, in his indispensable volume on the German *Lehrfreiheit* universities,<sup>1</sup> of which an English translation by Professor Edward Delavan Perry was published a generation ago. A brief account of *Lehrfreiheit* as it presented itself in the German universities in the nineteenth century is contained in an address delivered at Nürnberg in 1898 by Professor Kaufmann, of the University of Breslau.<sup>2</sup> It must not be supposed that controversy as to the freedom of academic teaching is a new thing. Indeed, this controversy has accompanied the universities almost from their beginning. Naturally, it arose first over matters theological, but in the eighteenth century it passed over into the field of philosophy. Before the nineteenth century was very old this controversy had to do with the new ideas that were finding expression in literature and life because of the discoveries and the point of view of modern science, one effect of which was to bring science in sharp and constant conflict with the prevailing theologies. Hardly had that controversy lost much of its force when new dissension appeared upon the scene, this time the subject matter being found in the social and political sciences. The very names, *Essays and Reviews*, science and religion, Bishop Colenso, evolution, socialism, and communism, indicate the story of these persistent and now quite perpetual controversies. Universities are from time to time denounced as nurseries of revolution and anarchy by those who are quite unable to comprehend what freedom to seek the truth really means and involves. The spirit of persecution is abroad in our

<sup>1</sup> *The German Universities: Their Character and Historical Development*, by Friedrich Paulsen. Authorized translation by Edward Delavan Perry. New York, Macmillan & Co., 1895; pp. 161-73.

<sup>2</sup> *Die lehrfreiheit an den Deutschen Universitäten im Neunzehnten Jahrhundert*, von Dr. Kaufmann: Leipzig: Hirzel, 1898.

land in high degree and it exists in many other lands as well. It was a wise word of William Penn's that "Whoever is right, the persecutor must be wrong." If radical, he would persecute the conservative; if conservative, he would persecute the radical. Such men have never learned the fundamental fact that he who has not accustomed himself to look at both sides of a disputed question can never really be a free man. He is a man in bondage to his prejudices and his prepossessions.

The university can only live in the atmosphere of *Lehrfreiheit*. Deprive it of that and it quickly becomes something quite different from its former self. It is important to bear in mind that *Lehrfreiheit* imposes its own limitations. These are such as grow out of respect for the high place and dignity of a university and for the authority which attaches to its judicious and considered utterances. In the exercise of *Lehrfreiheit* it would not be becoming to treat with scorn or bitterness or ridicule what others hold in high regard and respect. What the press and the public meeting may do, the university must often refrain from doing. Its scholars must temper the expression of their judgments with those words which are wisdom and with that consideration for others which is patience and human kindness. Granted these self-imposed limitations, the triumphs of *Lehrfreiheit* speak for themselves, and the story of the true universities from the earliest days of Bologna and Paris and Oxford and Cambridge to our own, can be written in terms of it.

The most active foe of scholarship, and its most deadly enemy, is early and undue specialization of study and of interest. Scholarship is full and accurate knowledge in its historic and philosophic setting. Specialization, on the other hand, knows neither history nor philosophy and will have none of them. Its aim, too often exclusively gain-seeking, is constantly described as excessively practical, which is one of the ways of asserting that it is at war with the reflective life of man. There is and can be no such thing as vocational education if the term education be correctly used. Education knows no vocation. It underlies them all and is superior to them all. Vocational instruction or vocational preparation there may and should be, but vocational education is a contradiction of terms. The creeping down through the college into the secondary school, and

Undue  
Specialization

indeed almost into the nursery, of the claims of vocational preparation, is a force working to undermine the whole of education in the United States and to render futile no small part of the vast sums expended upon education from the public treasury and from private benefaction. There is a perfectly practicable method, first worked out in Europe, of building vocational instruction upon and by the side of the secondary school, but it should never be offered as a substitute for the training which it is the business of the secondary school to offer, much less for the training of the college, which is the last stronghold of liberal education in an age when the pressure of time and events is everywhere operating to subordinate the profound to the superficial, the thorough to the haphazard.

The true specialist is he who, having laid in secondary school and college, in Gymnasium, or in Lycée, the solid foundation of liberal training through his study of the old humanities and their controlling part in the history of the race, then devotes his well-disciplined and well-furnished mind to the eager and intimate pursuit of such special topic of study as he may choose. He, and he alone, has the background and the power to become a specialist of the highest order of excellence, for he is not a narrow man but rather a broad man sharpened to a point. A pathetic sight is the man who, having failed to get genuine liberal training or having avoided opportunity for it, finds himself in later life sadly lacking because of this fact. He then struggles to repair the damage which he feels he has incurred, and too often struggles in vain.

Much of the vague and violent contemporary discussion of economic, social and political problems, particularly here in the United States, is the direct outcome of the lack of liberal education. If those who participate so loudly and so vehemently in these quite futile discussions only knew something of the history of mankind and of his efforts, his successes, and his failures in the several fields of economic, social and political endeavor, they would be able to discuss contemporary problems in a quite different and indeed really helpful spirit. Without the background of any part of the scholar's knowledge and without the discipline of mind which a liberal training necessarily brings, there cannot be any but merely rhetorical discussion of problems and interests and ideas which reach deep down into the heart and mind of man. We are repeating on every hand, in contemporary discussions of economic, social

and political problems, the experiences of two and three generations ago as recorded in the scientific and theological debates which marked that period. There survive in the records of accomplishment of that time only the names of those who carried on scientific and theological discussions of the middle and late nineteenth century on the highest plane of understanding and competence because of their scholarly knowledge and mental discipline. The same will be true of those who are participating in the social, economic and political discussions of this day and generation.

There is one aspect of the relation between a liberal education and professional training based upon it, on the one hand, and direct vocational preparation following the work of the secondary school, on the other, which is Vocational Colleges not met by our existing arrangements. The underlying theory of the organization of Columbia University is, and has been since 1889, that the liberal arts college is the foundation of all university work properly so called, and that the college is the door through which alone the university can be entered. That college need not, of course, be Columbia College; it may be any well-established, well-organized and well-supported college of the liberal arts and sciences, whether large or small.

Year by year the pressure on these liberal arts colleges to provide vocational preparation increases so greatly that some of them, at least, are in grave danger of being driven from the firm and sound historic foundation on which they have rested and would like to continue to rest. A way to help the liberal arts college to meet this situation might perhaps be found through the organization of vocational colleges pure and simple, which would rest upon the foundation of secondary school work, make no pretense of giving a liberal arts course, but rather devote themselves for the necessary period—three years would perhaps be sufficient—to definitely and specifically preparing their students for some particular vocational work in the life of the world. If such vocational colleges were set up with clear understanding of their scope and purpose, the student, on leaving the secondary school, would make his choice between entering one of these, or, on the other hand, giving himself the benefit and the satisfaction of the liberal arts college course, whether or not he went beyond that into one of the learned professions as that group has now been enlarged. In this way a situation which is

now difficult and dubious might be cleared up with some definiteness, to the advantage of our whole educational system.

Here on Morningside there have grown up in various ways and at different times during the past quarter-century groups of students who by choice have a distinctly vocational purpose in view. They are found scattered about among our different classifications of student registration, but are without definite status or a clearly defined vocational aim. Consideration might well be given to the question whether the time has not come when all students of this type should be gathered together in a single definite organization of college grade professing specifically its purpose of vocational preparation. The necessary teachers and an adequate number of students are here on Morningside. It would seem that only a stroke of the pen would be sufficient to effect such changes as would bring into existence a vocational college which would occupy its own separate place in our educational system, wholly distinct and wholly different from Columbia College and without any relation to the work of the various graduate and professional faculties. It would be an end in itself. Some such solution of the problem would appear preferable to permitting to continue the existing pressure upon the liberal arts colleges to dilute their program of study with purely vocational courses. The vital matter is the preservation of the liberal arts college in its integrity and full vitality. One way to accomplish this is to keep out of the liberal arts college students who have no real wish to be there and who therefore should not be there.

Both at Morningside Heights and at the Medical Center the University has provided convenient, attractive and well-administered Academic Residence halls of residence. In so doing, it was certainly not the intention simply to make an addition to the housing facilities of Manhattan Island, but rather to make definite and specific addition to the University's own educational equipment. In providing these halls of residence, it was at no time the thought that students would be at entire liberty to choose between living in one of these buildings or elsewhere as fancy or economic advantage might dictate. Halls of residence were provided precisely as libraries, laboratories and teachers themselves are provided, in order to exert educational influence and to offer educational opportunity. These halls were built, not as an educa-



P. & S. CLUB, BARD HALL



TYPICAL BEDROOM, BARD HALL



tional convenience but as an educational necessity. It is not merely by individual attendance upon lectures or recitations or by individual work in laboratories or in libraries that one can gain the full benefit of University membership. That comes, and can only come, when the individual student regards himself and treats himself as a member of the academic family to which he owes companionship and loyal allegiance and from which, in turn, he may gain untold advantage through personal, social and academic contacts of many kinds which would otherwise be beyond his reach. It is through and by academic residence that that feeling of class, group, and college loyalty has been developed and built up in Great Britain and in this country for generations past, which has played so great a part in the life of both of these nations. To-day the ancient University of Paris, which long ago had a hall of residence, founded by Robert de Sorbon, which it was compelled to put to other uses, is seeking, through its new Cité Universitaire, to repair the loss of centuries. Similar attempts are making elsewhere to broaden the conception of desirable, and even necessary, university equipment so as to include at least some provision for academic residence.

Undergraduate students and professional school students, in particular, together with such non-professional graduate students as enjoy any part of the University's bounty to enable them to be in attendance at the University, should be expected to live in academic residence, up to the capacity of the halls provided, unless excused from so doing for definite and convincing reason. Moreover, administrative regulations and faculty standards of academic performance should be so amended and extended as to recognize the educational importance and value of academic residence in a definite fashion which everyone could understand.

As has been pointed out elsewhere in this annual report, our conception of academic standards of satisfactory performance needs overhauling at a good many points. One of these certainly has to do with academic residence. It is quite futile for the University to strain every nerve to make this extraordinarily attractive addition to its educational resources and then to leave the student body unguided and undirected in the use and enjoyment of a great educational advantage.

It is no new thing that teachers engaged in almost any part of the field of higher education come to look upon the intellectual performance of a student, particularly as manifested in his ability to pass a stated examination, as giving him a clear case for academic advancement and graduation. In elementary and even in secondary education some share of attention, although probably a diminishing share, is still paid to the building of those habits of mind and body which are manifested in character and in good manners. In the field of higher education, however, these matters are almost uniformly overlooked, or, when regarded at all, are looked upon as of small concern. A deplorable result is the constant graduation from colleges, and often from professional schools, of youths of most uncertain character and of shocking manners who receive academic advancement on the sole basis of having, in more or less mechanical fashion, complied with certain examination tests. The fact of the matter is that capacity to pass these intellectual tests should rank third in estimating the educational progress of a student. Evidences of his character-building should come first, and evidences of his good manners and respect and concern for others should come second; and, these lacking, no amount of intellectual performance of any kind should win him advancement or graduation. Such a one would not have been educated at all; he would only have been instructed in some degree in the subject matter of a given field of knowledge. It is for such reasons as these that the first question to be asked of candidates for admission to college or to professional school should have to do with character and good manners, and then should come the questions which bear upon the candidate's mere intellectual performance.

It must not be forgotten, too, that the failure of a student to pass a given examination test following a stated course of instruction may be the fault of the teacher rather than his own. It is the business of the teacher to see to it that his students do pass the examination tests because they are by him made competent to do so. If in any considerable number his students fail in these tests, then introspection and not external observation is the instrument to which the teacher should turn for an explanation. The same general considerations should prevail, under any but a sheer bureaucratic system, when a student wishes to transfer from one college or pro-

fessional school to another. The fact that he has not done well intellectually in the college or professional school of his first choice may be the precise reason why he should change to another college or professional school where conditions are different and where perhaps something may be found that is lacking in the institution of his first enrollment. The bureaucrat cannot see these considerations. He sees only figures and letters indicating academic performance, and behind them or under them he is unable to look. In this way very grave damage is constantly being done in the United States, and usually done in entire innocence of the fact that it is the bureaucratic and legalistic method of procedure which is at fault.

If a student shows himself unmistakably incompetent to make intellectual progress and to meet normal intellectual tests after everything possible has been done to aid him and to stimulate him to improvement, then of course he is dropped from the rolls for the simple reason that he is not able to make good use of his time and effort and should seek some other opportunity or occupation. But rather more important than this test is the silent and informal test, constantly making, of the student's character-building and manifestation of good manners. He who cannot progress in these vitally important matters is even more unworthy of continuing upon the academic rolls than his fellow who fails in an examination test. There are no formal methods and no precise rules of measuring these traits or of dealing with them. It is, however, the function of academic discipline to guard in college or professional school against the advancement and graduation of anyone who is unworthy in either of these respects, no matter what his strictly intellectual performance may be. It was the wisdom of William of Wykeham which, five and a half centuries ago, gave both to Winchester School and to New College, Oxford, the motto, "Manners maykth man."

There is frequently a hue and cry that some individual or group of students are being disciplined because of their political or academic or social or religious beliefs or utterances when, as a matter of fact, no one cares in the least what those beliefs and utterances may be. But the college or professional school certainly should insist that while the student is a student he shall hold and manifest and exhibit his convictions and beliefs in ways that are consistent with good morals and good manners. A very large proportion of

the public debates and disturbances that go on in various parts of the land, in institutions of higher education and elsewhere, growing out of matters such as these, and which loom so large in the press, arise not in the least from anyone's convictions or beliefs, but solely from his violation of the accepted and acceptable standards of good morals and good manners. When it is clearly understood that the higher education has as its dominant aim the training of educated gentlemen, and not merely the production of more or less intellectually trained barbarians, we shall begin again to make progress, and the newspapers will be deprived of some present temptations to exploit the crudely sensational.

Engineering may well be defined as the art of directing the great sources of power in nature for the use and convenience of man. However much the field of engineering may be divided and subdivided, and however sternly practical its tasks may seem to be, it is none the less entitled to be classed with the new humanities and to be regarded and treated as such. Engineering profoundly and directly affects both the daily life and the thought of man. It should, indeed must, rest upon a broad foundation of liberal culture enriched by precise and definite scientific knowledge of the most fundamental sort. There is no more reason why engineering as a calling should be satisfied with the mere completion of secondary study as adequate preparation than that law or medicine or theology should do so. The world needs engineers who are liberally educated men who have had time and opportunity to gain some fundamental knowledge of the world's thought, the world's history, and the world's literature, and then, with this as foundation, to build a superstructure of technical knowledge and its application in practice which constitutes the engineer's daily task. Adequate interpretation of engineering in terms of historical accomplishment and its relation to other forms of human endeavor remains to be given, and there is inviting opportunity for the scholar in the field of engineering to reconstruct and to interpret its history for the instruction and benefit of the world of today.

The survey undertaken during the past year by coöperation between the Department of Industrial Engineering and the Architects' Emergency Committee of New York is of large importance. This survey has as its aim to present the agricultural and industrial development of the United States during the past century in terms

of production, of employment, and of energy expended. The bearing of the results of this survey upon social, economic and political problems may well be direct and illuminating. This survey is but one more illustration of the high place which engineering has come to occupy, not only in the life of the University but in the intellectual life of man.

In the Annual Report for 1930, a brief statement was made as to the significance of the university study of business organization, business principles, and business methods. It was then pointed out that these stand in the same relation to the study of economics, sociology and law that the university study of engineering occupies in relation to mathematical and physical sciences, and that therefore the study of business would profit by a separate organization and by an independent university consciousness, just as does engineering, and for like reasons.

Business as  
University Subject

The reason why engineering and business were not incorporated in the educational system of the medieval universities was the very convincing one that they did not exist in any such sense as did law, medicine and theology. These three were the learned professions, not because there might be no other but because they first of all had been brought by the development of human thought and action to the stage of development where university recognition was both natural and necessary. If one had proposed to organize in the University of Bologna nine hundred years ago, or in the University of Paris seven hundred years ago, or in the University of Oxford a little later, a Faculty of Engineering or a Faculty of Business, he would have been looked upon as of disordered mind, simply because those subjects did not then exist, either in the consciousness of men or in their practical life, as organized and delimited fields of knowledge and activity which could provide subject matter for university study, discussion and research. During the nineteenth century the development of modern science, the growth of the factory system, and the industrial and economic changes that followed upon these, brought first engineering and then business into a wholly new position in the consciousness of men. Search was made for ways and means to study these new activities, particularly that of engineering. The universities were inhospitable, and therefore the first schools of science and engineering in almost every land were forced to be established outside of the universities

entirely. This was not because schools of engineering or technology were not entitled to university status; it was because the university had a closed mind and could see no place for those subjects or that it had any relation to such studies or interest in them. As the years have passed, however, the universities have found ways and means to make fortunate place within their organization for schools of engineering, although on the continent of Europe, and to a large extent in Great Britain also, these schools still remain apart from and outside of university organization.

What we call business is an activity much newer and younger than engineering, and in university thought it is still something quite strange in many parts of the world. The very word was not used, as we now use it so familiarly, more than two generations ago. Like engineering, business is a product of changed economic and social conditions. Of course, the activities which we recognize as business have always existed, for without them civilization could not go on. It is, however, only within a relatively short time that those activities have consciously sought a foundation of principle, of theory, have begun to look into history and to relate themselves to other forms of intellectual activity and so to come within the purview of academic recognition and academic companionship.

Business includes every form of activity which has to do with the economic service of society, for the sake of service and with a gainful motive. It therefore includes agriculture, industry, transportation, commerce and finance. It includes all these because without them the fundamental material basis of society could neither be understood nor indeed exist. Business having so developed and having so defined itself, became self-conscious and began to ask precisely the questions which law and medicine and theology asked a thousand years ago and which engineering began to ask nearly a hundred years ago, namely, what are the controlling facts or principles of this calling; what are the aspects or elements of theoretical knowledge upon which it rests; what does its experience and history teach for its improvement and its development; how can society be better served by its men of business; how can the gainful motive be sustained without limiting or refusing service? So soon as these questions were consciously asked, business had qualified for academic recognition and for academic companionship. The university study of business cannot be and should not be regarded merely

as a form of vocational preparation, any more than is the study of law or medicine or theology. There are all sorts and kinds of purely vocational schools of business which have in view only an immediate practical end. The university study of business will stand upon a foundation of its own. It will require, first of all, that amount of preparation for the study of this special group of subjects which qualifies the student to undertake that study with intelligence and understanding and to become an educated gentleman. This means that he must have pursued a course of study in the liberal arts and sciences sufficiently extensive to give him not only a foundation but a background, so that he may be not merely an apprentice to a vocation, but that he may become the master of a profession. The difference is to be found in what he brings to his study; it is that which determines the use that a student is able to make of his opportunity.

Granted the appropriate and adequate amount of preparatory study in the liberal arts and sciences, then the second essential of the university school of business is the severe scientific, historic and philosophic study of these elements of economic organization and activity not only by themselves, but in their relationships and their interrelationships. It must be the task of qualified and competent and scholarly teachers to lead the student to see how these many activities on which the life of man rests, on which the social order rests, agriculture, industry, commerce, transportation, finance, are interwoven together into that one vast interdependent fabric which is summed up under the broad name, business.

Finally, in the study of business the university must see to it that the aim of service is always uppermost in the thought of its students. The gainful motive will always be present in business, and ought to be present; it is an essential part of this economic undertaking. But service to the whole community in the largest and fairest and justest sense is and must always be the chief aim of business rightly and honorably conceived. The gainful motive is to be satisfied, of course, but not in spite of service, not with failure of service, not with imperfect service, but always and everywhere secondary to and subordinate to service.

Business is yet only at the beginning of its academic life. University schools of business of the highest grade are few in number and still very young, but so long as they continue to insist upon the

three fundamental principles which have been named, they will not only be worthy members of the academic society of which they are a part, but they will steadily increase in importance as factors in contributing to the higher life of man. Business so described and so conceived takes its place justly with the earlier learned professions because there is a body of knowledge upon which it rests, a spirit of study to grasp that knowledge, a zeal for service and an understanding of what service means to guide, to qualify and even to enrich the gainful and the gain-seeking instinct.

President Barnard, who was elected tenth president on May 18, 1864, assumed office on Commencement Day, June 29, 1864, and

President Barnard's  
Annual Reports

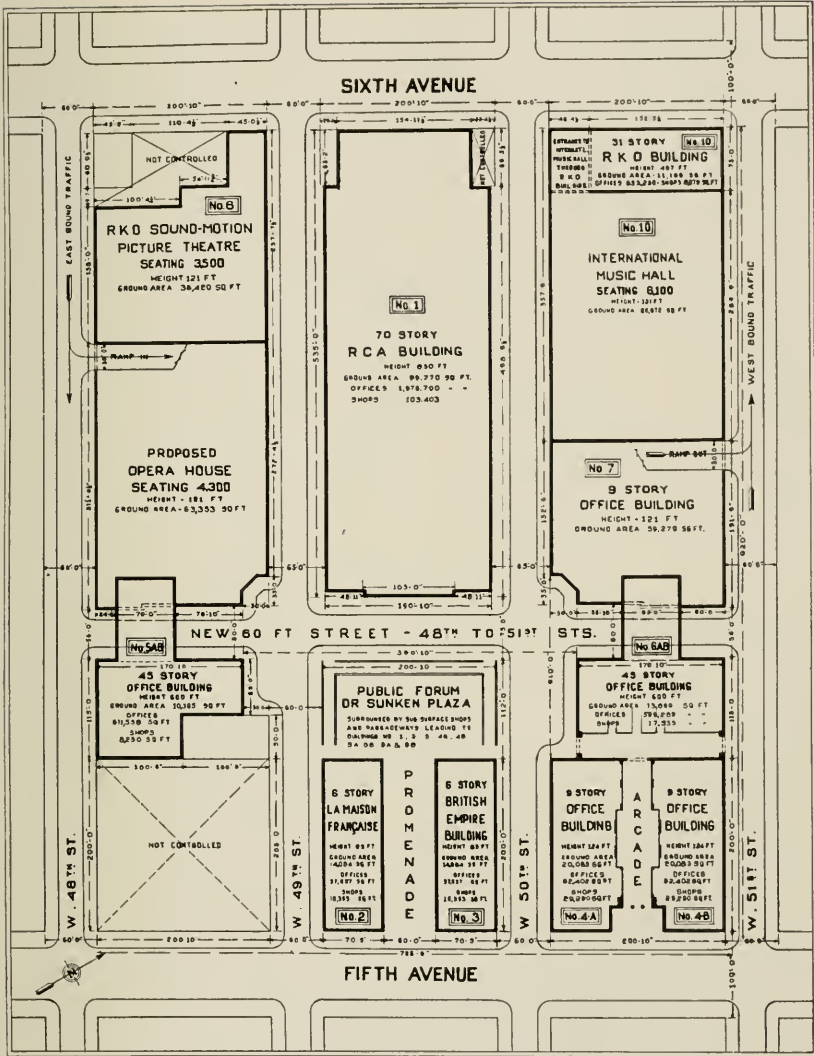
continued in the service of the College until his death, at the age of 80 on April 27, 1889. During the last year of his service

President Barnard, because of failing health, was on leave of absence and the senior professor, Dr. Henry Drisler, Jay Professor of the Greek Language and Literature, served as Acting President during the year and signed the annual report for the year 1888-89.

Twenty-four annual reports, commencing with that for 1864-65, were signed by President Barnard. These constitute a body of educational philosophy, educational discussion, and educational history which was at that time quite without precedent. It was then customary for the annual report of the president of an American college, if one were made, to deal almost exclusively with matters of routine and to have no general or public interest. The restless and vigorous intelligence of President Barnard and his wide outlook on educational problems of every sort and kind changed all that. Even his first report, while not approaching his later reports in general interest or importance, departed quickly from the traditional mere record of events, and contained criticisms and suggestions which were in a way prophetic of the sort of discussions which were to come later.

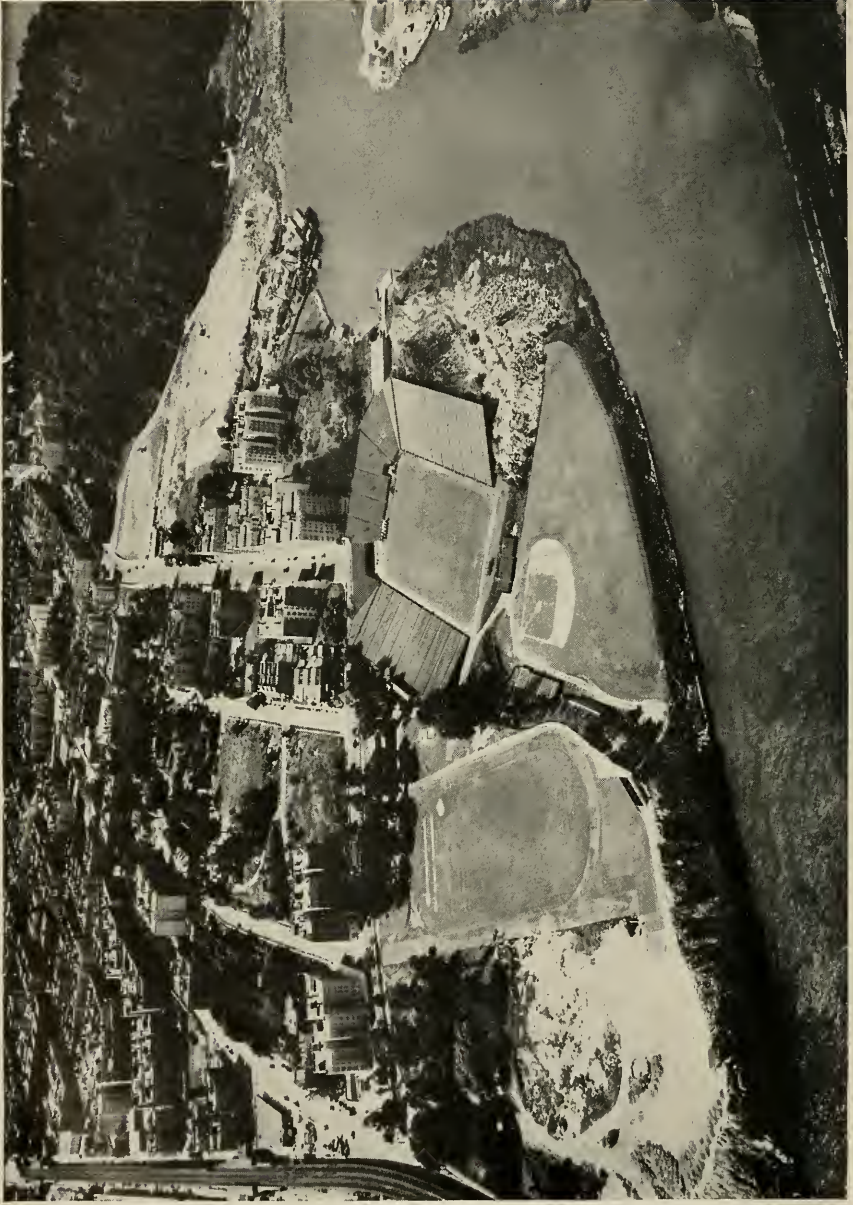
The report for 1866 contained the first of Dr. Barnard's important and influential discussions. He showed, by an examination of approved statistics, that college education in America was declining in popularity, and he asked why this should be. He examined the suggestion that the college found competitors in the pursuit of modern science and its applications in the useful arts and in the





DEVELOPMENT OF THE UPPER ESTATE OF COLUMBIA UNIVERSITY  
IN THE ROCKEFELLER CENTER

PLOT PLAN



BAKER FIELD FROM THE AIR  
COLUMBIA UNIVERSITY'S ATHLETIC FIELD

invitations opening on every side to young men to embark early in gainful occupation. But then he added the crucial observation that the course of preparatory training for college, consisting in an almost exclusive study of words at a period of life when the circle of ideas is limited and when nature indicates the study of things as that which is most needed, appeared to be in conflict with the principles of a sound philosophy and even with the dictates of common sense. Thereupon he called upon the colleges to face this situation and to expand into schools of universal knowledge, while still maintaining that admirable system of general culture which should always continue to be sought. It was this discussion which President Eliot of Harvard more than once pointed to as having first turned his own attention to the program of undergraduate study, and which led him to bring forward arguments for the elective system of studies which he was instrumental in introducing at Harvard College. This same report forecast not only the present School of Engineering, but the School of Business and the School of Architecture, as well as greatly strengthened and expanded departments of all the physical sciences. It was at this early date that President Barnard raised the question as to the permanent site for the College, and his discussion of that subject, when read today, reads in part like a dream and in part like a prophecy.

The report for 1867 is signed by the senior professor as Acting President, since President Barnard was absent acting as United States Commissioner at the Universal Exposition in Paris.

In the report for 1868 President Barnard returned to his educational discussions, and included in this report careful and most interesting discussions of examinations, and of the opportunities and prospects of the new School of Mines. In this report he emphasized once more the desirability of moving the College to another site at a very early day.

The report for 1869 contains discussions on the subject of academic discipline, which would indicate that that subject was uppermost at the moment. This subject is returned to in the report for 1870 where it is discussed at considerable length. It is in this report that President Barnard brings forward his remarkable and prophetic discussion of elective studies—one of the most helpful contributions to the discussion of that subject to be found anywhere in the literature of higher education. President Barnard studied

statistically the conditions of various American colleges, and drew very interesting conclusions concerning their educational influence and prospects.

The report for 1871 discussed prizes, scholarships and fellowships, which had just been established, and which had a very remarkable history. This report also contained further discussion on academic discipline, and a long essay on elective studies, indicating that President Barnard was devoting himself eagerly to the movement to establish that far-reaching reform in the undergraduate program.

The report for 1872 proposed an expansion of the whole scale of teaching, and indicated ways and means by which a college could outgrow the narrow limitations which time and habit had imposed upon it, and enter upon a field of larger and more productive usefulness.

The report for 1873 discusses the same two topics still farther, discipline and the changes in the program leading toward a larger use of the elective system.

The report for 1874, which does not appear to have been printed, contained little of importance.

The report for 1875, also not printed, has careful discussion of examinations and scholarship.

The report for 1876, which was not printed, follows the same lines and contains nothing of large importance.

The report for 1877 is not in any way striking, but from the report for 1878 it appears that President Barnard was not at all satisfied with the working of the general system of examinations in the United States, which he continued to discuss again and again.

The report for 1879 is the first of the later and more epoch-marking documents with which President Barnard's name is forever to be associated. This report after discussing free tuition and the cost of college education, as well as the elective system, went on to examine the field of postgraduate or university education, and concluded by advocating the admission of women on equal terms with men. This was revolutionary indeed and was so considered by almost all his associates in the Columbia College of that day.

The report for 1880 was yet more vigorous and contains a very illuminating discourse on the age of graduation of eminent men, showing that too many years of life were being occupied to complete the work of school and college. The discussion of the higher educa-

tion of women in this report aroused widespread discussion and not a little anxiety among those who were insistent that they should not be admitted to Columbia on equal terms with men.

The report for 1881 is another of the great reports. Here is the first discussion of education as a science, and of establishing a department of education at Columbia. There is a fascinating outline of an ideal school to be conducted on philosophical principles. He also deals with the higher education of women and the admission of women to Columbia. This again is urged with every resource at President Barnard's command.

The report for 1882 continues these subjects and elaborates them. The working of the elective system is described, and a mode for controlling its weaknesses and abuses is suggested. There is a long discussion of Columbia College as a university, and another one of education as a science. In this report President Barnard for the first time discusses the financial embarrassments of the College, and the impossibility of going forward with any of the great projects which he had in mind unless larger means were at hand.

In 1883 the report follows still farther the discussion of the elective system and of the university development. It is in this report that a school of library economy is suggested, to be established in the following year.

The report for 1884 is able to describe the graduate department which had already come into existence, as well as the new library and the proposed school of library economy, both of which were distinct advances.

The report for 1885 again describes the elective system, the necessity of developing modern languages, and the work of the graduate department.

In 1886 the same subjects occupied the center of the stage, and in the Appendix will be found for the first time the reports of the officers in charge of the graduate work, which was soon to become organized into the Faculties of Philosophy and Pure Science.

In 1887 and in 1888 the same general field is covered, and in discussing the graduate department President Barnard is able to summarize the developments that had then taken place at Johns Hopkins, at Harvard, at Yale and at Princeton, as well as at Columbia.

To say that these reports constitute a contribution of massive importance to the literature of higher education in America is to

speak with great reserve. President Barnard was an educational statesman, and although hemmed in and limited on every hand by lack of financial means and by lack of opportunity and effective coöperation, his vast knowledge and his noble vision united to make him a veritable prophet and seer of the day which was just about to dawn when the end of his own life came. Neither Columbia University nor the cause of higher learning in these United States can ever adequately discharge their debt to President Barnard or fail to bear his commanding service in unending remembrance.

The report of the Treasurer, which deals with the financial administration of the University corporation alone, omitting Barnard College, Teachers College, the College of Pharmacy, University Budget St. Stephen's College, and the New York Post-Graduate Medical School, shows that the income for the year ending June 30, 1932, from all sources was \$12,432,749.40, being an increase over the income of the previous year of \$39,755.96. Of this amount, the sum of \$1,704,222.47, or about 13.7 per cent, was received from other corporations in the University's educational system, to be immediately disbursed for and in support of work for which those allied corporations were responsible.

The Treasurer records the fact that the total expenses of the year, including interest on the corporate debt but exclusive of provision for amortization of the Loans of 1925 and 1931, amounted to \$12,496,706.81, leaving a debit balance of \$63,957.41 before providing for this amortization. These two amortization items, chargeable to the general income of the corporation, amounted to \$230,000, so that the deficit for the year, being the excess of expenses, including the debt service, over income from all sources, was \$293,957.41.

During the year there was grave danger that this figure would be greatly exceeded because, owing to the prevailing economic and financial depression, the collections from fees of students alone fell short of the budget estimate by a little more than \$900,000. So soon as it became clear that the University was to suffer this great loss of income, the President requested administrative officers throughout the University, in all of its faculties and departments, to exercise the greatest possible economy in the administration of budget appropriations and to forego whatever could possibly be postponed or passed over. So wholehearted and so universal was

the response to this request that when the books for the year were closed it was found that expenditures on account of budget appropriations chargeable to general income showed a saving of almost \$1,000,000 (to be exact, \$997,019.53). This is probably a happening without precedent in university administration, and would not have been possible were it not for the wholehearted, loyal and generous support and coöperation of the University's entire teaching and administrative staff. Too great praise cannot possibly be given to each and all of those who helped to render this really indispensable service to the University.

From an examination of the Treasurer's report, it will be seen that the debt service is now costing \$478,742.40 for interest and \$230,000 for amortization, or \$708,742.40 in all. It is the burden of this debt which is chiefly embarrassing the University in its present stage of development, and it is to its reduction and extinction that every effort must be devoted so soon as conditions are more favorable.

The appropriations as contained in the budget adopted by the Trustees on April 4, 1932, for the work of this corporation alone during the academic year 1932-33, together with such amendments as were made previous to June 30, 1932, are as follows:

For educational administration and instruction . . . . .	\$9,754,322.49
For care of buildings and grounds . . . . .	1,111,140.00
For the Library . . . . .	427,937.67
For business administration . . . . .	212,630.00
For annuities . . . . .	56,585.50
For insurance on academic property . . . . .	50,000.00
For interest on the corporate debt . . . . .	487,327.50
For Schedule J, under direction of the President . . . . .	390,000.00
For amortization of the Loan of 1925 . . . . .	50,000.00
For amortization of the Loan of 1931 . . . . .	360,000.00

*Making in all the sum of . . . . . \$12,899,943.16*

which sum is made chargeable as follows:

To the income of the corporation . . . . .	\$9,779,818.80
To the income from special endowments . . . . .	1,223,651.06
To gifts . . . . .	222,958.78
To moneys to be paid by the Carnegie Foundation . . . . .	136,065.00
To moneys to be paid by the Presbyterian Hospital . . . . .	26,500.00
To moneys to be paid by Barnard College . . . . .	461,337.04
To moneys to be paid by Teachers College . . . . .	887,356.00
To moneys to be paid by St. Stephen's College . . . . .	77,250.00
To moneys to be paid by New York Post-Graduate Medical School . . . . .	85,006.48

*\$12,899,943.16*

These appropriations, compared with those for the preceding year as shown in the Annual Report for 1931 (page 43), show a decrease of \$327,246.50. Based upon the estimated general income of the University for the current year (\$9,167,034.44) and the charges authorized in the budget against such income (\$9,779,818.80), the deficit in general income on June 30, 1933, as at present estimated will amount to \$612,784.36. This is a far greater sum than the University can possibly bear and it must and will be greatly reduced or wholly removed by most rigid economies that are now being undertaken throughout the University.

As has been pointed out in various Annual Reports, the financial operations of the corporation as now going forward are in a form which had its beginning in the year 1907-08, when the original corporate debt of \$3,000,000 incurred in the purchase and development of the site on Morningside Heights was refunded in the Loan of 1909. It is of interest to continue to show the operations of each year from that time to the present so far as affects the general income of the corporation. It will be seen that for five of the six years last past there have been large annual deficits. These have been the result of the policy of the Trustees in greatly increasing the scale of academic salaries and in making most generous and constant provision for libraries, laboratories, and all that was needed to conduct research over a wide field of intellectual interest. Dependence was placed upon the steady flow of benefactions to balance the budget. But the benefactions available to meet the cost of conducting the current work of the University have not in recent years kept pace with the growth of that work itself. This is the explanation of the recent annual deficits and contains its own warning for the future. It should, however, not be overlooked that the total assets of the corporation, as shown by the Treasurer's balance sheet of June 30, 1932, were \$116,578,726.68, whereas on June 30, 1907, just a quarter century ago, they were \$17,033,813.15, plus the valuation, as then assessed, of the Upper and Lower Estates, which was approximately \$18,000,000. If the University land, buildings and equipment were entered at their present values instead of conservatively at cost, and if the Upper and Lower Estates were entered at their real values instead of their assessed values, the total present assets of the corporation would reach a much larger figure than that just given.



<i>Year</i>	<i>Surplus</i>	<i>Deficit</i>
1907-1908 . . . . .	\$52,885.18	.....
1908-1909 . . . . .	59,540.58	.....
1909-1910 . . . . .	52,528.46	.....
1910-1911 . . . . .	.....	\$3,093.11
1911-1912 . . . . .	.....	19,711.20
1912-1913 . . . . .	.....	67,769.12
1913-1914 . . . . .	.....	42,952.64
1914-1915 . . . . .	.....	13,592.55
1915-1916 . . . . .	.....	40,855.14
1916-1917 . . . . .	30,547.37	.....
1917-1918 . . . . .	.....	211,106.17 <sup>1</sup>
1918-1919 . . . . .	82,214.74	.....
1919-1920 . . . . .	71,590.93	.....
1920-1921 . . . . .	89,571.82	.....
1921-1922 . . . . .	156,630.54	.....
1922-1923 . . . . .	98,786.81	.....
1923-1924 . . . . .	54,982.74	.....
1924-1925 . . . . .	.....	122,909.21
1925-1926 . . . . .	157,205.79	.....
1926-1927 . . . . .	.....	142,229.76
1927-1928 . . . . .	.....	168,462.99
1928-1929 . . . . .	.....	467,777.98
1929-1930 . . . . .	.....	344,443.75
1930-1931 . . . . .	170,290.20	.....
1931-1932 . . . . .	.....	293,957.41
	<u>\$1,076,775.16</u>	<u>\$1,038,861.03</u>

<sup>1</sup> This deficit was almost met, however, by the work of the Alumni Fund Committee in raising \$199,218.36 to be applied toward meeting it.

The gifts and bequests received during the year are set out in detail in the Treasurer's report (pages 170-177). As is there shown, the total amount received in gifts by the University corporation alone amounted to \$2,102,977.85, divided as follows: Gifts

<i>A. Gifts to Capital:</i>	
1. General endowment . . . . .	\$500.00
2. Special endowments . . . . .	565,161.97
3. Buildings and grounds . . . . .	<u>1,019,186.52</u>
	<u>\$1,584,848.49</u>
<i>B. Gifts to Income:</i>	
1. For general purposes . . . . .	\$23,777.50
2. For specific purposes . . . . .	<u>494,351.86</u>
	<u>518,129.36</u>
	<u>\$2,102,977.85</u>

The foregoing table indicates clearly what a small proportion of the total benefactions made to the University during the year is available to assist the Trustees in carrying the heavy burden of general University administration and general University work.

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

From Edward S. Harkness, toward the construction and equipment of South Hall, \$528,500;

From Edward S. Harkness, toward the construction and equipment of Bard Hall, \$475,000;

From the Estate of Euretta Jane Schlegel, for the Kellett (Euretta J.) Fellowship Fund, \$183,251.67;

From the Estate of Lizzie Dennett Lockwood, for the Dennett (Horace) Scholarship Fund, \$173,883.44;

From the Estate of Henry R. Seager, for the Seager (Schuyler Fiske) Endowment Fund, \$67,046.86;

From the Estate of Harriet S. Phillips, for the Phillips (Harriet S.) Fund for Barnard College, \$62,204.10;

From the Estate of Dwight W. Morrow, for the Morrow (Dwight W.) Fund for the School of Law, \$50,000;

From the Alumni Fund Committee, for additions to various Class gifts, \$13,532.50;

From the Estate of A. Barton Hepburn, toward the cost of construction and equipment of the School of Business building, \$10,611.52;

Through the Columbia University Athletic Association, to establish the Harrison (James Renwick) Scholarship Fund, the proceeds of an insurance policy amounting to \$10,000;

From the Class of 1891, to be applied toward the cost of the Class of 1891 Close back of Earl Hall, \$4,075; augmented by a gift of \$1,000 from Francis Blossom for the same purpose;

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

From the Rockefeller Foundation, for various forms of research work, \$144,954.59;

From the Carnegie Corporation, \$47,000 for the following purposes: toward the maintenance of the School of Library Service, \$25,000; for the maintenance of the fellowships in the School of Library Service, \$7,000; toward the support of the Institute of International Affairs, \$15,000;

From the General Education Board, \$42,750 for the following purposes: toward the maintenance of the subdepartment of tropical medicine in the Department of Practice of Medicine, \$9,000; for the Council for Research in the Humanities, \$18,750; for the Department of Practice of Medicine, \$15,000;

From Edward S. Harkness, for the Department of Diseases of Children, \$28,625;

From the Commonwealth Fund, \$27,514.96 for the following purposes: for research in legal history, \$5,000; for research in the School of Dental and Oral Surgery, \$22,514.96;

From the Chemical Foundation, for research work in the Departments of Bacteriology and Biological Chemistry, \$23,800;

From the Alumni Fund Committee, for the general support of the University, \$18,727.50;

From the Josiah Macy, Jr. Foundation, for various forms of research work, \$11,000;

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

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

From the Westchester County Recreational Commission, for the support of a research project for sociological investigations in Westchester County, \$8,000;

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

From Dr. Alfred F. Hess, for nutritional research in the Department of Pathology, \$7,287.94;

From Dr. Joseph P. Chamberlain, for the Legislative Drafting Research Fund, \$6,500;

From the Hartley Corporation, \$6,100 for the following purposes: for work in the Department of Psychiatry in memory of Dr. Thomas W. Salmon, \$3,500; for the Marcellus Hartley Laboratory, \$2,600;

From Dr. and Mrs. Frederic S. Lee, \$6,100 for the following purposes: to be expended under the direction of the President, \$5,000; for research in dermatology, \$500; for the Department of Spanish, \$500; for the work of the Chapel, \$100;

From the International Committee for the Study of Infantile Paralysis, for the Milbank Infantile Paralysis Fund, \$5,250;

From an anonymous donor, for a Lectureship in the Department of Public Law, \$5,000;

From an anonymous donor, for the work of the Institute of Japanese Studies, \$5,000;

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

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

From the Borden Company, for research in food chemistry and nutrition, \$5,000;

From Dr. John M. Wheeler, for ophthalmic research in the Department of Ophthalmology, \$5,000;

From the National Research Council, for research in the Department of Anatomy, \$4,997.36;

From Mr. and Mrs. Reginald Auchincloss, for special research in the Department of Chemistry, \$4,519.14;

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

From the National Tuberculosis Association, for research in tuberculosis, \$3,667.40;

From the Alumni Association of the Law School, toward meeting the cost of certain work undertaken by the Law School at the request of the American Law Institute, \$3,610;

From the Bureau of Social Hygiene, for the Institute of Criminology Fund, \$3,526.26;

From the Engineering Foundation, for mining and strata research, \$3,200.

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

<i>Purpose</i>	<i>Columbia University</i>	<i>Barnard College</i>	<i>Teachers College</i>	<i>College of Pharmacy</i>	<i>St. Stephen's College</i>	<i>New York Post-Graduate Medical School</i>	<i>Total</i>
<i>A. Gifts to Capital:</i>							
1 General Endowment	\$500.00	\$6,200.00	.....	.....	.....	\$31,984.86	\$38,684.86
2 Special Endowments	565,161.97	1,250.00	\$41,886.00	.....	\$6,018.26	.....	614,316.23
3 Buildings and Grounds	1,019,186.52	.....	.....	.....	2,197.92	.....	1,021,384.44
<i>B. Gifts to Income:</i>							
1 General Purposes . .	23,777.50	10.00	.....	.....	19,266.00	50,557.85	93,611.35
2 Specific Purposes . .	494,351.86	17,342.19	483,857.39	.....	24,925.00	84,709.67	1,105,186.11
	\$2,102,977.85	\$24,802.19	\$525,743.39	.....	\$52,407.18	\$167,252.38	\$2,873,182.90

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

1890-1901 . . . . .		\$5,459,902.82
1901-1902 . . . . .	\$1,082,581.02	
1902-1903 . . . . .	1,721,895.06	
1903-1904 . . . . .	1,783,138.18	
1904-1905 . . . . .	1,960,247.87	
1905-1906 . . . . .	1,299,909.78	
1906-1907 . . . . .	1,360,590.80	
1907-1908 . . . . .	1,077,933.87	
1908-1909 . . . . .	974,637.07	
1909-1910 . . . . .	2,357,979.30	
1910-1911 . . . . .	<u>2,932,655.79</u>	16,551,568.74
1911-1912 . . . . .	\$2,242,417.58	
1912-1913 . . . . .	1,605,935.33	
1913-1914 . . . . .	1,494,648.61	
1914-1915 . . . . .	814,111.69	
1915-1916 . . . . .	2,287,144.91	
1916-1917 . . . . .	1,634,578.78	
1917-1918 . . . . .	882,267.76	
1918-1919 . . . . .	3,455,356.60	
1919-1920 . . . . .	3,724,181.14	
1920-1921 . . . . .	<u>2,190,289.85</u>	20,330,932.25
1921-1922 . . . . .	\$3,270,380.76	
1922-1923 . . . . .	12,728,021.59	
1923-1924 . . . . .	2,375,691.92	
1924-1925 . . . . .	2,097,108.25	
1925-1926 . . . . .	5,276,777.11	
1926-1927 . . . . .	3,498,380.20	
1927-1928 . . . . .	5,546,667.61	
1928-1929 . . . . .	3,617,928.92	
1929-1930 . . . . .	4,242,991.66	
1930-1931 . . . . .	4,139,980.62	
1931-1932 . . . . .	<u>2,873,182.99</u>	\$49,667,111.63
<i>Total</i> . . . . .		<u>\$92,009,515.44</u>

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

	<i>Resources</i> <i>June 30, 1932</i>	<i>Budget</i> <i>Appropriations</i> <i>1931-1932</i>	<i>Income and</i> <i>Expense Account</i> <i>1931-1932</i>
Columbia University . . . .	\$116,533,738.21	\$13,283,361.05	—\$293,957.41
Barnard College . . . . .	8,725,581.26	502,075.47 <sup>1</sup>	— 9,624.62
Teachers College . . . . .	18,088,034.75	3,400,181.58 <sup>2</sup>	— 73,281.28
College of Pharmacy . . . .	899,369.93	206,057.32	— 31,935.07
St. Stephen's College . . . .	1,603,811.54	143,134.35 <sup>3</sup>	— 26,519.98
New York Post-Graduate Medical School . . . . .	5,264,005.89	58,096.00 <sup>4</sup>	— 85,629.74
	<i>\$151,114,541.58</i>	<i>\$17,592,905.77</i>	

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

On December 22, 1931, John D. Willard, M.Sc., Professor of Education on the Schiff Foundation in Teachers College, in the forty-seventh year of his age.

On February 23, 1932, Thomas C. Cosmos, Supervisor of Printing, in the seventy-third year of his age.

On February 24, 1932, Willy Meyer, M.D., Emeritus Professor of Surgery at the New York Post-Graduate Medical School, in the seventy-fourth year of his age.

On March 13, 1932, Stafford McLean, M.D., Clinical Professor of Diseases of Children, in the forty-seventh year of his age.

On March 18, 1932, Kate B. Miller, Ph.B., Instructor in English, in the sixty-fifth year of her age.

On March 26, 1932, Stephen Smith Burt, M.D., Emeritus Professor of Medicine at the New York Post-Graduate Medical School, in the eighty-second year of his age.

On April 22, 1932, William Forbes Cooley, Ph.D., Associate in Philosophy, in the seventy-sixth year of his age.

On May 9, 1932, General William Barclay Parsons, LL.D., Sc.D., Trustee of the University since 1897 and Chairman of the Board since 1917, in the seventy-fourth year of his age.

<sup>1</sup> Excluding \$463,137.04 included in Columbia University budget.

<sup>2</sup> Excluding \$895,111.00 included in Columbia University budget.

<sup>3</sup> Excluding \$82,200.00 included in Columbia University budget.

<sup>4</sup> Excluding \$118,580.00 included in Columbia University budget.

On May 9, 1932, Thomas H. Gronwall, Ph.D., Associate in Physics, in the fifty-sixth year of his age.

On June 7, 1932, Virgil Coblentz, Phar.M., Ph.D., Emeritus Professor of Chemistry, College of Pharmacy, in the seventy-first year of his age.

On June 15, 1932, the Reverend Caleb R. Stetson, D.D., S.T.D., Trustee of the University since 1923, in the sixty-second year of his age.

On June 15, 1932, Michael Osnato, M.D., Professor of Neurology at the New York Post-Graduate Medical School and Clinical Professor of Neurology at the College of Physicians and Surgeons, in the forty-sixth year of his age.

On June 16, 1932, William H. Teeter, Ph.D., Educational Adviser, Home Study, in the fifty-seventh year of his age.

On July 20, 1932, Harold Jacoby, Ph.D., Rutherford Professor of Astronomy, retired, in the sixty-eighth year of his age.

On August 12, 1932, P. Royal Lee, M.D., Associate in Surgery at the New York Post-Graduate Medical School, in the forty-third year of his age.

On September 4, 1932, M. Allen Starr, M.D., LL.D., Sc.D., Emeritus Professor of Neurology, in the seventy-ninth year of his age.

On September 16, 1932, Russell A. Hibbs, M.D., Professor of Orthopedic Surgery, in the sixty-fourth year of his age.

On October 15, 1932, Elizabeth E. Farrell, B.S., Lecturer in Educational Psychology in Teachers College, in the sixty-fourth year of her age.

There are abundant and convincing signs that we have reached the end of an era in the development of the University and in the history of some of those forces which have made possible its extraordinary development during the forty years last past. For the major portion of that period we have been living in an era of academic luxury. If books and apparatus and laboratories were required, it was possible to provide them with reasonable speed. If additions must be made to the teaching and research staff, or if there should be advancement in grade or increase of compensation in order to make the academic career more attractive and more secure, these things were all done. This was possible because there was a constant flow of benefaction by bequests and by the gifts of the living which made it possible for the Trustees to go forward almost without interruption in strengthening the foundations upon which the University rests and in increasing its means of achieving its highest ideals. Everywhere and always, the capacity, the comfort, and the security of the teacher and research worker have been placed first, and only those buildings have been provided which the best of teachers and research workers found absolutely necessary for their daily tasks.

The End of  
an Era

The economic and financial crash which came upon the world as the climax of the after-effects of the Great War, magnified and intensified as they were by the lack of understanding and incompetence of governments, has completely changed the University's outlook and has wholly altered its most pressing practical problems. The sources of constant benefaction through a long generation have been in large part destroyed; or if not destroyed, have been so subjected to public tax that institutions of public service in the field of liberty are to be deprived of that constant and upbuilding support which has so long been theirs, and perhaps even of the possibility of its renewal in anything like the near future. All this means that henceforth there must be a complete overhauling of the University's point of view, of its habits of thought and life and work, in order that it may readjust all these and adapt them to the changed circumstances which have so affected, and will almost certainly continue to affect, its sources of material support. There are problems here, many and difficult, and it will be the chief task of our University administration in the years just ahead of us to do our best to solve them in a broadminded, a constructive, and an optimistic spirit.

NICHOLAS MURRAY BUTLER,  
*President*

*November 7, 1932*



# TABULAR STATEMENTS

## TEACHING STAFF

<i>Teaching Staff</i>	<i>Columbia University</i>	<i>Barnard College</i>	<i>Teachers College<sup>1</sup></i>	<i>College of Pharmacy</i>	<i>St. Stephen's College</i>	<i>New York Post-Graduate Medical School</i>	<i>Total<sup>2</sup></i>	
							<i>1930-31</i>	<i>1931-32</i>
Professors (including Clinical Professors) . . .	407	15	70	5	9	44	340	407
Associate Professors (including Associate Clinical Professors)	186	14	28	5	5	23	145	186
Assistant Professors (including Assistant Clinical Professors)	303	19	37	5	3	60	245	303
Associates . . .	208	2	26	..	..	77	157	234
Instructors . . .	521	32	65	17	4	117	521	603
Lecturers . . .	84	17	47	3	..	1	137	134
Curators . . .	4	1	..	..	..	..	4	4
Assistants . . .	305	12	67	2	..	22	327	374
<i>Total . . .</i>	<i>2,018</i>	<i>112</i>	<i>340</i>	<i>37</i>	<i>21</i>	<i>344</i>	<i>1,876</i>	<i>2,245<sup>3</sup></i>
University Extension and Home Study not included above	543	..	..	..	..	..	557	543
Summer Session not included above . . . .	467	..	..	..	..	..	531 [1931]	467 [1932]
<i>Total . . .</i>	<i>3,028</i>	<i>112</i>	<i>340</i>	<i>37</i>	<i>21</i>	<i>344</i>	<i>2,964</i>	<i>3,255</i>
Administrative Officers not enumerated above . . . .	59	8	13	3	2	3	63	75 <sup>3</sup>
Emeritus and Retired Officers . . . .	52	2	14	1	1	12	48	65 <sup>3</sup>
<i>Total . . .</i>	<i>3,139</i>	<i>122</i>	<i>367</i>	<i>41</i>	<i>24</i>	<i>359</i>	<i>3,075</i>	<i>3,395<sup>3</sup></i>
Employees . . .	1,750	182	686	17	27	9	2,761	2,671 <sup>3</sup>

<sup>1</sup> Excluding Horace Mann and Lincoln Schools.

<sup>2</sup> Excluding duplicates.

<sup>3</sup> Including for the first time the New York Post-Graduate Medical School, which became a part of the educational system of the University in 1931.

## THE SITE

	<i>Square Feet</i>	<i>Acres</i>
<b>A. 1. At Morningside Heights</b>		
Green and Upper Quadrangle . . . . .	734,183	16.85
South Quadrangle . . . . .	359,341	8.25
East Quadrangle . . . . .	90,825	2.08
Columbia House . . . . .	3,618	.082
Deutsches Haus . . . . .	1,809	.041
Maison Française . . . . .	1,809	.041
Residence of the Dean of the College . .	1,809	.041
Residence of the Dean of the Faculty of Engineering . . . . .	1,809	.041
Residence of the Chaplain . . . . .	1,809	.041
Claremont Avenue Property . . . . .	29,000	.679
Casa Italiana . . . . .	4,036	.092
Casa de las Españas . . . . .	1,809	.041
	1,231,857	28.279
<b>2. The Medical Center</b>		
[Broadway and 168th Street]		
Total site, 891,185 sq. ft. 20.458 acres.		
Under ownership of Columbia Uni- versity . . . . .		
	471,158	10.816
<b>3. At Baker Field</b>		
[Broadway and 218th Street]		
	1,221,385	28.039
	2,924,400	67.134
B. Barnard College . . . . .	177,466	4.07
<b>C. Teachers College</b>		
1. At 120th Street . . . . .	156,420	3.591
2. At 509 West 121st Street . . . . .	17,935	.391
3. At 512, 514 West 122d Street and vacant lots . . . . .	16,535	.380
4. Lincoln School . . . . .	47,500	1.090
5. At 106 Morningside Drive . . . . .	17,668	.406
6. At Van Cortlandt Park . . . . .	619,600	14.224
7. At Speyer School . . . . .	4,917	.113
[514 West 126th Street]		
Total for Teachers College . . . . .		
	879,675	20.195
D. College of Pharmacy . . . . .	7,516	.172
[115 West 68th Street]		
E. Camp Columbia, Lakeside, Conn. . . . .	25,495,668	585.3
F. St. Stephen's College . . . . .	1,481,040	34.0
G. New York Post-Graduate Medical School	56,292	1.291
	31,022,057	712.162
<i>Total</i> . . . . .		

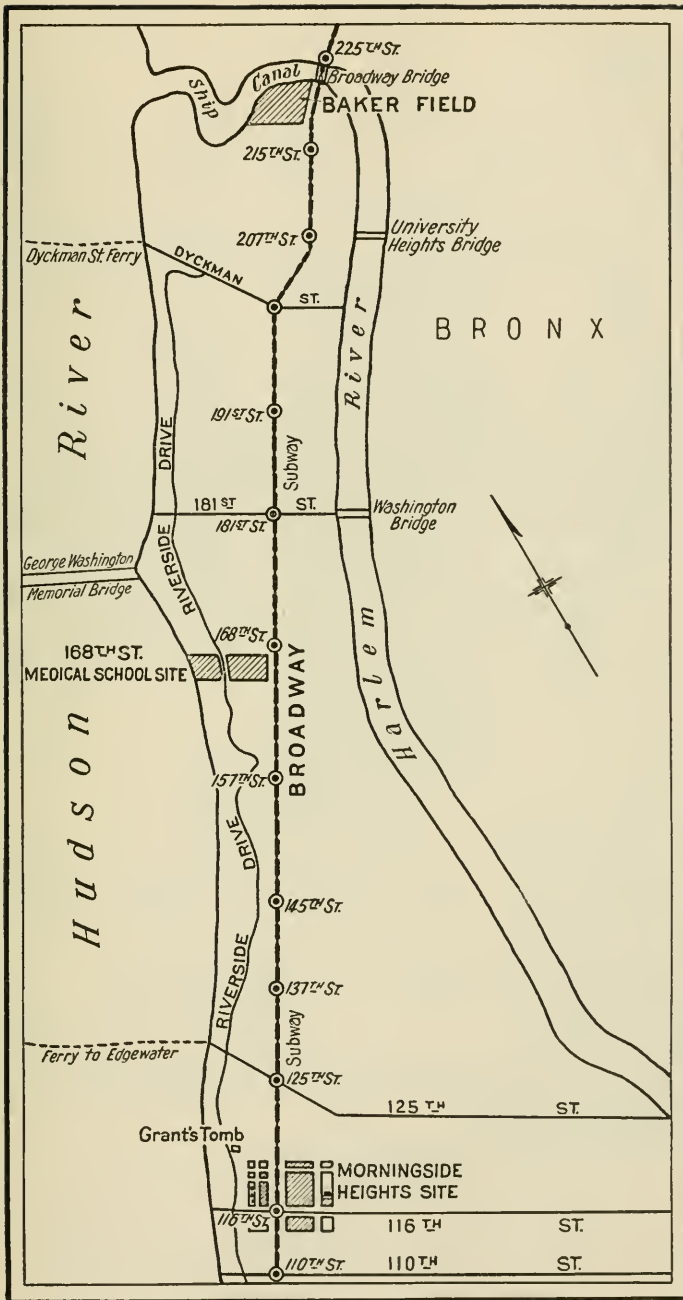
DEGREES CONFERRED

During the academic year 1931-32, 5,242 degrees and 701 certificates were conferred, as follows:

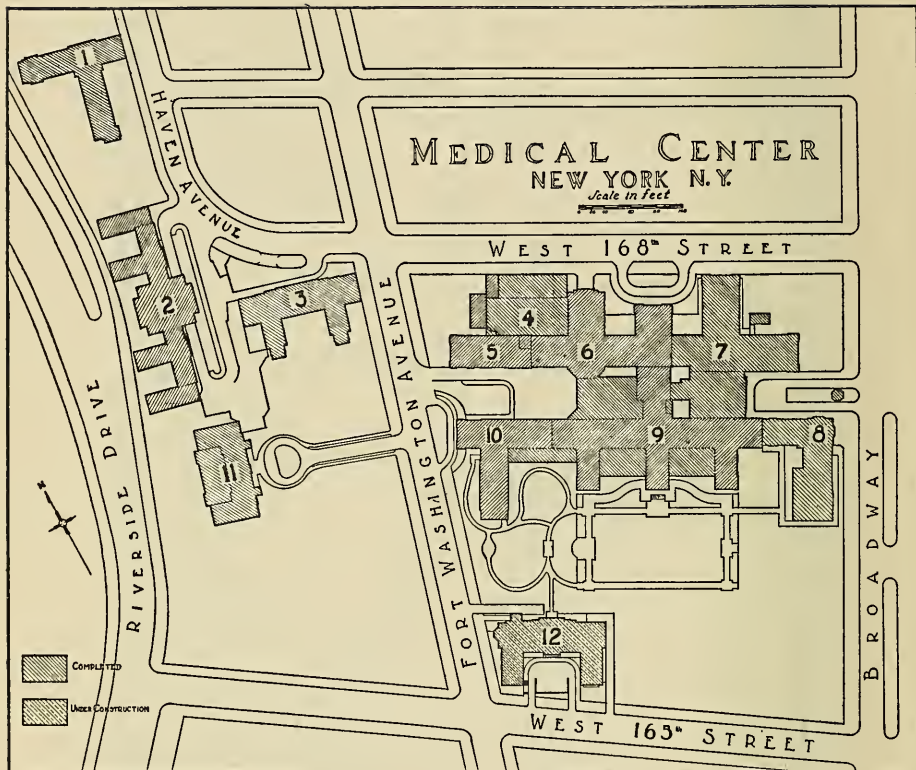
COLUMBIA COLLEGE:		Certificate of Proficiency in	
Bachelor of Arts . . . . .	327	Orthodontia . . . . .	3
BARNARD COLLEGE:		UNIVERSITY COUNCIL:	
Bachelor of Arts . . . . .	220	Bachelor of Science (General	
FACULTY OF LAW:		Studies) . . . . .	91
Bachelor of Laws . . . . .	136	Bachelor of Science (Optom-	
Master of Laws . . . . .	7	etry) . . . . .	20
Doctor of Law . . . . .	2	UNIVERSITY EXTENSION:	
FACULTY OF MEDICINE:		Certificate in Secretarial Stud-	
Doctor of Medicine . . . . .	102	ies . . . . .	40
Master of Science . . . . .	4	Certificate in Library Service .	2
FACULTY OF ENGINEERING:		Certificate in Accounting . . .	2
Bachelor of Science . . . . .	47	Certificate in Fire Insurance .	19
Engineer of Mines . . . . .	1	COLLEGE OF PHARMACY:	
Electrical Engineer . . . . .	12	Pharmaceutical Chemist . . .	29
Mechanical Engineer . . . . .	8	Bachelor of Science . . . . .	9
Civil Engineer . . . . .	5	FACULTIES OF POLITICAL	
Chemical Engineer . . . . .	11	SCIENCE, PHILOSOPHY,	
Metallurgical Engineer . . . . .	2	AND PURE SCIENCE:	
Master of Science . . . . .	44	Master of Arts . . . . .	703
FACULTY OF ARCHITECTURE:		Doctor of Philosophy . . . . .	215
Bachelor of Architecture . . .	32	FACULTIES OF TEACHERS COLLEGE:	
Master of Science . . . . .	5	Master of Arts . . . . .	2,165
FACULTY OF JOURNALISM:		Bachelor of Science . . . . .	534
Bachelor of Literature . . . . .	67	Master of Science . . . . .	15
Master of Science . . . . .	12	Bachelor's Diploma . . . . .	128
FACULTY OF BUSINESS:		Master's Diploma . . . . .	439
Bachelor of Science . . . . .	84	SAINT STEPHEN'S COLLEGE:	
Master of Science . . . . .	42	Bachelor of Arts . . . . .	30
Certificate in Secretarial Stud-		UNION THEOLOGICAL SEMINARY:	
ies . . . . .	13	Master of Arts . . . . .	22
FACULTY OF LIBRARY SERVICE:		<i>Total Degrees, Certificates, and</i>	
Bachelor of Science . . . . .	169	<i>Diplomas granted . . . . .</i>	5,943
Master of Science . . . . .	15	<i>Number of individuals receiving</i>	
FACULTY OF DENTAL AND ORAL		<i>them. . . . .</i>	5,362
SURGERY:		COLLEGE OF PHARMACY:	
Bachelor of Science . . . . .	1	Graduate in Pharmacy . . . . .	151
Doctor of Dental Surgery . . .	54	HONORARY DEGREES . . . . .	11
Certificate in Oral Hygiene . .	55		

## STUDENT ENROLLMENT

		Totals	Gain	Loss
<b>RESIDENT STUDENTS</b>				
<b>A. WINTER AND SPRING SESSIONS</b>				
<i>Undergraduate Students:</i>				
Columbia College . . . . .	1,806	.....	...	156
Barnard College . . . . .	1,044	.....	...	10
University Undergraduates . . . . .	252	.....	...	4
Saint Stephen's College . . . . .	126	.....	7	.....
Seth Low Junior College . . . . .	328	.....	...	20
<i>Total Undergraduates . . . . .</i>	.....	3,556	...	183
<i>Graduate and Professional Students:</i>				
Political Science, Philosophy, and Pure Science . . . . .	3,385	.....	110	.....
Architecture . . . . .	132	.....	...	2
Business . . . . .	515	.....	47	.....
Dental and Oral Surgery				
Dentistry . . . . .	205	.....	...	14
Oral Hygiene . . . . .	57	.....	...	1
Engineering . . . . .	269	.....	33	.....
Journalism . . . . .	157	.....	6	.....
Law . . . . .	568	.....	...	1
Library Service . . . . .	288	.....	1	.....
Medicine . . . . .	424	.....	...	10
Optometry . . . . .	48	.....	12	.....
Pharmacy . . . . .	564	.....	...	132
Teachers College:				
Education . . . . .	4,767	.....	142	.....
Practical Arts . . . . .	2,452	.....	84	.....
Unclassified University Students	318	.....	118	.....
<i>Total Graduate and Professional Students . . . . .</i>	.....	14,149	393	.....
<b>B. SUMMER SESSION (1931) including undergraduate, graduate, pro- fessional, and unclassified stu- dents . . . . .</b>				
		14,016	129	.....
<b>C. UNIVERSITY CLASSES</b>				
Regular courses (Net) . . . . .		7,446	...	1,967
<i>Gross Total Resident Students . . . . .</i>	.....	39,167	...	1,628
Less double registration . . . . .	.....	3,301	...	.....
<i>Net Total Resident Students . . . . .</i>	.....	35,866	...	1,942
<b>II. NON-RESIDENT STUDENTS</b>				
UNIVERSITY EXTENSION				
Extramural courses . . . . .	.....	2,592	167	.....
Special courses . . . . .	.....	642	...	2
<b>III. HOME STUDY STUDENTS</b>				
UNIVERSITY EXTENSION				
Home Study courses . . . . .	.....	6,811	...	2,014



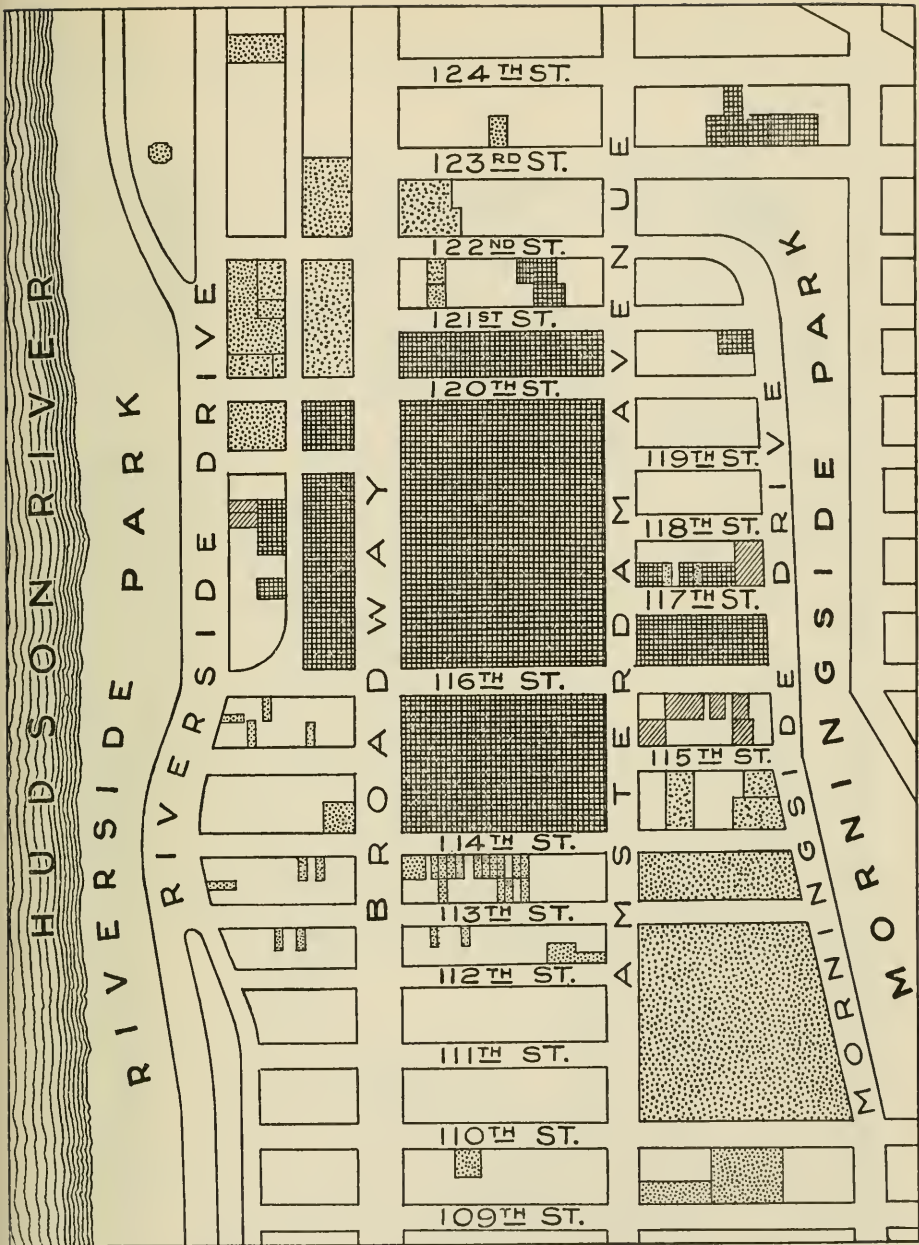
RELATION TO MORNINGSIDE HEIGHTS  
OF MEDICAL CENTER AND BAKER FIELD






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

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

MEDICAL CENTER



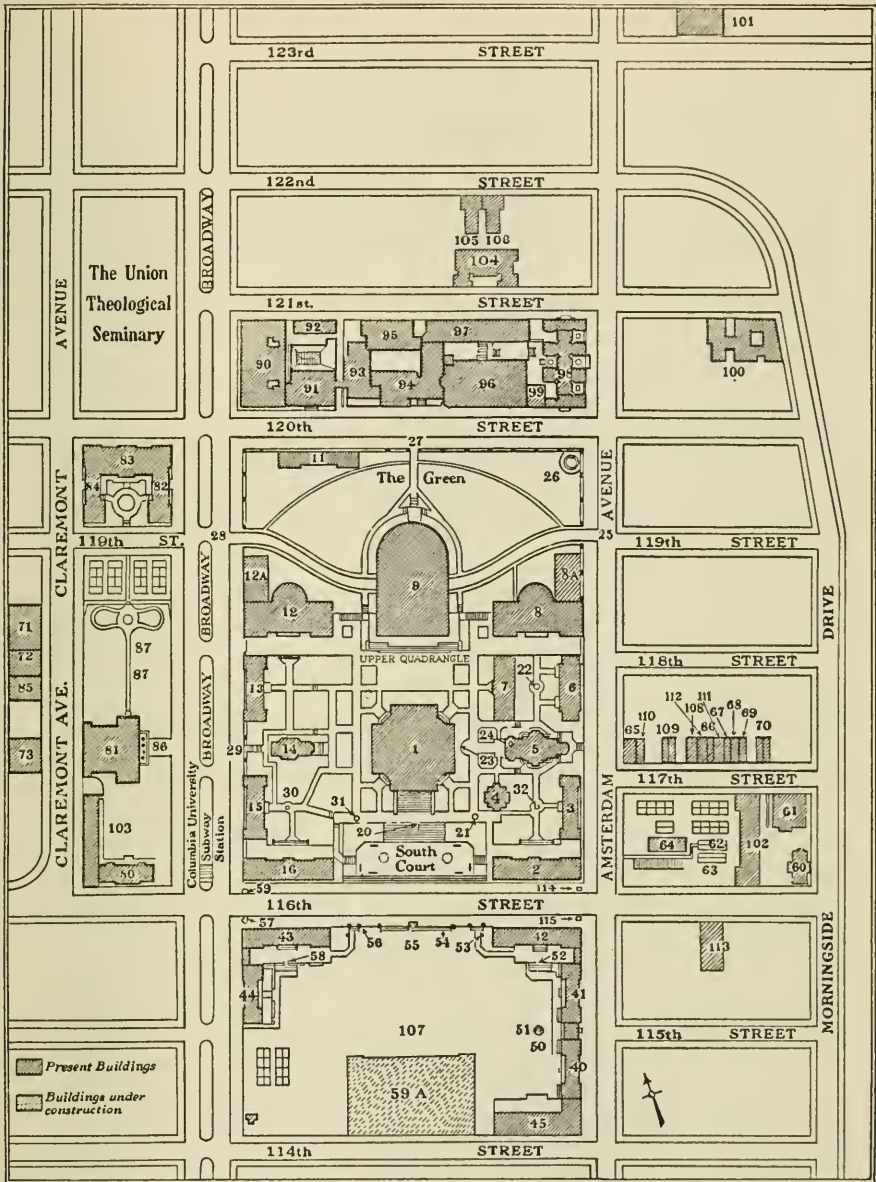
-  COLUMBIA UNIVERSITY PROPERTY FOR EDUCATIONAL PURPOSES
-  OTHER COLUMBIA UNIVERSITY PROPERTY
-  OTHER PUBLIC INSTITUTIONS INCLUDING FRATERNITY HOUSES

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





# PLAN OF BUILDINGS AND GROUNDS, COLUMBIA UNIVERSITY



**QUADRANGLE**

- 1. Library
- 2. Kent
- 3. Philosophy
- 4. East
- 5. St. Paul's Chapel
- 6. Fayerweather
- 7. Avery
- 8. Schermerhorn
- 8a. Schermerhorn Extension
- 9. University
- 11. Physics
- 12a. Chandler Laboratories
- 13. Engineering
- 14. Earl
- 15. Mines
- 16. School of Business
- 20. Statue of Alma Mater
- 21. Class of 1887 Flag Staff
- 22. Class of 1887 Well Head
- 23. Class of 1886 Exedra

**SOUTH QUADRANGLE**

- 24. Class of '03 Chapel Bell
- 25. Class of 1888 Gate
- 26. Statue of Great God
- 27. Class of 1882 Gates
- 28. Maps Gates
- 29. Class of 1891 Gate
- 30. Meunier's Hammerman 1880 Mines Class Gift
- 31. Lafayette Post Flag Pole
- 32. Rodin's Penseur
- 40. Livingston
- 41. Hartley
- 42. Hamilton
- 43. Journalism
- 44. Furnald
- 45. John Jay
- 50. 1900 Clock
- 51. VanAmringe Memorial
- 52. Hamilton Statue
- 53. Mitchel Memorial

**EAST QUADRANGLE**

- 54. Rives Memorial Steps
- 55. Class of 1885 Sun Dial
- 56. Classes of 1883 and 1890 Tablets
- 57. Class of 1800 Pylon
- 58. Jefferson Statue
- 59. Class of 1000 Pylon
- 59a. South Hall
- 107. South Quadrangle
- 115. Pine Memorial Pylon
- 60. President's House
- 61. Faculty House
- 62. Botany Greenhouse
- 63. Agricultural Greenhouse
- 64. Crocker Institute
- 65. Casa Italiana
- 66. The Geological Society of America

**COLUMBIAN AVENUE**

- 67. Dean Hawkes
- 68. Chaplain Knox
- 69. Maison Francaise
- 70. Carnegie Endowment
- 71. Johnson Hall
- 72. Morris
- 73. Tompkins
- 85. Charles King
- 80. Brooks
- 81. Barnard
- 82. Brinckerhoff
- 83. Milbank
- 84. Fiske

**TEACHERS COLLEGE**

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

# COLUMBIA COLLEGE

## REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1932

*To the President of the University*

SIR:

As Dean of Columbia College I have the honor to present the following report for the year 1931-32.

The liberal arts college of today is far more complex than was the college of two or three decades ago. It is not only attempting to introduce to a knowledge and appreciation of the good, the true, and the beautiful a much larger proportion of our polyglot population than was attempted in the nineties, but it is making a conscious effort to enlarge its functions so as to include not only the traditional academic subject matters but to embrace in its extended program intelligent and constructive attention to every aspect of the individual. Even with this enlargement of program, with all the attendant temptations toward diffuseness, I am inclined to think that the regular classroom work of the college of today yields greater educational value, when applied to students of the same capacity, than was the case in the old days. Whether this is due to the greater average ability of the college instructor, to greater care in the selection of students, or to an improvement in methods of teaching and advising, we have no accurate means of knowing. It is certain, however, that taken as a whole, the entire level of educational work is on a higher plane than it was in the first decade of this century and this in spite of, or perhaps because of, the fact that we are trying to do many things that were not then dreamed of.

If it is true that the intellectual level in colleges at present is higher than it was a few years ago, the result is probably due, at least in part, to a change in emphasis in present-day collegiate instruction. During recent years there has been a marked tendency in the direction of emphasizing relations and implications rather than mere naked facts. Not that the facts are slighted, for it should always be remembered that the highest flight of the imagina-

tion must be based on solid fact, else it is no more than the vapors of a fanatic. After the salient data of history, of government, of literature or even of mathematics, have been mastered the importance and living significance of this mass of material is only comprehended when its relation to other sets of well-digested facts is pointed out. This is undoubtedly the trend in all departments of study, at least in Columbia College, and with most teachers. It may be argued that it ought to be unnecessary to point out implications and relations. It ought to be sufficient to state facts clearly and to let the student draw his own conclusions. To be sure, a student of perfect intelligence, provided with authenticated facts regarding a certain period of history, would probably draw the same conclusions and see the same relationships as the professor who presented the facts, provided the professor was also possessed of a perfect intelligence. Unfortunately, however, the perfect or even the almost perfect intelligence cannot be counted on to constitute the bulk of our student body. Hence the interpretation of facts must be stimulated by a tolerant and unbiased instructor. Even if the instructor is intolerant and biased, the atmosphere of the college must be such as to enable the student to discount his pronouncements. It is well known that by virtue of the very violence of his convictions, which may easily be mistaken for narrow-minded bias, the instructor who is vehement for any cause is very likely to influence students in the opposite direction.

During the year under review there has been a great deal of careful thinking, some of which has resulted in action, in illustration and application of the tendency just referred to. Many features of the curriculum have been subjected to careful scrutiny with a view to determining whether the College can perform more adequately the task of presenting a solid basis of facts on which will rest a study of their significance and implication for the actual business of living. A few of these topics ought to be mentioned here.

The experience gained by a dozen years in the conduct of the course in Contemporary Civilization leads those most familiar with its methods and its goal to feel increasing confidence in the kind of education for which this course stands. To be sure, eternal vigilance is the price of even moderate success of such an enterprise when so much depends on the development of a sound judgment. The greatest care must be taken to present adequately and judicially

all sides of the questions considered, in order that a proper background may be afforded for the formulation of a balanced judgment regarding these questions. It is not strange that readings are occasionally assigned which fail to present in true perspective some phase of an economic or social situation. When such a defect is discovered, as was the case during the current year, immediate steps are taken to remedy it. One fundamental fact in the teaching of college students must never be obscured: the attempt to reach reasonable conclusions cannot be developed in students of this generation by handing down to them formulas and dicta from the teacher's desk. Unless a keen sense of values, moral, social and esthetic, is developed, the College is not doing its duty by its students. Without these elements the result of a college course is bound to be a cause of humiliation to the College and ineffectiveness for the student. It goes without saying that we have not yet reached our ideal in this direction.

The course in Contemporary Civilization has to do almost entirely with historical and social material. For many years a good many members of the staff have felt that some attention should be given in a somewhat similar spirit to the scientific subjects on the one hand and to languages and literatures on the other. In the meantime, the various sciences have each organized survey courses of their own so that the necessity for a general survey course in science is not pressing, even if it were possible to construct such a course. During the present year, however, serious attempts have been made with the coöperation of the Departments of English, Modern Languages, and Philosophy to provide an introduction to the literary and esthetic aspects of civilization as it has developed from the earliest times, comparable in scope and method with that already worked out in the course in Contemporary Civilization for social and economic problems. The Committee on Instruction has studied this matter with great care and thoroughness but has felt obliged to postpone a definite proposal, even for informal faculty discussion, on account of the difficulty in providing a staff of instructors who could carry out the spirit of the enterprise. The fact is that instruction of the kind required for this type of course presupposes a breadth of scholarship as well as a warmth of human understanding that is not always found in an individual who may possess either one of these qualities in large measure.

Four years ago, when the present curriculum was authorized by the Faculty, it seemed wise to recommend that the award of the degree with general honors should be discontinued. During the previous ten years this degree had been conferred on students of high ability who had also taken a certain course during the junior and senior years. The whole question of honors work in colleges is very much in the foreground at the present time. Many colleges are providing a special opportunity for scholarly work on the part of their ablest students under a variety of captions and by different methods. Only the amateur in education thinks there is but one way of approaching the question of so-called honors work. Under the revised curriculum in Columbia College, it was anticipated that the seminar courses open to juniors and to seniors would, in a few years, develop to such a point that the honors work would naturally be included under this tutorial type of advanced course. A student who registers in one of the seminars, which consume from a third to a half of his time, plans his entire schedule in collaboration with the department of his major work. Consequently not only the seminar itself but his entire schedule of study is focused on one field of scholarship. It is true that the award of the degree with honors has not yet been recommended for students who take advantage of this opportunity. In fact, until this year the opportunity had not developed sufficiently to justify such procedure. The time has now come for action, and one of the topics for immediate discussion and recommendation has to do with the award of an appropriate academic distinction for men who have done distinguished scholarly work in the College under the new curriculum. In the opinion of the Committee on Instruction of the College, honors work which carries with it the breadth of culture which such a name ought to imply should involve not merely intensive work in a narrow field of study, but an extensive interest in the larger cultural tendencies and developments. This need was met some years ago by the honors course of readings referred to. For the first time since the new curriculum was authorized, a course will be offered during the coming academic year bearing the title, "Colloquium on Important Books." This course, conducted by two or three instructors of wide scholarship and appropriate temperament, concerns itself with readings from the masterpieces in various ages and civilizations. Even though a student may have read the

*Odyssey* or various other classics earlier in his course, it seems wise to read some of them again in this new connection and at the end rather than at the beginning of the undergraduate experience. It is hoped and anticipated that this course, which is held in the evening and often extends far into the night, will fill a gap in the junior and senior years by giving an opportunity to a limited number of students to immerse themselves in the classical culture.

With the passing of the idea that the entire mentality of a student may be strengthened by specific intellectual exercise, there is no longer the same kind of authority back of the requirements for the college degree that formerly existed. Although most students in the pursuit of a liberal arts education would do well to follow the list of courses prescribed for the degree in the college where they may happen to be enrolled, there will always be a few for whom any given prescription would fail to afford the material best suited to their particular talents and needs. This fact was long ago recognized in the field of physical education. If a student suffered under physical handicaps which made it impossible for him to take the regular course in physical education, that course was either modified to suit his needs or waived. The same principle holds in other fields to a certain extent. It is not easy, however, to obtain data which enable one to decide when special dispensation should be provided. It is necessary to be on one's guard lest the possibility of such individual arrangements becomes an easy way out for the less competent student rather than a privilege for the man who has shown unusual competency in some direction, which balances his lack of interest in some requirement for the degree.

At the January meeting of the Faculty, the Director of University Admissions, acting in coöperation with the Committee on Instruction, was authorized to use discretion in requiring students entering Columbia College with advanced standing to fulfill all of the course requirements for our degree. Not infrequently it happens that a very excellent and serious student in another institution finds that his scholarly ambition can better be realized at Columbia than in his own college. It may well happen that he has not fulfilled all of the requirements which we require of our own students. For example, work in the social studies equivalent in extent to two years of the College course in Contemporary Civilization is prescribed in very few other colleges. If, therefore, a man enters our senior

year with the desire to study chemistry or geology it seems unwise to require him to spend most of his time in doing freshman work merely because our requirements for the degree do not happen to coincide with those of the institution from which he comes. If we had the wisdom and insight to make a corresponding decision for every student it would indeed be fortunate and the effectiveness of our collegiate work would be greatly increased.

The Faculty also authorized the Committee on Instruction to use its discretion in modifying the number of maturity credits required for the degree when in their judgment the educational welfare of the student would be better served by such modification. This discretion has been used with great care and only in twenty-two cases of men admitted without advanced standing. A large majority of the members of the senior class obtained the sixty maturity credits which were required without undue embarrassment. A table showing the number of maturity credits obtained by the members of the Class of 1932 follows:

<i>Less than 60</i>	<i>60-69</i>	<i>70-79</i>	<i>Over 79</i>
31	87	28	10

The number of students reported on does not include all of those receiving degrees in June, 1932, since many members of the senior class, for one reason or another, were under the old sequence requirement.

A year or two ago the Department of English divorced the required work in English composition from the regular freshman course in that subject. The requirement in English composition is no longer measured by a passing mark in a course, but by the reaching and maintaining of a reasonable degree of proficiency in writing. There is no formal classroom work in composition, but provision is made for supervised writing for students who are deficient in English composition. Only when a reasonable degree of proficiency is attained, is the student relieved from this special tutorial work. If at a later time he suffers a relapse he is referred back to the Department of English for further instruction. Unfortunately this relapse not infrequently takes place. In view of the tendency on the part of students who find difficulty in written

English expression to postpone the work in *English C* as late as possible in their course, it was deemed wise this year to make the regulation that no maturity credit would be entered on the Registrar's books for any man who was still deficient in *English C*, as this requirement is called. This action has been effective in developing a keener sense of responsibility toward this requirement for our degree.

Most of the foregoing considerations have reference to the trend in Columbia College, as well as among many of the liberal arts colleges of the country, to deal with the education of the individual student rather than to think of the needs of the entire group as a whole. When carried to its logical conclusion this tendency will lead us away from the time and residence measure for graduation from college. Not so long ago there was supposed to be something sacred about the four years required for a college course. One could not expect to be decorated with the A.B. degree in less time than that, regardless of how much he knew, or how well he knew it. Although these degrees were supposed to indicate educational progress, they were measured in terms of time units. If it could be assumed that students absorb education in amounts that stand in exact proportion to the time spent in absorption, it is obvious that either one could be measured in the units of the other. It is also evident that the unit of time is an easier and more accurate unit to deal with than a unit of education, the exact character of which is still very much in doubt, even if it exists at all. When the fact of individual differences came to occupy the center of the stage, in the place formerly occupied by formal discipline, the assumption of a uniform flow of education into each student fell flat. But since it is easier to measure time than it is to measure education, the old time-measured course remains in nearly every college.

I suppose that we all do many things that are absurd if everybody else is doing them, or if we cannot seem to find a substitute that is any better. Many of us are trying our best to give the student both in school and in college the opportunity of using the abilities and ambitions that he himself possesses rather than to fit him in with the average of his fellows. But our ambitions for educating these young men far outrun our techniques. We talk about the education of the whole boy, mind, body, character, manners, artistic sense, and all the rest, according to his capacities and needs. If



we mean what we say, and if we wish our diploma to indicate a certain measure either of accomplishment or of progress, we ought to have some standards, and means of telling whether a student comes up to these standards. This means measurement in the domains of health, mind, character, etc. If we are trying to educate the whole man, intellectually, socially, and spiritually, it is a lopsided method of evaluating the result which attempts to measure only the intellectual aspect of the student. The fact is, of course, that we do not know how to measure character with any assurance, we cannot estimate except in the roughest terms the social excellence of a youth. Consequently, at present we must be content in the confidence that the experience of going to college does cultivate and develop many qualities that we do not know how to measure. This fact goes far toward justifying the residence requirement which insures, for a certain length of time, contact with those who do have some standards of character and of manners. But who really knows when a student comes up to the mark, in courtesy, or in a sense of responsibility? There is no definite mark to come up to. There are, however, depths of rudeness, mendacity, and failure to consider the rights of others so abysmal that even without any accurate measure one knows that this individual falls below any passing mark in courtesy or the other qualities of character that could conceivably be established. Such an individual may properly be eliminated. It would indeed be a blessing if an accurate requirement of excellence in the imponderables of character could be required of candidates for our degree. Until this day comes it will be necessary to carry on this aspect of college education by rule of thumb. In the meantime, let us not forget our ambition and responsibility to do all that we can to bring out all of the good that lies latent in the bewildering complication of human material that comes to college. In time, if we continue our efforts, we shall be able to evaluate the results. It is certain, however, that unless we help to develop the human qualities that our youth possess, there is no use in complaining that we have no means of measuring them. We cannot hope to measure progress which does not exist.

During the course of the year many questions having to do with the Residence Halls have received consideration. For several

years there have been set aside for the social use of college students suites of rooms on one or more floors of the dormitories. Five members of the staff have been designated as Dormitory Counselors, three for John Jay Hall, one for Hartley and one for Livingston. These Counselors have been active in organizing social affairs of various kinds in the attempt to enrich the life of our student residents on South Quadrangle. If some device could be found that would insure sufficient homogeneity among the men living on a given floor of a Residence Hall so that they could be counted on to enjoy the same kind of thing, or, indeed, to enjoy each other's society, the problem would be easier of solution. The fact is, however, that no such device has been found. Consequently the Counselors are obliged each year to proceed by trial and error to become acquainted with their groups and to make the best plans to take care of them.

Conditions of financial stringency on the part both of the University and of the students call for action for their relief wherever possible. In order to provide less expensive living quarters for students whose financial situation made it necessary for them to economize to the last degree, the Residence Halls Committee recommended that two or more students be accommodated in the same bedroom and that four desks be placed in the same study when the size of the room warranted such an arrangement. These accommodations were offered at a much lower rental than any other in our dormitories. This opportunity for obtaining less expensive rooms has been improved by a considerable number of students and will undoubtedly be continued during the coming academic year. The arrangement did not result in actual loss to the University since it made use of rooms which would otherwise have remained empty.

In order that the whole dormitory situation and its relation to academic work as well as the financial situation might be completely understood, a careful study has been made in the Registrar's Office concerning these relations. On the basis of returns from almost exactly ninety per cent of the registration in Columbia College, excluding the students who are exercising professional option and consequently are taking their work in a professional school, it turns out that fifty-three per cent of the entire student

body have an average in scholarship of B- or better. That is, the lower margin of the B- range is about the median of the College. Two-thirds of our students, during the year under review, have lived at home, a distinctly larger proportion than is usual. Of these students, fifty-five per cent have an average above the median for the College indicating that the students who live at home have the best academic record of any single group in College. Of those who live in the dormitories, 322 in number, forty-nine per cent are above the median for the College. The small number, thirty-three, of students who reside neither at home, in the dormitories, nor in the fraternity houses, are distinctly lower in academic average, only thirty-nine per cent being above the median for the College. These students include those who live with friends or relatives and those who have a job in connection with some household which pays for their room and board. The lowest group of all in scholarship consists of students who live in the fraternity houses, only thirty-three per cent of whom are above the median of the College. I shall not at this time attempt to interpret these figures. I am inclined to think that the reason which naturally occurs to one for each percentage figure is the correct interpretation.

When one compares the amount of work done for their support by our students very interesting results are obtained. In the first place, 115 students, or 7.6 per cent of the entire group, earn every cent of their college expenses, with the exception of certain students in this group to whom scholarship aid has been awarded. Thirty-seven per cent of the entire student body are not called upon to earn any part of their college expenses. Thirty-one per cent, or almost one-third of our students, earn more than forty per cent of their college expenses. Of the group who live at home and whose scholarship is the highest of any group in college, only twenty-one per cent earn as much as two-fifths of their college expenses. Just one-half of the students resident in fraternity houses earn the same proportion of their expenses. Of the boys living in the dormitories and in rooms off the Campus, fifty-six and fifty-seven per cent respectively earn more than two-fifths of their way. It is obvious from these figures that the students of Columbia College are making heroic efforts to obtain the best education that they can. It is, moreover, exceedingly interesting to observe that the academic

standing of students does not depend at all upon the amount of work they do for their support. Tables have been prepared indicating the number of students of each grade of scholarship who earn various proportions of their expenses. It turns out that the highest-stand men, medium-stand men, and low-stand men are in substantially the same class in this respect. This would seem to indicate that the men who earn all of their way or a large proportion of it are men of sufficient capacity to keep their academic record where it belongs, while the richer in purse are relatively poor in spirit or perhaps use their talents in another direction.

A careful study has also been made indicating the relation between academic standing and the distances that students live from the Campus. A similar study was made several years ago which indicated that the further away a student lived the higher was his scholarship rating. This result is not exactly duplicated in the study based on the student body of the year under review. The students who live in a radius of thirty-minutes of travel from the Campus are the highest-stand men in College. All of the rest, with the exception of the men living in the fraternity houses, are substantially in the same class.

It is to be expected that in a time when the adequacy of the entire structure of our economic order is called in question, young men should be in a disturbed state of mind. When the actual situation that one meets every day is a criticism of the forethought and judgment of the earlier generation, it is not surprising that youth should go on a mild debauch of criticism of everything in sight. They may be correct or they may possibly be mistaken in assuming that theirs is the only wisdom. In any case a time of such far-reaching distress is bound to arouse emotions to an extent quite unparalleled in recent years. No doubt it will be necessary during the coming years to become accustomed to irritation, misrepresentation, and uselessly destructive criticism carried on with no attention either to truth or to courtesy. To steer a straight course between hasty condemnation and supine infirmity of purpose is not always easy, and especially when it is so difficult to comprehend not only the springs of action but also the basis for judgment of values. In any case it is better for our students to think seriously about what ought, in their opinions, to be revolutionized and to express them-

selves on the subject with all vigor than to sit passively in dull indifference. In the meantime we are acquiring a considerable insight into the minds of ardent youth which ought to help in solving the problems of the future.

Respectfully submitted,

HERBERT E. HAWKES,

*Dean*

*June 30, 1932*

# SCHOOL OF LAW

## REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1932

*To the President of the University*

SIR:

As Dean of the Faculty of Law, I have the honor to submit the report of the School of Law for the academic year ending June 30, 1932.

As a matter of history, the American law school was for many years closely affiliated with the bar. Attending a law school was in nature an apprenticeship dignified by the fact that the lectures were usually given in a university building and the completion of the course led to a university degree. Law teachers were in the main experienced lawyers or judges who, during their spare time, endeavored to expound legal principles and to train young men in the art of practice. Those teachers who devoted their full time to law school work were concerned almost exclusively with the history and the application of legal rules. The relation of law to government was regarded as a matter properly to be studied by students of political science, but not by students whose principal objective was admission to the bar. The relations between law and economics or other bodies of knowledge were conceded to be important for purposes of social reform, but reform was thought to be no business of the school of law. There were those seers, like Holmes,<sup>1</sup> who foresaw the coming of a new day, but the law school was essentially a temple of historical and analytical jurisprudence, and the law teacher was the high priest of the legal cult. To a lesser but considerable extent this is true of the part-time law schools today, notwithstanding the changes that have occurred in the full-time schools.

The advantage of the old type of school was derived from the

<sup>1</sup>"I look forward to a time when the part played by history in the explanation of dogma shall be very small, and instead of ingenious research we shall spend our energy on a study of the ends sought to be attained and the reasons for desiring them. As a step toward that ideal it seems to me that every lawyer ought to seek an understanding of economics. The present divorce between the schools of political economy and law seems to me an evidence of how much progress in philosophical study still remains to be made." From an address delivered on January 8, 1897, by Mr. Justice Holmes, then a member of the Supreme Judicial Court of Massachusetts, and afterwards published in 10 *Harvard Law Review* 457 under the title: "The Path of the Law."

contact with the practicing lawyer from whom the student learned much about the practical problems encountered in professional work. The disadvantage was due to the fact that the student learned little else. It provided vocational training without education in its broader sense; it imparted information without understanding; it developed technique without insight; it stimulated cleverness but not imagination; all of which had its effects upon the bar, and through the bar upon the law.

With the rise of the modern age and its swiftly changing social and economic conditions, the law failed to keep pace. Old formulae did not fit the new situations that arose, established procedures ceased to work efficiently, and the bar was not equal to the task of making needed adjustments. Lawyers knew their trade, but they lacked that knowledge of history, of government and of economics that was essential to an understanding of the new problems that had arisen. From a legal point of view, the problems were further complicated by the avalanche of reformatory legislation that ensued. A division of labor became necessary and there emerged the various types of legal specialists that have made up a large part of the bar during the last thirty years. Specialization has increased the effectiveness of the law office in dispatching professional business along traditional lines, but the administration of justice remains as before, inefficient and unsatisfactory.

In response to the changed requirements for successful professional work, and the social need of reform both in law and in its administration, recent trends in law school activities have been toward specialization on the one hand, and the integration of law with the social sciences on the other.<sup>2</sup> The former has encouraged accuracy and thoroughness through attention to detail, while the latter has developed background and breadth of view. The need of more exact knowledge has stimulated research both in law and related fields, and the efforts to interpret the data thus collected have fostered the development of jurisprudence as an empirical science.

These changes have had profound effects upon the character and quality of law school work. First, they called for a staff of scholars whose range of knowledge exceeded that of their predecessors.

<sup>2</sup> The dangers of undue specialization were discussed in my annual report for 1931; the limits within which the integration of law and the social sciences is either feasible or desirable were set forth in my annual report for 1930.

sors, and who were willing to devote their full time to university work. Today, the practicing lawyer has almost completely disappeared from the faculties of the better grade schools. Indeed, many of the ablest legal scholars of recent years have been men who had little or no experience in practice. Second, the functions of the faculties of law in the great universities have been enlarged to include the study of law as a social institution in addition to the study of the history and application of established rules. At present, a large part of the law teacher's time is devoted to research and writing concerning the law in operation, with emphasis upon its effects. He has become engrossed in ascertaining the true functions of law and the effectiveness of legal institutions in the discharge of those functions. This is clearly reflected in the changed content and organization of the present-day curricula and the current interest among legal scholars in sociological and realistic jurisprudence. This does not mean that the study of legal history and the analysis of legal concepts have been abandoned in favor of some new discipline. On the contrary they have acquired even greater significance because of new ends which they serve. The change has been in the enlargement of objectives rather than in the abandonment of means, although the latter have been modified and improved. Third, the university law teacher is no longer a legal hermit indifferent to the world of affairs. He is actively engaged in making his knowledge effective in the public service. The frequency with which officials of governments and civic organizations during recent years have turned to legal scholars in the universities for advice and assistance in the formulation of policies or the execution of plans, indicates the practical value of the work which these scholars are doing. It also suggests new spheres of usefulness open to the university law school in the determination of social policy and the conduct of public affairs.

The counsel and aid rendered by Professors Moley and Berle to the President-elect of the United States; the assistance rendered by Professor Berle to the Wisconsin Public Service Commission, and the National Transportation Committee; the work of Professor Moley as Research Director of the New York State Commission on the Administration of Justice; the coöperation of Professors Llewellyn and Hanna with the National Conference of Commissioners on Uniform State Laws; the assistance rendered by Pro-



essor Handler to members of Congress in their studies of the anti-trust laws; the drafting of statutes by Professor Chamberlain for the Department of Labor of the State of New York and for other organizations; the aid rendered by Professor Dowling to the Superintendent of Banks of the State of New York; the contributions by Professors Powell and Cheatham to the restatement of the law under the auspices of the American Law Institute; the coöperation of Professor Jessup in carrying on the work of the Foreign Affairs Forum and the National World Court Committee; the work of Professors Chamberlain, Cheatham, Handler, Jervey, Magill, Medina, Michael, and Powell as members of various committees of bar associations; are examples of the many kinds of public service rendered during the year by members of the Faculty of Law of Columbia University.

Less conspicuous, but of greater importance, is the research work of these scholars, without which they would have little to contribute toward the solution of practical problems. The tragic events of the last three years have revealed in dramatic fashion that social and economic problems require for their solution more than the common sense of the man of affairs. Only through the acquisition and use of more exact knowledge concerning man and his environment, including social institutions and their operation, will the present groping and often disastrous efforts to make social adjustments be avoided. This is equally true of the reform of law and the administration of justice.

Among the contributions to knowledge in the borderland between law and the social sciences, two books, published during 1932 by members of the Faculty of Law, are of outstanding importance. I refer to *The Modern Corporation and Private Property*,<sup>3</sup> by Professor Berle and Mr. Gardiner C. Means, and *Crime, Law, and Social Science*,<sup>4</sup> by Professor Michael with the collaboration of Professor Adler of the University of Chicago. The former presents the results of a study of recent developments in the field of corporations, prepared under the auspices of the Columbia University Council for Research in the Social Sciences acting on behalf of the Social Science Research Council of America. The latter is the report of a survey conducted for the Bureau of Social Hygiene

<sup>3</sup> Commerce Clearing House, Inc., Chicago.

<sup>4</sup> Harcourt, Brace & Co., New York.

under the auspices of the School of Law of Columbia University. If one desires proof of the value of coördinated research in law and related fields, the need of which has been urged by the Faculty of Columbia Law School during the last seven years, it will be found in these volumes.

Professor Berle's book contains a mass of data showing the concentration of wealth through the development of the commercial corporation with an accompanying separation of ownership from control. It is claimed that these conditions have created situations that cannot be brought within the compass of prevailing economic and legal theories. Impending changes in legal rights and duties of epoch-making consequences, forced by what the authors call the corporate revolution, are clearly revealed and carefully analyzed. The book is highly suggestive as well as informative and lays the foundation for other and needed research in the corporate field, some of which has already been begun by Professor Berle.

Professor Michael's book contains an exhaustive description and analysis of researches in criminology and the administration of criminal justice. One of the conclusions reached is that existing knowledge in the fields of psychology and sociology has little theoretical significance and limited utility in the solution of legal problems. The main thesis of the book is that progress in the prevention of crime is dependent upon the development of criminology as an empirical science which, the authors contend, is not possible until the crude empiricism which at present characterizes psychological and sociological research, is replaced by a correct conception of the nature of science and of scientific method. By differentiating etiological problems from the practical problems involved in the administration of criminal justice, the way is shown by which useful work may be done pending the development of an empirical science of criminology. While the book deals primarily with social and legal problems growing out of crime, it also contains a careful analysis of the relation between law and empirical knowledge. This is both timely and useful in view of the current efforts to develop an empirical science of law through the use of economic and sociological data. The pitfalls in this movement are clearly indicated and the need of a rational analysis of the substantive law is emphasized.

Another document of major significance, published during the year, is the Report of the Committee to Study Compensation for

Automobile Accidents.<sup>5</sup> This report, which was made to the Council of Columbia University for Research in the Social Sciences, was prepared by a group of prominent lawyers in collaboration with several members of the faculties of law of Yale and Columbia Universities. Professors Chamberlain and Dowling of our Faculty participated in the work. The report shows the destruction annually wrought by the motor car and the consequences of this destruction both to the victims and to the community. It summarizes the existing law regarding the right to compensation of those who are injured and endeavors to reveal what actually happens when an injury occurs. It neither approves nor disapproves the ethical postulates which underlie existing rules of tort law, or the political theories that account for existing administrative devices. It is concerned only with their effects and with ways and means for achieving results more satisfactory. The report leaves little doubt in the reader's mind that the present methods of dealing with the problem of automobile accidents not only fail in most cases to provide proper compensation when compensation is due, but are productive of other results that are socially undesirable. The Committee recommends the adoption of a plan of compensation with limited right of recovery and without regard to fault, analogous to that provided by workmen's compensation legislation, to be guaranteed by insurance and administered by a commission.

During the year the Foundation for Research in American Legal History, under the direction of Professor Goebel, continued its investigations of certain phases of the history of criminal law. The first volume of the Foundation's study on felony and misdemeanor is to be published in the year 1933. The modern significance of the ancient classification is chiefly procedural and it seemed desirable to extend the scope of the Foundation's investigation to include a comprehensive inquiry into those phases of English criminal procedure that had a direct effect upon the American systems of law administration. The first volume will deal with the major offense, the felony, and the institutions and procedures devised for prosecution and punishment. The second volume, wherein will be considered the petty offense in English law, prior to the settlement of America, is in process of preparation. A study

<sup>5</sup> Published by Committee to Study Compensation for Automobile Accidents, Commercial Trust Building, Philadelphia. For a summary and discussion of the report, see "Compensation for Automobile Accidents: A Symposium" (1932), 32 *Columbia Law Review* 785.

of four typical American colonial jurisdictions is likewise under way; the research in materials relating to New York and Virginia being at the present moment substantially completed.

Other research projects, in which members of the Faculty were engaged during the year, are: A survey of the present-day operation of the anti-trust laws, by Professor Handler; a study of the family as a business organization in classical Rome, by Professor Schiller; an examination of the law of security, by Professor Hanna; studies in the fields of international law and diplomacy, by Professors Hyde, Jessup, and Deák; the restatement of the law of property, by Professor Powell; and the annotation for the state of New York of the restatement of the conflict of laws, by Professor Cheatham. These projects were more fully described in my report for 1931.

I am very glad to be able to report that notwithstanding the economic depression, appropriations aggregating \$48,100 have been obtained from foundations and other sources to finance new research projects to be begun during the academic year 1932-33. These projects include a comprehensive study of the blue-sky laws, their administration and effects, to be conducted by Professor Berle; a consideration of mechanisms for maintaining liquidity in the securities market, to be conducted by Professor Berle; an economic and legal analysis of the concept of taxable income, to be conducted jointly by Professor McGill of the Faculty of Law and Professor Haig of the Faculty of Political Science; and a study of the laws relating to agricultural coöperative associations, to be conducted by Professor Hanna. In addition, a number of studies previously begun will be continued.

The Legislative Drafting Research Fund was organized at Columbia University in the spring of 1911 following the acceptance by the Board of Trustees of the University of a proposal to donate not less than \$15,000 annually for a five-year experiment in research in legislation and public administration. An administrative board consisting of Dean Harlan F. Stone, Professor John Bassett Moore, and Mr. Joseph P. Chamberlain supervised the work. Upon the conclusion of the five-year period and the demonstration of the value of such an agency in the University, provision was made for continuing the work on a permanent basis and for the establishment of a Chair of Legislation.

That the Fund has met a real need is best shown by the wide calls upon it for assistance and the appreciation of the services rendered. These services have been rendered in connection with the formulation of legislative programs, the preparation of bills, of legislative committee reports, and of briefs supporting the bills. The Fund has acted as advisory counsel for legislative committees of New York and other states and has given assistance to a large number of private organizations interested in legislation. Among its many efforts in the public interest may be mentioned the complete revision of the New York Labor Law, prepared at the request of an official commission, the preparation of bills to reorganize the New York State Tax Department, the preparation of basic bills on workmen's compensation, and the preparation of the Index Digest of State Constitutions at the request of the committee to prepare for the New York Constitutional Convention of 1915.

The Fund's most notable contribution has been in connection with the establishment, in 1919, of the Office of Legislative Counsel of the Congress of the United States. In the early days of the war the Fund had given Congress a practical demonstration of legislative draftsmanship by assigning several of its personnel to do volunteer work for committees of both Houses and for other departments. Upon the creation of the Office of Legislative Counsel, two of the original members of the Fund were appointed to the chief posts in the Senate and the House, Professor Thomas I. Parkinson and Mr. Middleton Beaman, respectively, and, except for a single appointment, these posts have since been held by men formerly associated with the Fund.

In addition to these concrete contributions, it may be said that the Fund has provided an impulse towards greater care in the formulation of legislative programs, in the actual drafting of bills, and in preparing men for appearance before legislative committees. Its "diversified activities," in the judgment of Professor John Bassett Moore, writing in the *Columbia Law Review*,<sup>6</sup> "have permeated many fields and contributed to improve and render more effective the efforts of other bodies and organizations to render public service." In carrying on their research as well as in dealing with practical problems, the staff of the Fund have gained valuable experience and have gathered a large store of material for future use. With

<sup>6</sup> (1929) 29 *Columbia Law Review*, 379-380.

this background of training and equipment the Fund today is an agency not only for present service but capable of expansion to discharge the continually increasing responsibilities of the University. It is hoped that within the near future the staff of the Fund may be enlarged in order that it may more adequately carry on the constructive work that it is doing.

In my report for 1929 I discussed the importance of a study of legislation as part of the law student's training. Beginning in 1929 and continuing during the last four years, a course designed to acquaint the student with legislative development of the law, the relation between common law and statute law, the fact basis of legislation and judicial review, types of statutes, legislative sanctions and provisions for administration, has been given by Professor Parkinson as one of the required courses of the first year. As a result of the experience in this course, the Faculty is now in a position to consider the further development of the subject of legislation as an integral part of the curriculum.

Among the anomalies in legal education is the fact that, although one of its chief objects is to prepare young men for a career at the bar, so little time is devoted to a study of the legal profession, its organization, its activities, and its functions in the development and the administration of the law. The typical law school curriculum is replete with courses on substantive and adjective law buttressed by historical, political, and economic data. Through the moot court the student obtains some practical training in the trial of a case, the preparation of a brief, or the argument of an appeal. But he learns little about the bar and less about the effects of its practices upon the community which it is supposed to serve. The innovation of the legal clinic, now established in a few schools, has enlarged and intensified the practical training in the ways of lawyers, but it has not contributed much to a knowledge of the profession as a whole, its traditions, its habits, and its ideals; even less of its weakness and its strength in the performance of its functions in society.

It was inevitable that the movement towards greater realism in legal thought, which began with the twentieth century and which was first manifested in legal education less than ten years ago, would eventually lead to a closer scrutiny of the agencies which determine and administer the law as well as to a more careful

examination of the social implications of legal rules. It may be that a rational science of law can be constructed solely upon the basis of desired ends, but it does not follow that those ends will be attained. The practical problems of administration remain and, if they are capable of scientific treatment, must be dealt with on the basis of empirical knowledge. The aphorism that a law is no better than those who administer it means nothing more nor less than that its value is determined by its results, actual or probable, rather than by its purpose. Results are conditioned by administration, and administration involves not only procedure and evidence, court and commission, judge and jury, and other officials of government, but also the lawyer, whether advising his client or representing him before some tribunal.

It is significant that, during the year under review, the Faculties of Law at Columbia and a number of other leading law schools, decided to incorporate into their curricula a study of the legal profession. The course to be offered at Columbia during the academic year 1932-33 was first projected by Professor Cheatham three years ago and has since been the subject of careful consideration by the Faculty. Last spring a tentative outline of the course, indicating its scope and content, was presented to a prominent group of lawyers and judges at the annual meeting of the alumni of the School where it received enthusiastic approval. It is planned that the course will be conducted by at least five or six members of the Faculty, all of whom have had experience in practice, in order that there may be injected into the discussions the many points of view which exist with respect to controversial matters. Although it has yet to complete its experimental stage, and there remains a mass of material to be collected and organized before the course will approximate that degree of excellence which is characteristic of other courses of long standing, it is believed that it will immediately direct the attention of the students to very real and very pressing problems in the administration of justice.

A study of the bar, its history, its organization, and its activities with particular emphasis upon their effects, may or may not add to the technical equipment of law students, but it should make them more aware of existing defects in law administration and more conscious of their responsibilities with reference thereto when they accept membership in the profession. The events of

the last few years leave no room for doubt that what is needed most by the bar today is greater solidarity and a greater sense of social obligation. The insistence of bar associations that law schools should place more emphasis upon the study of legal ethics is a recognition of these needs. But it is exceedingly improbable that teaching the canons of professional ethics to law students will alone improve materially the administration of justice. It is not enough to eliminate from the profession the shyster and the crook. It is also necessary to bring about a change in attitude among the respectable members of the profession toward their responsibilities to the community. If it is possible through law school study to aid in the accomplishment of this result, the effort should be made, but this will require not only a consideration of those practices that are taboo, but also a critical examination of practices that are common among lawyers and which through long usage have acquired professional approval.

In view of the success of the symposium on selected problems in the field of corporation finance, conducted by Professor Berle during the summer of 1930, two symposia on legal problems of current interest were held during the year under review. The policy of inviting economists and lawyers to join in the discussions was followed in both instances.

The first symposium was devoted to a discussion of the Federal anti-trust laws, and took place in December, 1931. The principal addresses were made by Professor Walton H. Hamilton of Yale University, Mr. Gilbert H. Montague of the New York bar, Mr. Walker D. Hines of the New York bar, Professor Myron W. Watkins of New York University, Mr. Abram F. Myers of the bar of the District of Columbia and formerly a member of the Federal Trade Commission, Professors Berle and Handler of the Faculty of Law and Mr. Arthur R. Burns of the Department of Economics. Among those who took part in the discussions were, Professor Frank A. Fetter of Princeton University, Professor Willis of the School of Business, Mr. David L. Podell of the New York bar, Professor I. L. Sharfman of the University of Michigan, Mr. Benjamin S. Kirsh of the New York bar, Mr. Bethuel M. Webster, Jr. of the New York bar, Mr. Harry W. Laidler, President of the National Bureau of Economic Research, Mr. Thurlow M. Gordon of the New York bar, and Mr. Alexander B. Royce of the New York bar.



The addresses and discussions have since been edited by Professor Handler and published in book form.<sup>7</sup>

The second symposium was devoted to a discussion of the law and practice of taxation, and took place in the summer of 1932. The principal addresses were made by Mr. Winthrop W. Aldrich, President of the Chase National Bank, Colonel Robert H. Montgomery, formerly President of the International Congress of Accounting, Mr. Edward H. Green of the New York bar, Professor T. S. Adams of Yale University, Mr. Mitchell B. Carroll of the Secretariat of the League of Nations, Hon. Arthur A. Ballantine, Undersecretary of the Treasury, and Professor Haig of the Faculty of Political Science. The round table discussions which followed each address were conducted by Professor Magill of the Faculty of Law. The addresses and discussions have since been edited by Professor Magill and published in book form.<sup>8</sup>

The registration during 1931-32 was as follows:

Graduate students . . . . .	12
Third year—Class of 1932 . . . . .	140
Second year—Class of 1933 . . . . .	158
First year—Class of 1934 . . . . .	250
Non-matriculated students . . . . .	8
	<hr/>
	568
Summer Session 1931 . . . . .	81
	<hr/>
	649
Less duplications . . . . .	50
	<hr/>
<i>Net Total</i> . . . . .	599

During the year the degree of LL.B. was awarded to 137 candidates, the degree of LL.M. was awarded to 7 candidates, and the degree of J.D. was awarded to 2 candidates.

Scholarship aid was awarded to 88 students. The awards varied in amount, ranging from \$150 to \$500. Included in this group are residents of 19 states. In addition, six University Fellowships, with stipends of \$1,800 each, and three Special Fellowships with stipends of \$2,000, \$2,400, and \$3,000, respectively, were awarded to graduate students and research fellows. Frederick D. Ribble, Professor of Law at the University of Virginia, and Edward S. Bade,

<sup>7</sup> *The Federal Anti-Trust Laws: A Symposium* [1932], Commerce Clearing House, Inc., Chicago.

<sup>8</sup> *Lectures on Taxation: Columbia University Symposium* [1932], Commerce Clearing House, Inc., Chicago.

Instructor in Law at the University of Minnesota, were the first holders of the Special Fellowships recently established to enable law teachers desiring to write books or to engage in special investigations, to avail themselves of the facilities of the School in carrying on their research and study.

It is particularly gratifying to be able to report a continued increase in the number of excellent students seeking admission to the School. For the academic year 1932-33, applications from 631 new students were received. These applicants came from 125 colleges located in various sections of the United States and foreign countries. The distribution was as follows: Columbia, 110; other local colleges, 118; New England, 144; Middle Atlantic states, 139; Central Western states, 56; Southern states, 49; Far Western states, 9; foreign, 6. While less than half of the applicants were accepted, of the 271 who have registered, 60 per cent are graduates of colleges located outside the city of New York. There has been an unusually large increase in the number of students coming from Princeton, Yale, Harvard, Dartmouth, Amherst, and Williams. There are today in the first year class 23 graduates of Princeton which is exceeded only by the number of students coming from Columbia College which is 55.

More important than the increase in the number of applicants is the higher quality of the applicants as compared with previous years. In 1928, the first year in which admission was limited to a selected group, the median score on the entrance examination made by those who registered was under 80. In 1932, the median score on the entrance examination made by those who registered was 88.5. In 1928, two-thirds of the class made scores under 85; half of them made scores under 80; and 47 of them, representing one-fifth of the class, made scores under 75. On the other hand, in 1932 approximately half of the class made scores of 90 or above; two-thirds of them made scores of 85 or above; and only 11 were admitted with scores below 75. Moreover, the college grades of the applicants in 1932 were substantially higher than the grades of the applicants in 1928.

With the steadily increasing number of good students seeking admission during the last few years, the size of the entering class has been increased from 213 in 1929 to 252 in 1932. But for the limited capacity of our largest classroom, at least thirty of the

applicants who were rejected in 1932 would have been admitted. Even a class of 250, which is the size of the present first year class, is entirely too large to be handled effectively in one section. The Faculty feel very strongly that either the number of students admitted should be reduced or the class should be divided into sections in order that the individual student should receive greater personal attention.

Due to the present size of the Faculty, sectionalization of the class would be possible only by placing upon the first year instructors a teaching load so excessive that it would leave them little time or energy to carry on other and important work in which they are engaged. Rather than do this, I would recommend a reduction in the number of students. On the other hand, the appointment of two additional members to the teaching staff would make sectionalization possible with an increased teaching load on the part of the present members of the Faculty that would not cripple the other work of the School. Which course should be pursued is a question calling for the most careful consideration by the Faculty during the ensuing year and I hope within the near future to be able to make a more definite recommendation.

With the advent of the economic depression, the opportunities at the bar, like those in other professions and in business, were drastically curtailed. Many lawyers are today without work and thousands of young men who entered law schools during the last few years are approaching the bar with little or no prospects of employment. The condition within the profession has thus been changed from one of alluring opportunity to new recruits to one of very slight opportunity except for the relatively small number of well educated and adequately trained young men who are predominately graduates of the high-grade full-time schools. The present fierce competition within the profession has demonstrated convincingly the value of sound legal education. Within the last four years the registration in the large part-time and mixed law schools in New York City has dropped from 10,176 in 1928 to 5,267 in 1932, a decrease of 48 per cent, whereas the number of applicants for admission to Columbia Law School has steadily increased during the same period. Notwithstanding the present abnormal conditions, 129 of the 137 men who graduated from Columbia Law School last June have obtained employment, a

record which reflects great credit upon both the School and its student body.

In my report for 1931, I called attention to the impressive list of new case books which had been published, or were in course of preparation, by members of the Faculty of Law. During the year under review there were several additions made to the list of completed books. It is worthy of note that today twenty-eight of the thirty-five courses (exclusive of seminars) offered in the School, are being taught with materials and books published by members of the Faculty during the last five years. These books have been prepared to meet the requirements of the revised curriculum of the School which has been discussed in detail in my previous reports. The widespread adoption of many of these books by teachers in other law schools is the best evidence of their high quality; their number reflects the industry and productivity of the Faculty.

During the year, 8,743 volumes were added to the law library, bringing the total collection to 173,091. In addition, 1,891 volumes of materials dealing with criminology were removed from the general library to the law library. Also, a special card catalogue for use in connection with the criminology material was completed. Among the unusual acquisitions of the year, is a rare copy of Bracton's, *De legibus et consuetudinibus Angliae*, in a manuscript, probably of the late thirteenth century, which was presented to the library by an anonymous donor. By taking advantage of the very favorable conditions existing in the book trade, sixty sets of important periodicals were completed during the year. It is a matter of interest, as well as some indication of the scholarly activities of the present student body, that the use of the library in 1931-32 was approximately 30 per cent greater than during the previous year.

The School was most fortunate in having on its teaching staff during last year two distinguished scholars from neighboring institutions. During the Winter Session, Arthur Linton Corbin, Townsend Professor of Law, Yale University, was Visiting Professor of Law. He gave the course on contracts. During the Spring Session, William E. Mikell, Ferdinand Wakeman Hubbell Professor of Law, University of Pennsylvania, was Visiting Professor of Law. He gave the course on criminal law.

I take pleasure in announcing the following appointments for the academic year 1932-33: Gardiner C. Means, Assistant in Law

for the academic year, and Frederick Schilling Fisher, Jr., Assistant in Law for the Winter Session. Mr. Means received the degree of A.B. in 1918 and the degree of A.M. in 1927 from Harvard University. He was an instructor in economics at St. Lawrence College in 1928-29. He was research assistant to Professor Berle from 1928 to 1931 and has been assisting both Professor Berle and Professor Bonbright during the past year. Mr. Means is co-author with Professor Bonbright of *The Holding Company*<sup>9</sup> and co-author with Professor Berle of *The Modern Corporation and Private Property*.<sup>10</sup> Mr. Fisher received the degree of A.B. in 1929 from Princeton University and the degree of LL.B. in 1932 from Columbia Law School. He is co-author with Professor Berle of "Elements of the Law of Business Accounting," (1932) 32 *Columbia Law Review* 573, and is assisting Professors Berle, Powell, and Magill in giving the course on the law of accounting.

Mr. Herbert Wechsler, who was Assistant in Law during 1931-32, will be law secretary to Mr. Justice Stone, of the Supreme Court of the United States, during 1932-33. Mr. Bliss Ansnes, who was Assistant in Law during 1931-32, has accepted a position with the law firm of Rushmore, Bisbee and Stern, of New York City.

The following recent graduates of the School will act as Research Assistants during the academic year 1932-33: Warner H. Mendel, A.B., Columbia, 1927; LL.B., 1930, and Mitchell Jelline, B.S., C. C. N. Y., 1927; LL.B., 1930, are assisting Professor Powell; Carl R. Peterson, A.B., Princeton, 1928; LL.B., 1931, is assisting Professor Hanna; Irwin Langbein, A.B., Columbia, 1928; LL.B., 1931; George Bronz, B.S.S., C. C. N. Y., 1929; LL.B., 1932 and T. Raymond Naughton, A.B., Columbia, 1930; LL.B., 1932, are assisting Professor Goebel. Mr. Bronz is also assisting Professor Cheatham. Stanley S. Surrey, B.S., C. C. N. Y., 1929; LL.B., 1932, is assisting Professor Magill; Abraham Marcus, A.B., Columbia, 1930; LL.B., 1932, is assisting Professor Michael; Paul J. Kern, A.B., University of Michigan, 1930; LL.B., 1932, is assisting Professor Parkinson.

During the academic year 1931-32, Professor Llewellyn, while on sabbatical leave, was engaged in research work in Germany. While there he gave a course of lectures at the University of Leipzig. He also delivered single lectures before either university faculties

<sup>9</sup> (1932) McGraw-Hill Book Co., Inc., New York and London.

<sup>10</sup> See, *supra*, footnote 3.

or bar associations in Hamburg, Kiel, Bonn, Heidelberg, Frankfort, Freiburg, Jena, and Berlin.

On the whole, the academic year under review presents an impressive array of accomplishments. The School has made valuable contributions to the public service, to the improvement of legal education, and to the advancement of legal science. There is good reason to believe that its future will be one of increasing usefulness.

Respectfully submitted,

YOUNG B. SMITH,

*Dean*

*December 1, 1932*

# SCHOOL OF MEDICINE

## REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1932

*To the President of the University*

SIR:

I have the honor to submit the following report of the activities of the College of Physicians and Surgeons for the year ending June 30, 1932.

During the year the Faculty suffered irreparable losses through the sudden deaths of Dr. Stafford McLean of the Department of the Diseases of Children and Dr. Michael Osnato of the Department of Neurology. These two well-known physicians had been associated with the Faculty for a number of years and have left an indelible impression upon their colleagues and the student body.

Four hundred and thirteen students were enrolled during the year for courses leading to the degree of Doctor of Medicine. They were divided among the four classes as follows:

First Year . . . . .	115	Third Year . . . . .	99
Second Year . . . . .	108	Fourth Year . . . . .	91

In addition there were sixty-three students registered in the various departments of the School who were working toward degrees under the Faculty of Pure Science. Twenty-seven of these were candidates for the degree of Master of Arts, and thirty-two were working toward the degree of Doctor of Philosophy. There were eight candidates for the degree of Master of Science in Public Health. Three hundred and ninety students were registered for extension and other postgraduate courses under the general supervision of the Administrative Board on Postgraduate Studies in Medicine, exclusive of those matriculated in the New York Post-Graduate Medical School.

There were slightly less than one thousand applicants for admission to the first year class. These applicants had received their training in one hundred and nine different colleges and universities.

Those who were finally accepted had received their preparation in thirty-six institutions. The graduates of the class of 1932 have secured internships in forty-seven hospitals in eleven different states.

During the year inquiries have been directed to more than five hundred recent graduates regarding the quality of the work of the internships which these men had taken. We are desirous of securing as much accurate and first-hand information as we can obtain regarding internships in order that we may be in a better position to advise our fourth year students regarding hospital appointments. We are appointing an adviser on internships as a further step in helping students to obtain advice and suggestions regarding their hospital experience.

There are indications that the intern phase of medical training is likely to undergo significant changes in the next few years, particularly in the direction of correlating that experience more closely with the clinical clerkships of the third and fourth year, and in the endeavor to make that experience more satisfactory in equipping the student to deal with the common illnesses and problems of practice in the community.

Much discussion has arisen in recent years regarding the most desirable type of hospital service. A number of states now prescribe the content and time requirements of the different parts of this experience. It is unfortunate that the internship as a part of the educational plan should be standardized and regulated in detail. The type of service is not nearly as important as the opportunities which are provided for the right kind of training. Although some of the straight services provide an excellent and broad training, many of the straight surgical appointments in particular are not satisfactory, however. Some of them encourage the recent graduate to do surgery before he is properly trained. It is well known that the popularity of some of the hospital appointments is due to the opportunities provided for the intern to do major surgery. Contact with and watching expert operators is likely to create in the minds of some interns the impression that surgery is relatively easy and largely a matter of operating-room technic.

Neither the short, rotating service, which provides a hurried superficial experience in many departments, nor the usual long, straight service, which provides an experience in a single field,



meets the needs of most students. The so-called mixed service has been developed in an attempt to combine the virtues and to avoid the less desirable features of both. This forms a more satisfactory preparation and meets the needs of most of the students.

If a better control of surgical practice in this country is to be secured, it will be necessary to modify the point of view of some of those in charge of surgical internships. It does not follow for a moment that all such appointments are unsatisfactory. Some which lay particular emphasis upon diagnosis, preoperative and post-operative care, nonsurgical therapy, and relatively little emphasis upon specialized technics, provide an educational experience which is sound. The surgical internship, however, should not aim to produce a surgeon. The experience and training necessary to do so should be acquired in postgraduate training.

The Curriculum Committee has continued to study the problem of the teaching program. Several years ago the curriculum was modified and a number of free periods and electives were introduced. The aim was to permit some freedom of choice of work for the students in order to individualize the instruction and to adjust the training to differences in capacity, interests, preparation, and methods of study of different students.

While the plan has been satisfactory on the whole, there are minor changes and refinements which now seem necessary. It has been found difficult to provide proper electives before the student has had sufficient foundation for proper orientation and selection of courses. The Committee is considering the possibility of reducing the electives and of concentrating the elementary and introductory clinical experience earlier in the course, giving an opportunity then for greater flexibility in the latter part of the training.

A distinct change in the entrance requirements in the direction of liberalizing the specific subject requirements was also passed by the Faculty during the year. Beginning September, 1932, the minimum requirement for admission to the first year class will continue to be attendance for three full years at an acceptable college of arts and sciences, but the only specified subjects will be those required by the state for the medical student's certificate.

Preference will be given in the selection of students to those who, in the opinion of the Committee on Admissions, present evidence of high achievement in their college education and who are

most likely to succeed in medicine, rather than to those who present the largest number of course credits or who have limited their preparation to the premedical sciences. Inasmuch as an understanding of the medical sciences and of clinical medicine is based upon knowledge of the underlying sciences of chemistry, physics, and biology, students are urged, as far as time permits, to take additional courses in quantitative, qualitative, physical and organic chemistry, comparative anatomy and other advanced courses in biology, as well as courses in mathematics, German, French, sociology, history, and other subjects of general cultural and scientific value.

The New York State Board of Regents specifies the minimum requirements for a medical student's certificate. It happens that these specific demands are somewhat under those of the American Medical Association and the Association of American Medical Colleges. The latter organization registered an objection to our reducing the specific credit requirements in chemistry and physics. The Association of American Medical Colleges should liberalize its viewpoint by allowing universities greater elasticity in the prescription of their premedical requirements. It is believed that the Association will do so at its fall meeting.

During the year the Faculty adopted a formal resolution for publication in the Announcement of the School making it clear that it reserves the right to refuse readmission to any student who is believed to be unsuited for the continuance of his studies in this School. This statement was formulated because of the clear recognition that the qualifications of the physician, and hence of the medical student, are not alone intellectual, but also include a group of intangible qualifications such as character, personality, industry, judgment, proper behavior, a sense of propriety, and other characteristics of this general type.

During the past year we have had increasing demands from the students for financial aid. Every effort has been made to secure scholarships. The University has been most liberal in advancing loans to deserving students. One of the most pressing needs of the Medical School is a larger number of scholarships for students of ability who have difficulty in financing their education. If more scholarships were available we probably would be able to get an even larger number of superior students.

One of the special problems dealt with during the year was that of student health. Doctors Palmer and Whipple have worked out a satisfactory scheme including a routine physical examination of all students and the creation of a student health service under Doctors Heck and Bailey. These physicians have had office hours three days a week for the care and medical advice of students. Several of the students have been seriously ill during the year and have been cared for in Presbyterian Hospital. The student health service is not entirely satisfactory, however, as there is need of a small infirmary to which the students may be sent for minor complaints. It has been suggested that a small suite of rooms at Bard Hall be converted to that purpose. There are no funds, however, with which to maintain such a unit.

Bard Hall has already become a vital part of the program of the Medical Center. The athletic, recreational, and social activities have contributed substantially to the esprit de corps of the students and the Faculty group. The objective in the minds of the University and of Mr. Harkness in giving this unit promises to be fully attained, for the Hall is making for easy contact between members of the different classes and between the students and the Faculty. In order to further the program, the Bard Hall Club has been organized. The general administration of the social and student activities has been placed under that Club, to which all students belong. This plan has given the student body a sense of responsibility for the management of the Hall. On every side we hear gratifying and complimentary reports on the contribution which Bard Hall is making to the student life of the Medical Center.

Dr. Alan R. Anderson became Secretary of the Administrative Board on Postgraduate Studies in Medicine on February 1, 1932. His previous position as Dean of the New York Post-Graduate Medical School makes him particularly valuable in this position for he has a grasp of the program of that institution and has had a rich experience in dealing with the needs of physicians in practice.

During the year the program in postgraduate medical education has been moving forward gradually. The University has established the policy of unifying all phases of medical education. Particular emphasis has been placed during the past year upon developing the program for the training of specialists in the various fields of clinical medicine. The establishment of the three-year course

of training leading to the degree of Master of Science has attracted wide attention. The flexible program which has been outlined is in keeping with progressive thought throughout the country and represents a preparation which might be the basis of admission to a Register of Specialists, if and when such a Register is established. A number of candidates will apply for the special degree next year.

When this program was originally visualized it was hoped that fellowships might be created to assist in forwarding the plan. There has been an inevitable delay in the development of the whole project of postgraduate training, however, because of the present financial stringency. There is urgent need for adequate support of this important phase of University medicine.

There were four hundred and seventy-eight matriculants enrolled in the courses at the New York Post-Graduate Medical School during the year. Three hundred and sixty-seven were physicians. None of these matriculants were candidates for higher degrees. During the year the policy of appointments in the New York Post-Graduate Medical School was worked out and some of the problems of educational direction were clarified.

The coöperation between different departments of the School and hospitals is increasing constantly and making for unity of the program of the entire organization. A number of investigations being conducted are supported by financial assistance from outside of the University. In addition, a substantial part of the University budget of some departments comprises temporary funds, some of which expire this year. A certain amount of this support has already been discontinued.

Several important pieces of work will have to be held in abeyance. Although this is not an appropriate time to hope for a permanent revolving research fund for the School, such a financial reservoir would be of inestimable assistance. Appropriations could be made from such a fund toward the support of promising investigations as they developed in different departments.

The Institute of Ophthalmology will probably be completed during the coming winter. This unit will prove to be an invaluable addition to the program in the Medical Center and will provide facilities for research in ophthalmology and related fields, and for the training of specialists in this field of practice. The develop-

ment of the laboratories of the Institute in close proximity to those of physiology, anatomy, general medicine, and surgery promises to make possible fundamental contributions in this important specialty.

The important place which oral hygiene and diseases of the dental structures occupy in the health program points to the necessity of correlating medical and dental practice and education. Dentistry began as a specialty of medicine and separated from it about one hundred years ago, largely because of the unwillingness of medicine at that time to recognize any form of specialization. Dentistry, thus isolated, was forced to develop alone.

Lately the two professions have seen the necessity of closer coöperation. Hospitals, clinics, and public health activities have embraced dentistry as an essential part of an adequate health program. In many universities the instruction of the dental students in the basic sciences of anatomy, physiology, bacteriology, and pathology is conducted by the Medical Faculty. Dentistry has its roots in the same biological soil that nourishes medicine.

The present teaching of medicine is unsatisfactory in regard to the diseases, abnormalities, and effects of disturbances in the mouth. Our medical students are greatly in need of sound instruction in this field. Perhaps it may be possible to work out a scheme whereby the medical students will be given a more satisfactory grasp of these phases of general health. It would seem apparent also that we can contribute in important ways in the training of students of dentistry.

There has been active discussion during the past year concerning the development of nursing education. There has been considerable agitation in recent years to develop nursing practice and education independently of medicine. It is difficult to see how nursing can develop to its fullest usefulness in the health program without the active help and guidance of the medical profession. Nursing is an essential factor of the health program of the country, and its fundamental foundations are in the medical sciences. A sound educational plan for nursing is an essential contribution which the University can make. It would seem reasonable that the content and methods of training should be in large part guided by medical faculties, leaders of which are familiar with the fundamental sciences upon which it is dependent and with the medical,

public health, hospital, and community needs, to meet which nurses are trained and directed.

On the basis of these general premises, the Faculty decided to recommend to the Trustees the creation of a Department of Nursing in the Faculty of Medicine, in order to permit the University to integrate the programs of medical and nursing education. A special committee of the Faculty was appointed to confer with a similar committee of the Presbyterian Hospital and other institutions of the Medical Center, looking toward the development of a joint and comprehensive program of nursing education.

The present economic crisis in the country is having a pronounced effect on the methods of providing medical care for the people. Hospitals are having increasing difficulties in maintaining their programs because of the marked shrinkage in income from investments and in earnings from patients. Numerous suggestions are being advanced which contemplate widening the sources of support, particularly in the direction of obtaining greater assistance through local governments.

The highly uneven burden of sickness, which falls heavily on a small proportion of the population, is greatly accentuated in times like these. The present situation emphasizes the need of developing some plan adapted to conditions in this country, which will make modern medical services available for every family. In formulating such programs, however, it is highly important that the schemes advanced should be designed to preserve and maintain a high quality of professional services—medical, nursing, dental, and hospital. Widespread propaganda for certain forms of sickness insurance and other devices which often endeavor to reduce these services to mere terms of economics and organization, to nominal performance and mediocrity, may do more harm than good in the long run. Some of the movements to solve the purely economic phases of medical care neglect to consider fully the highly technical and professional problems involved in any program of medical services.

The changing forms of medical services aiming to care for families and communities have deep significance for the public and for medical education, because the conditions and forms of practice ultimately determine the types of students who study medicine. Every effort needs to be made to create conditions which will

attract into medicine, nursing, dentistry, and related professional fields the highest types of students, if the health program of the country is not to suffer in the future.

One factor of significance is the present oversupply of physicians in the United States. We now have almost twice as many physicians per unit of population as any other country. If we had the same ratio of doctors to the population as France or Germany, there would be about 75,000 physicians in this country. We have about 156,000. If our ratio were that of Sweden, we should have fewer than 50,000. Comparisons of this character, however, must be interpreted in the light of conditions existing in the different countries. The distribution is faulty, however, for the doctors are concentrated in the larger cities, where the economic return is easier and more certain, where there are better facilities, professional associations, and opportunities, and where there is supposed to be a more attractive social life, greater educational facilities, and other inducements. The present oversupply of physicians is likely to increase and universities should be prepared to deal with the situation, which will be aggravated by the large number of American students now studying medicine in Europe. A large majority of these students have been unable to secure admission to a medical school in this country.

The many activities in the hospitals and clinics associated with the Medical School, in which the services have been increasing because of the depression, make increased demands upon the professional staff. Every department of the School is coöperating fully, however, in the financial emergency, and is prepared to meet cheerfully any further readjustments that may be found necessary.

All of us are deeply indebted to you and the Trustees for your support in carrying forward the program at the Medical Center.

Respectfully submitted,

WILLARD C. RAPPLEYE,

*Dean*

*June 30, 1932*

# SCHOOL OF ENGINEERING

## REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1932

*To the President of the University*

SIR:

I have the honor to submit the report of the activities of the School of Engineering for the academic year ending June 30, 1932. There have been many events characterizing this period which have exerted or will exert profound influence on the School. Some are of immediate but relatively transitory importance; others may not be evident for some time but will be of profound and lasting importance.

We are passing through one of the deepest troughs in our recurrent cycles of business activity. The entire country, at the time this is written, is in the throes of an emotional sickness when black pessimism is prevalent and fear seems to reign supreme. One might fancy that the ancient cry "*Sauve qui peut*" were ringing through the land, yet shortly a reasonable optimism will arise. The signs of recovery are already visible.

As we begin to emerge from the depths of this trough and to climb the long slow path of industrial recovery, we look about in vain for signs that man has intelligently investigated the causes of these cyclic variations of industrial activity; that man has scientifically analyzed the exceedingly complex factors involved; that man has accurately separated the variables into those which may be controlled within limits or stabilized by human action and those which are fundamentally fluctuating. In short we see no signs that man has taken any conscious step to prevent the recurrence of a violent boom and the almost inevitably following recession. We have, like every sick man, seized upon and adopted almost every palliative offered as the absolutely necessary curative for our present and critical industrial illness. We are putting off, as we think, to better times, the initiation of the slow and painstaking search for a true preventive. When in the not-distant future those better times come, will we have learned a lasting lesson and will we



consciously back with adequate resources the necessarily combined scientific, engineering, and sound economic research into our business cycles? Or will we again engage in a drunken debauch of false prosperity and in our inebriation ridicule as long-haired theorists those who would devote their lives to scholarly study of the cold, factual data relating to the causes of this depression? Just as the Eighteenth Amendment, which was offered to our people as a cure-all for drunkenness, failed to be successful because it contravened the fundamental principle of individual liberty and because it was enacted without adequate psychological study of the people upon whom it was imposed, so many of the present cure-alls will fail to have a permanent beneficial effect because they are based on unsound, unscientific reasoning. Like a powerful drug they may assist our immediate recovery, yet they will have a deleterious effect if we become addicts.

In such a study of preventive industrial medicine, it will be necessary to assemble vast quantities of basic factual data running back for many years. The mere assembly and display of this data will not be sufficient. Without prior prejudice, we must carefully analyze the facts seeking out constants and independent variables. Each constant must be carefully studied to see whether or not it is a true invariant or merely one which has not as yet varied but may, with present or future technological or sociological tendencies, become a variable. Each detectable variable must be studied in at least two lights, one of technological and sociological conditions as they were at various times in the past, the other of present and probable future conditions. We must determine the true equation of variation in terms of all possible dependent variables.

Truly such a study constitutes a monumental labor for an enormous group of able men. To cope adequately with even the most superficial attack is beyond the capacity of any independent group, be they engineers, scientists, industrial psychologists, sociologists, economists, industrialists, or our so-called politicians. It is the greatest call to coöperative action of all these, and even many more, types of individuals that the world has ever heard.

In my last report to you, I emphasized the necessity of training our engineering students of today, who will be our industrial leaders of tomorrow, in the appreciation that there are greater problems to be solved than the merely technical ones although only through

technical progress will the means become available to attack the correlative problems. This emphasis is permeating our presentations of instructional material. It has exerted marked effects on the recent graduating class. They were unfortunately faced with immediate and overpowering evidence of the fundamental truths in such teaching. We will continue to direct our instruction into these paths, seeking at all times to broaden the humanistic presentation of our technical material.

To the members of this Faculty and the students in this School the most outstanding and important event of this past year was your announcement of the initiation of plans for a comprehensive engineering center. The continuing necessity of expanding our laboratory and research space to keep our physical equipment abreast of the scientific and technological developments forces us to seek new space. The increase in the numbers of our student engineers in the professional school, which is set out in detail below, adds additional emphasis to this problem. The quarters now occupied were designed many years ago and are now seriously cramped. This you have recognized as well as the fact that engineering has become inextricably intertwined in the University structure and exerts a far-reaching influence on all our faculties.

It is entirely rational that the program for such an engineering center should not be constructed at one time but should be so laid out that small units thereof, fitting into the more complete, integrated, final group, may be undertaken as imperative need exists and available funds permit. At your suggestion, a faculty committee has been at work since your announcement, assembling, analyzing, and integrating the needs and desires of our various laboratories and departments. This committee has considered all the various proposals which have been made in the past years, has called upon our department executive officers for data on our laboratories, drawing rooms, classrooms, etc., has visited other engineering schools as opportunity permitted to investigate the best methods in use and is working out the broad, basic plans for the development of our physical plant.

These basic plans will be broken into a succession of units, which will be so arranged to permit temporary joint utilization by portions of departments other than the one to which the final allocation will be made. It is imperative that the earliest possible action be

trochemistry in *Chemical Abstracts*; editor of the chapter on electrochemistry in the *American Year Book*; editor of the chapter on tungsten in *Mineral Industry*. President of the New York Alumni Association of Tau Beta Pi. Lectures: "Restoration of Ancient Bronzes," before the Princeton Section of the American Chemical Society, October 8, 1931. "Recent Developments in Electroplating with Chromium and Tungsten," before the Montreal Section of the Society of Chemical Industry, October 16, 1931. "Restoration of Ancient Bronzes," before the Kanawha Valley Section of the American Chemical Society, at Charleston, West Virginia, October 20, 1931. "Corrosion: Its Cause and Prevention," before the Wilmington Section of the American Chemical Society, October 21, 1931. "Recent Advances in Combating Corrosion," before the Engineers' Club of Baltimore, also the local section of the American Chemical Society at Johns Hopkins University, October 22, 1931. "Paints and Corrosion," at the Hydraulic Power Committee meeting of the National Electric Light Association, February 4, 1932. "Restoration of Ivories and Bronzes," at the Fogg Art Museum of Harvard University, during the annual meeting of the American Association of Museums, May 14, 1932. The development of pickling baths for steel which completely eliminate pitting and etching of the steel surface. Investigation into the cause and prevention of the death of plants due to freezing, with the valuable support of the Boyce Thompson Institute at Yonkers. For the Metropolitan Museum of Art, the preservation of stones, paintings, wood carvings, and ivories; the study of various objects of art to establish their authenticity, notably bronzes and marbles.

Professor A. W. Hixson: Member of the Committee on Education of the American Institute of Chemical Engineers, and of the Special Committee on Accrediting Courses in chemical engineering in universities and technical schools in the United States; chairman of Planning Board, Leonia, New Jersey.

Professor D. D. Jackson: Chairman of the New York Section of the American Institute of Chemists; member of the Council of the American Section of the Society of Chemical Industry; vice president of the Chemists' Club; president of the American Section of the Société de Chemie Industrielle; member of the Council of the American Chemical Society; director of the Research Intermetal Corporation; consultant for Chemical Warfare Service; member of the Committee on Unemployment for Chemists and Chemical Engineers.

Professor R. H. McKee: President of the New York County Chapter of the New York State Society of Professional Engineers; members of the Board of Directors of the New York State Society of Professional Engineers and member of the Board of Trustees of the American Institute of the City of New York. Appointed Special Outside Examiner for Doctor of Science Theses by the University of Edinburgh, Edinburgh, Scotland. Radio talk on "Tree Crops for Paper Making," under auspices of Science Service, February 19, 1932.

Professor J. J. Morgan: Member of American Gas Association Committee on Education of Gas Company Employees and of American Gas Association Chemical Committee; vice president of the Columbia chapter of Sigma Xi Society. Represented the University at the Third International Conference on Bituminous Coal, Pittsburgh, Pennsylvania, November, 1931.

Professor W. D. Turner: Member of the Council of the Society of Chemical Industry, American Section; director and engineering supervisor of the Bermuda

water works. Special lecture on liquid air to the science group of Teachers College. Lectures on the Bermuda water works to the Columbia chapter of Theta Tau.

Professor L. T. Work: Chairman of the Committee Z-23 of the American Standards Association; member of the National Research Council Committee on Heat Transfer; national president of Phi Lambda Upsilon. Addresses: "Particle Size of Pigments," at the New York Paint and Varnish Production Club, January 21, 1932. "Phi Lambda Upsilon, Honorary Chemical Society," at the installation ceremony of Alpha Zeta Chapter of Phi Lambda Upsilon at Brooklyn Polytechnic Institute, February 27, 1932. Presentation of a technical paper at the dinner in connection with the spring initiation at Xi chapter of Phi Lambda Upsilon at the University of Pittsburgh, "Particle Size and Its Engineering Application," April 23, 1932. Address at the installation ceremony of Alpha Epsilon chapter of Phi Lambda Upsilon at Johns Hopkins University, May 25, 1932. Presentation of leading paper at the Grinding Symposium of the Process Industries Division of the American Society of Mechanical Engineers, June 6, 1932, "An Analysis of Crushing and Pulverizing Operation."

*Department of Chemistry.* Professor H. T. Beans: Past president and member of the Board of Directors of the Association of Consulting Chemists and Chemical Engineers.

Professor M. T. Bogert: Member of the New York Committee of One Thousand; of the Advisory Board of the United States Department of Agriculture, Division of Color and Farm Waste Investigations; of the Council of the American Chemical Society; of the Board of Scientific Directors, New York Botanical Garden; of the Board of Trustees of the New York Museum of Science and Industry. Representative of the American Chemical Society on the Division of Chemistry and Chemical Technology, National Research Council; president, Columbia chapter, American Association of University Professors; director of research department, American Manufacturers of Toilet Articles. Addresses: "The Modern Alchemist Gets Interested in Perfumes," before the Franklin Institute, Philadelphia, Pennsylvania, December 10, 1931. "The Organic Chemistry of Synthetic Perfumes," before the Philadelphia Section, American Chemical Society, December 17, 1931. "Recent Progress in the Synthesis of Compounds Related to Isoprene," before the Fourth Organic Chemistry Symposium, Yale University, New Haven, Connecticut, December 28, 1931. "Perfume Engineering," before the Science Forum of the New York Electrical Society, February 10, 1932. "Perfumes in the Progress of Organic Chemistry," before the Princeton Section, American Chemical Society, Princeton, New Jersey, March 18, 1932.

Professor H. C. Sherman: Re-elected president of the American Institute of Nutrition. First Wiley Memorial Lecturer of the Association of Official Chemists. Lectured upon vitamins and related chemical topics before the American Chemical Society, the American Public Health Association, and the chemical departments or professional societies at the State Colleges of Iowa, Oregon, and Washington, and the Universities of Florida, Idaho, Kentucky, Louisiana, and Tennessee.

*Department of Electrical Engineering.* Professor M. Arendt: Appointed consultant to the Bureau of Engineering and Naval Research Laboratories.

Professor W. A. Curry: Appointed to membership on the Committee on Power Transmission and Distribution of the American Institute of Electrical Engineers.

Professor W. I. Slichter: Treasurer and member of the Board of Directors of the American Institute of Electrical Engineers; member of the Board of Engineering Foundation, Board of Engineering Societies Library, American Committee of Advisors of the International Electrotechnical Commission, Executive Committee of American Institute of Electrical Engineers, Standards Committee, Edison Medal Committee, and Law Committee. Associate editor of the *International Encyclopedia Year Book*.

*Department of Geology and Mineralogy.* Professor C. P. Berkey: Member of the Colorado River Board, a government commission charged with advisory studies on the Boulder Dam project; member of the consulting board of the Department of Water and Power of the city of Los Angeles; continued service as consulting geologist for the Port of New York Authority, for the Board of Water Supply of the city of New York, for the Metropolitan Water Supply Commission of the city of Hartford, and for the New Jersey State Water Policy Commission.

Professor R. J. Colony: Continued work on state survey of New York. Aided in organization of the Westchester Academy of Sciences; member of the Council. Addresses before the Academy and the Asbury Brotherhood, Mount Vernon, New York, on "The Geology of Westchester County."

Professor P. F. Kerr: Member of the Committee on Reduction and Refining of Lead and Zinc of the American Institute of Mining and Metallurgical Engineers; of the Clay Mineral Committee of the National Research Council, Division of Geology; of the Council, Mineralogical Society of America. Address regarding recent research on the clay minerals before the American Ceramic Society, Washington, D. C., May, 1932. Discovered new mineral alleghanyite in cooperation with Dr. C. S. Ross, of the United States Geological Survey.

*Department of Industrial Engineering.* Professor W. Rautenstrauch: Member of the Finance Committee of the American Society of Mechanical Engineers. Appointed to the Professional Engineers' Committee on Unemployment as member of Executive Committee, member of the Finance Committee, and chairman of the Committee on Publicity. LL.D. conferred by the University of Missouri.

*Department of Mechanical Engineering.* Mr. F. H. Dutcher: Chairman, 1932-33, of the Metropolitan Section of the Society of Automotive Engineers. Guest lecturer at Stevens Institute of Technology in the course on internal combustion engines, May 14, 1932. Subject: "Suitability Factors of High Speed Gasoline Engines."

Professor F. L. Eidmann: Elected member of the Council of the Society for the Promotion of Engineering Education for a period of three years. Appointed chairman of the Machine Design Committee, American Society of Mechanical Engineers. Chairman, Machine Design Division, Society for the Promotion of Engineering Education; chairman, Machine Design Clearing House, an organization of ninety-five teachers of machine design in eighty-eight colleges for the purpose of exchanging discussions and data relative to the teaching of machine

design. Appointed chairman of special committee, American Society of Mechanical Engineers, for the establishment of standards to be required of papers to be printed in *Transactions*. Appointed member of the Committee of Awards.

Mr. L. R. Ford: Editor of magazine *Motorship*. Chairman of the Executive Committee of the Oil and Gas Power Division of the American Society of Mechanical Engineers; member of the Diesel Power Cost Committee, and of the Fuel Oil Specifications Committee, American Society of Mechanical Engineers.

Professor W. A. Shoudy: Member-at-large of the Prime Movers Committee, National Electric Light Association; member of Standing Committee on Professional Divisions, American Society of Mechanical Engineers; of Engineering Monograph Committee of United Engineering Societies. Chairman of Joint Committee on Engineering Physics of American Society of Mechanical Engineers, American Society of Heating and Ventilation Engineers, American Society of Refrigeration Engineers, and the Institute of Consulting Chemical Engineers. Technical director of Power Division of the New York Museum of Science and Industry.

*School of Mines.* Professor P. B. Bucky: Recognition is given in the *Transactions* of the American Institute of Mining Engineers for 1932 to the methods and results obtained by the method of testing the behavior of mining structures as developed here. The Engineering Foundation is providing \$2,000 annually to carry on the research work for the next three years.

Professor W. Campbell: Continued to serve as chairman of Committee B-2 on Non-Ferrous Metals and Alloys of the American Society for Testing Materials.

Professor E. R. Jette: Active in the work of the Iron and Steel Division of the American Institute of Mining and Metallurgical Engineering and member of its committee on Physical Chemistry of steel-making. Associate editor of the *Journal of Chemical Physics*.

Professor T. T. Read: Address at the Williamstown Institute of Politics, on valorization of minerals, August 21, 1931.

Professor A. F. Taggart: Chairman of the American Institute of Mining and Metallurgical Engineering Committee on Papers and Publications. Discussion of Dr. W. H. Coghill's paper on "Non-Metallic Mineral Flotation" presented before the American Institute of Mining and Metallurgical Engineering meeting, February 15, 1932.

*Department of Physics.* Professor G. B. Pegram: Treasurer of the American Physical Society; treasurer of Sigma Xi Society; chairman of Executive Committee, Division of Applied Mechanics, American Society of Mechanical Engineers; chairman of Metropolitan Section, American Society of Mechanical Engineers; member and secretary of the Governing Board of the American Institute of Physics, Inc.

The death of General William Barclay Parsons, Chairman of the Board of Trustees of Columbia University, is a great loss to the entire University but particularly to the School of Engineering. Graduating from our School of Mines he attained a world-wide

reputation. Always interested in the School of Engineering, he gave invaluable assistance as a special lecturer before our classes and incalculable support to our teaching and administrative staff by his wholesome advice and his well-rounded judgment. The inspiration gained from contacts with him will long be with us.

There have been no losses from our staff since my last report and we anticipate no additions for the year to come. Several of our departments have had a policy of engaging assistants and the younger instructors for a period of only two years. This policy was adopted to insure that the permanent staff would be composed of men who had some practical experience and/or some teaching experience in other engineering schools. With industrial conditions as they are, we would have worked great hardships on these younger men if we had rigidly adhered to the two-year policy. Consequently we have retained all such junior staff members for the coming year but with the understanding that, as rapidly as industrial conditions permit, we will return to the policy of rapid turn-over and outside experience.

Respectfully submitted,

J. W. BARKER,

*Dean*

*June 30, 1932*

FACULTIES OF POLITICAL SCIENCE,  
PHILOSOPHY, AND PURE SCIENCE

REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1932

*To the President of the University*

SIR:

As Dean of the Faculties of Political Science, Philosophy, and Pure Science, I have the honor to submit the following report for the academic year ending June 30, 1932.

In the field of national and international economies and affairs the year has been one of turbulence and tragic uncertainty. In many spots of the world almost anything might have happened at any moment. A deal of things did happen. The mystery is that they were not of larger catastrophic consequence than they were, though the end is not yet.

In contrast, in the realm of university scholarship and learning the year was one of unusual quietness and persistent pushing of the frontiers of knowledge and interpretation. It is manifestly cause for regret and perhaps for introspective inquiry that in the world's present emergencies so little of light and leading has come out of the world's universities. Not that it would necessarily or even probably have been accepted and acted upon by the bewildered and harassed statesmen of the hour; but whether from timidity or perplexity the fact is that very slight assistance appears to have been even proffered by the men of universities. From most of our membership, absorbed in scientific and scholarly endeavors that have little or no relation to immediate world events, such proffers of help and guidance would naturally not be expected. They were not experts in the fields where expertness was needed. At any rate, through this period of economic and political strain, which leaves none of us untouched in spirit, we must balance our steady achievement in research, in scholarly productivity, and in teaching—these being our primary purposes—over against any failure on our part to raise voices of authority in the prevailing wilderness of world woes. Although such a matter is difficult to assess I have a feeling



that the national and world crisis of the year induced on the part of students, instructors, and research workers increased seriousness and continuity of purpose, while from many quarters I have had reports of a general rise in the intellectual quality of the student body.

The teaching and research staffs of the University are sensible of, and grateful to the administration for, the sagacious and prudent management of finances which has thus far steered us through the troubled waters of the times without calling for hard personal sacrifices or appreciably diminishing facilities for carrying forward the work of the University in its several fundamental aspects. That was and is a huge achievement which even reclusive scholars and scientists know enough of business to recognize and hail. While many economies have been commonsensibly effected, no worthy project of research has been seriously crippled, much less suspended or abandoned in mid-progress, and no additional burden, whether of teaching or some other form of University service, has been unreasonably imposed upon anyone. May we, under the same helmsmen, weather the seas ahead on the same keel.

But clearly this was no year for expansion or new development or departmental reorganization involving added personnel. All proposals of this character, even one or two that had long been under advisement, were of necessity put aside to await brighter fiscal skies.

Although, as I have said, I deplore the apparent failure of universities to be of much assistance to the world in its present dilemmas, this is not to imply that members of our Faculties have not as usual been active in public and quasi-public affairs. A few of these merit special note.

Professor Charles Cheney Hyde acted as counsel for the Government of Guatemala in a warm boundary dispute between that country and Honduras which dispute was arbitrated under a special treaty ratified in 1930. Professor Edwin R. A. Seligman was a member of the New York State Commission for Revision of the Tax Laws and completed and published his report on the Cuban revenue system, undertaken at the behest of the Government of Cuba. Professor Robert M. Haig, having ended his labors as chairman of the Saint Lawrence Power Development Commission, served during the year as executive secretary and director of re-

search of the New York Tax Commission just mentioned. He was also a member of the Mayor's Committee on Taxation of New York City, chief tax economist of the Federal Forest Tax Inquiry, and is president of the National Tax Association. Professor Leo Wolman, as Governor Roosevelt's representative, was chairman of the Interstate Commission on Unemployment Insurance and represented the American Economic Commission on the United States Census Advisory Committee. Professor John Maurice Clark was chairman of a subcommittee of the National Progressive Conference which committee was concerned with long-range planning for the regularization of industry.

Professor H. Parker Willis submitted to the Government of Rumania his final report on the banking and financial conditions of that country. He prepared for and presented to the Governor of West Virginia an inclusive report on the banking system of that state including a plan looking to a reduction of bank failures. He drafted and advised upon the important bill which is now before Congress for revision of the national banking laws. Professor Joseph P. Chamberlain was American delegate to the Institute of Pacific Relations at its meeting held in Shanghai as well as a delegate to the International Industrial Relations Conference which met at Amsterdam last summer. Professor Raymond Moley is a member of, and director of research for, the New York State Commission on the Administration of Justice. Professor Lindsay Rogers was director of research of the Mayor's Committee on Taxation of New York City. Under appointment from Governor Roosevelt, Professor James C. Bonbright continues to serve as one of the trustees of the New York Power Authority.

Professor Charles P. Berkey continues his membership on the Colorado River Board (Boulder Dam), the Consulting Board of the Department of Water and Power of Los Angeles, and is consulting geologist for the Port of New York Authority, the New York Board of Water Supply, the Metropolitan Water Supply Commission of Hartford, and the New Jersey Water Policy Commission. Professor Roy J. Colony still carries on his work with the New York Geological Survey, and Mr. M. King Hubbert is in charge of geophysical investigations for the Geological Survey of Illinois.

Professor Arthur W. Hixson is chairman of the Committee for

taken authorizing the construction of the first of these unit plans to relieve the crowded teaching laboratory conditions in civil, electrical, and mechanical engineering. Particularly is this true when we recognize the growth conditions of our engineering student body. Registered in the professional School of Engineering and excluding all the pre-engineering students in Columbia College and University Extension and Navy students we find the following situation over the past five years:

1927-1928 . . . . .	148
1928-1929 . . . . .	167
1929-1930 . . . . .	172
1930-1931 . . . . .	182
1931-1932 . . . . .	219

The addition of the Master of Science degree mentioned in last year's report has been very successful. This year it has offered opportunities to thirty-one graduates of other engineering schools for additional postgraduate study in their chosen branch of engineering. Of this number of registrants, sixteen completed the requirements and were awarded the degree.

It should be clearly understood that these candidates for the Master of Science degree, as well as the graduate students in our third year, require more laboratory space per student-hour than do the students in the first or second year of the professional school. This excess is occasioned by the more strictly professional character of the work and by research on their thesis or dissertation for the Master's degree. The highly desirable increase in these graduate students causes not only increased loads on our laboratories but also on our professorial staff, particularly in researches and in consultation hours. Such contacts with the maturer minds of graduate students is a great inspiration to all our staff members, and the participation in directing graduate researches is highly stimulating. This increase in graduate students, however, makes it all the more imperative that construction be started on the first unit of the Center as rapidly as the plans can be completed.

In developing the curricula to care for the graduate students as candidates for the Engineering, Master of Science or Doctor of Philosophy degrees, the Faculty have initiated instructional courses in new and advanced technological material. As the programs develop and as researches under way fructify, we will continue to

add such new subjects. These are not alone in the mathematical-physical and technological aspects of engineering science but also in the humanistic or economic development of the profession.

To assist us with their ripe and intimate knowledge of the profession in steering our policies of instruction, research and personnel, as well as to bring our School of Engineering into more active cooperation with the general profession, we have asked the national engineering societies in civil, mechanical, electrical, mining, and chemical engineering to nominate outstanding engineers to serve on our department senates. For each of our major departments, these consultative bodies will consist of the Dean, *ex officio*, four non-Columbia engineers nominated by the respective national engineering society and four alumni of the department. We have sought this distribution in order to bring to us the outstanding opinions in the professional world as to the type of training the young engineering student should undergo. At the same time we have a sufficient representation of our own graduates to insure that such proposals will be carefully evaluated in terms of the traditions of the School and its esprit de corps. These senates will meet for the first time next fall and we expect much valuable criticism and advice looking to the greater improvement of our policies and curricula.

Such a movement is in direct line with a marked tendency in the entire profession toward unification and proper integration. A committee has been jointly appointed by the American Society of Civil Engineers, the American Institute of Mining and Metallurgical Engineers, the American Society of Mechanical Engineers, the American Institute of Electrical Engineers, the Society for the Promotion of Engineering Education, and the National Council of State Boards of Engineering Examiners to study the problem of certification and professional status of the engineer. This committee will undoubtedly recommend, and it is earnestly to be hoped that the sponsor societies will approve, the formation of a permanent Engineers Council for Professional Development. There are a multitude of tasks waiting to be attacked, the study of which will assist the schools and the profession in turning out capable additions to our professional ranks. Such a council with balanced representation of engineering educators, professional engineers, and the examiners, now charged by law with the task and responsibility of testing the qualifications of licensed professional engineers,

will speak with great authority on our mutual problems. With discriminating guidance of the Council's studies into the inter-related fields and scrupulous avoidance of dictation to any one group, we look for great accomplishments for the good of the entire profession. It offers much hope for an integrated plan where each component is free to develop individuality and to avoid the deadening rut of compelled standardization.

Within such a body we can impartially discuss those aspects of the total professional training of the competent engineer which should be covered in engineering schools, those which should be given by the industry itself to the young cadet-engineer in the profession, and those which should be obtained by his individual post-graduate or postscholastic study, and finally those which should be required before the granting of certification or license to practice professional engineering. It is exactly in line with such a wide national policy that we have set up our own department senates discussed above.

There is an additional phase of the problem of educating young men to be engineers which was attacked in a unique fashion during the past year. The Engineering Foundation, through its Educational Research Committee, has drafted a pamphlet called *Engineering: A Career—A Culture* destined for the high school boy and his parents. The entire booklet has been written in the most impartial tone and gives the very best and most accurate information about engineering. It does away with any ballyhoo and aims to discourage the improperly prepared or motivated young man from considering engineering, at the same time offering encouragement and impartial information to the really interested and properly prepared. It is an undertaking worthy of support by all our engineering schools, in the endeavor to secure the widest dissemination of facts contained therein and of placing them before interested boys.

Coöperating with this attack on the problem, and with the active support of our own Teachers College, there is being offered in this 1932 summer school a course of lectures on "Science and Mathematics in Engineering." The speakers will be outstanding figures in engineering representing all branches of the profession and many of the engineering schools in this vicinity such as Dr. Frank B. Jewett, president of the Bell Telephone Laboratories; Mr. William

B. Dickerman, president of the American Locomotive Company; Dr. John A. Mathews, vice president of the Crucible Steel Company; President Harvey N. Davis of Stevens Institute of Technology; Vice President Vannevar Bush, Dean of Engineering of the Massachusetts Institute of Technology; Mr. Howard N. Davis, personnel director, New York Telephone Company; Professor H. P. Hammond of Polytechnic Institute of Brooklyn; Mr. C. E. Davies, assistant secretary of the American Society of Mechanical Engineers; Mr. A. E. Marshall, chairman of the Educational Committee of the American Institute of Chemical Engineers. The Dean of our School of Engineering will lecture on the opening and closing days of the course. This course is to be open to those teachers of mathematics and the natural sciences in our high schools who are students in our Summer Session. It should give to these teachers a better idea of the type and training of the young man who should consider entering an engineering school. It is to the high school teacher that boys of high school age turn for assistance and information. With the information to be gleaned from listening to a distinguished group of engineers and engineering educators and furnished with copies of the Engineering Foundation pamphlet, such teachers will be better fitted to give accurate advice as to whether the boy should consider entering engineering. The discouragement of even a few misfits and the encouragement of a few properly prepared boys per year will well repay the time and labor expended on this course.

In line with the engineering method of frequently evaluating the type of product desired, the American Society of Mechanical Engineers has fostered a program of study under the general title "The Economic Status of the Engineer." The study was very carefully conducted and a wealth of factual data was presented. One of their conclusions is so striking as to lead me to quote,

That the differences in earning power between those men whose work is exclusively technical and those who combine with their technical ability the capacity to handle independent businesses or to manage men or affairs, are great—so great as to indicate the importance of most engineers seeking to develop themselves in this respect, and of the engineering schools bending their curricula somewhat toward this end.<sup>1</sup>

It was to answer exactly this type of requirement for engineers which led Columbia in 1914 to pioneer the way to broader engineer-

<sup>1</sup> "1930 Earnings of Mechanical Engineers," *Mechanical Engineering*, Vol. 53, Nos. 9, 11, and 12, pp. 651-56, 817-23, and 876-82.

ing education based on a cultural-humanistic background. It is heartening to find a degree of confirmation of at least the soundness of the general principle through a completely independent and nation-wide study.

From this same study comes no definite answer as to the dollars and cents value of the additional professional year of studies beyond the Bachelor's degree, which in our combined course is attained at the end of five years' work. As the committee points out, 26 per cent of the group of the American Society of Mechanical Engineers who have pursued at least one full year of graduate technical work beyond the Bachelor of Science degree contains nearly all the academic group and the balance are practicing engineers. The study of graduate work is therefore complicated by the fact that academic salaries were shown to be definitely below the median for the total number of engineers reporting. The boundary figures for the maximum 10 per cent, the maximum 25 per cent, the minimum 25 per cent, and the median of all engineers with Bachelor's degrees plus one year of graduate professional work do not vary markedly from the same boundary or median figures for all the engineers. With these facts in mind, this portion of the analysis seems inconclusive.

It may well be that future business conditions will force a larger percentage of engineering students into graduate work than has been the case heretofore. Since the law of supply and demand functions in the professional as well as all other fields, engineering graduates who possess only the Bachelor of Science degree may find difficulty in the future in competing for positions with men who have had the additional training afforded by the graduate year. This seems to be the case in this summer of 1932 and "of the depression the third." These vital statistics of the mechanical portion of the engineering field will be studied by us with great attention and interest. It is hoped that the prospective Engineers Council for Professional Development will undertake to carry this study into all the branches of engineering.

Furthermore, there is an even more important study which we hope they will undertake. Schools of engineering in all parts of our country have never had available any statistical study as to the rate at which the industry could expect to absorb engineering graduates. Like all industries in the period before 1929 the engineering

schools had an enormous demand for their product and the number of their graduates increased. With the industrial deflation since 1929 many engineers have become unemployed and it was difficult for recent graduates to find any employment. As business resumes a more normal pace, will the supply of graduates from our engineering schools glut the market, just meet the demand, or again fall short? We need a comprehensive and impartial study to guide us in our plans for admission and possibly in a limitation of students. The new Council is exactly the body to undertake this invaluable survey and study.

During the past year there have been many of our brother engineers who have been forced into unemployment due to industrial conditions. In the metropolitan area there is organized a Professional Engineers' Committee on Unemployment. Coöperating with that committee and after obtaining your approval and the Trustees' permission, we opened our regular engineering classes to these gentlemen without payment of fees and without scholastic credit. One hundred thirty-eight unemployed engineers registered for a total of five hundred and sixty-four subjects during the year. Our staff was happy to contribute the additional labor involved toward helping our unfortunate brother engineers. Those attending the lectures were grateful to Columbia for the opportunities offered them and for the moral inspiration they received in the time of their adversity. If conditions make it desirable and if you approve, we will be happy to continue this plan in the scholastic year 1932-33.

These are the factors underlying our problem and with which we must cope in our plans. Most of them seem to be determinant and capable of being evaluated; a few have unknowns concealed in them. Most are favorable to a continuation of our existing policies, some we cannot determine whether they are favorable or unfavorable. They will weigh heavily on our minds. Our future steps will be so chosen as to minimize the effects of the unfavorable or indeterminate and to profit by the others.

The departmental reports contain a number of very important points, some of which are abstracted below.

*Department of Civil Engineering.* (Camp Columbia.) It has been possible this summer, due to low costs, to clean up the ruins of East Hall and erect on the site a neat shed capable of covering eight cars. The Y. M. C. A. is also being overhauled and put in A-1 shape with the idea that this may be used both as a cold-



weather dormitory and club house for the Outing Club. This will obviate their using the office building which was a very unsatisfactory arrangement. It is also necessary to move the kitchen stove and substitute new stone sinks for the unsanitary wood ones which have been in use for some thirty years.

While it is quite possible to undertake thus from time to time some of these extraordinary repairs from current appropriations, it is absolutely impossible to effect the new constructions necessary in this way. Furthermore, it is a waste of funds to patch up and repair light frame buildings which have been thirty years in service.

In my opinion the present pantry, storeroom, and dining hall are both unsafe and unsanitary. I have accordingly had plans prepared for a new building, which, taking advantage of present low labor costs, should be built immediately. The cost will be between \$10,000 and \$15,000.

May I urge most strongly that the Trustees be asked to set aside immediately a sufficient sum for building a new dining hall. As planned it would not only meet the needs of our surveying students, but would also be ideal for winter use by the Outing Club, for the spring outing of the Contemporary Civilization instructors' group, and for class reunions. You are familiar with the present arrangements and will agree with me, I am sure, that they are neither safe nor sanitary.

*Department of Industrial Engineering.* Unless the profession is rescued from the dominating influence of undereducated technicians it will never rise to a dignified position in public service. We have a great opportunity to raise the engineering profession to higher levels of usefulness and of increasing value in social reconstruction. No mere rearrangement of subject matter, important though it may be, can effect a reshaping of objectives nor the development of a technique of teaching which will orient the student of engineering to a proper appreciation of the vital problems of his professional career. We accordingly look forward to the contemplated study of a philosophy of engineering education and the opportunity which this study affords for the reshaping of objectives and methods of engineering education.

*Department of Mechanical Engineering.* While research laboratories are of great importance in a graduate school, and most effective when organized independently of departmental divisions, as recommended in the report on an engineering center, the primary need of the Department is for teaching laboratories. The equipment for mechanical engineering teaching laboratories must include modern replacements for our present out-of-date and over-age apparatus, and in addition, considerably more equipment representative of present practice for which no equivalent has ever been in our possession. Teaching laboratories in other institutions have been steadily improving for a long time, and the standards thus set up elsewhere must be recognized by us. In practically all cases these others are designed for the four-year undergraduate courses, and for our graduate school the public will expect to find something better in laboratory facilities, as much ahead as the classroom presentation of the engineering subjects for which the teaching laboratory equipment is to provide physical demonstrations. A

tentative list of equipment with space required for each of the several divisions of the mechanical engineering teaching laboratory has been prepared by the staff members in charge of the subject concerned, and these lists have been handed to the Planning Committee through its chairman, Professor F. L. Eidmann.

*School of Mines.* The work which Professor Bucky has been doing upon the analytical study of underground excavations considered as structures continues to justify our belief that it is the most notable new development in the application of science to mining that has ever originated in a school of mines. The transfer of his laboratories from the basement of the Physics Building to the 100 floor of the Mines Building, which was accomplished during the summer of 1931, has permitted him to continue his work with increased vigor, and, what is quite as important, has made it practicable to demonstrate it to the increasing number of men from the industry who come here to learn to understand its method and purpose. Professor Bucky's technique proves to have an astonishing range of possible applications, without the mining field as well as within it, and it would be possible to occupy fully the time of several research assistants, instead of the one he has at present.

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

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

During the scholastic year just passed our staff have written numerous articles and published the results of many researches. They have also presented many papers before the engineering societies and have received many honors. It is fitting that such should be set forth here as recognition of the toilsome labor and scholarly study involved.

*Department of Chemical Engineering.* Professor C. G. Fink: Continued as secretary and editor of the Electrochemical Society; editor of the section on elec-

developed, standardized, and brought to high perfection. Also, the planning of buildings for convenience and economy has become almost scientific in its approach. But neither good construction nor perfected planning in themselves produce beauty of design. Beauty is an organizing force that must grow its roots down into the vital parts of the whole structure and influence and idealize the more practical elements. It is true that in the public print, the cost and size of a building is still the most impressive news, while its beauty is referred to in hesitating terms by the best reporters as though they were not convinced that it was an element necessary to modern life. This growing interest and recognition of beauty in buildings is a hopeful sign for the future of American architecture. Strong artists will have to be trained for the coming days. The production of a building in its entirety is a greater artistic undertaking than the creation of a single picture or a statue.

The building business is a large part of our national industry, and increasing popular interest in architecture will eventually bring about dissatisfaction with the obsolete structures that line our city streets, and a reconstruction program vaster than any we have previously seen in speculative periods. Indeed, it is not unreasonable to expect that the new era of great production may have its energies turned from the motor car and devices for flying to the making of beautiful places where we can live in peace and safety.

We have plenty of talent to train in the schools for this coming revival of beautiful building, in spite of the present dead aspect of the building industry. Columbia University has its share of this youthful army of architects, and we have noted an improvement in ability displayed. The younger generation on the whole apparently does not despair of the idealism latent in every human being that prefers beautiful things to mechanical even in buildings. Most of the pessimism today concerning the status of architecture in the United States seems to emanate from the elderly men in the profession or from the youth who can talk and write about architecture better than he can create it.

Our school is filled to capacity with students, and most of them are gifted. We need constantly to give them better and better opportunities, and for that reason I appeal for one more professor who can teach the theory of architecture and also give design criticisms.

Mr. Harvey W. Corbett delivered his usual stimulating lectures, and donated the sum of his honorarium to assist needy students, thereby, partly helping to fill this gap in our staff.

There were in the School of Architecture in 1931-32:

	<i>Winter Session</i>	<i>Spring Session</i>
Candidates for the degree—B.Arch. . . . .	116	116
(All professional work)—M.S. . . . .	11	11
	<hr style="width: 20px; margin: 0 auto;"/>	<hr style="width: 20px; margin: 0 auto;"/>
<i>Total</i> . . . . .	127	127

Twenty-seven students in the School of Architecture were graduated with the degree of Bachelor of Architecture, and five with the degree of Master of Science in Architecture.

The McKim Fellowship was won by Howard E. Bahr for the design of "A Building for Columbia University." Mr. James Sasso was placed second and Mr. Joseph DeMarco third; each receiving an award of \$500 for study in the Fontainebleau Summer School of Architecture. The stipend of the McKim Fellowship was \$2,500. This competition was entered by thirty-four students. Of this number seven were alumni of other years, one was a candidate for the M.S. degree, and the remainder were B.Arch. candidates. The design showed a monumental building—twenty stories high—on the site of University Hall. The jury for the McKim Fellowship judgment consisted of Messrs. Chester A. Aldrich, Harvey W. Corbett, Arthur L. Harmon, Ely Jacques Kahn, and Dean Everitt V. Meeks.

The Alumni Medal was awarded to Mr. Olindo Grossi.

The American Institute of Architects Medal was awarded to Mr. Emil C. Fischer. This medal is awarded annually at Commencement to the student who has maintained during his entire course the best general standard of scholarship in all departments.

The University Graduate Fellowship has been awarded to Mr. James A. Mitchell, Carnegie Institute of Technology, for 1932-33.

Messrs. Max Abramovitz and Clyde Stoodly were placed in the final competition for the American Academy in Rome Prize in Architecture.

Mr. Max Abramovitz was placed in the final competition for the Paris Prize, and in the judgment came in second.

Mr. Hyman Roche was awarded one of the Fontainebleau Prizes by the Beaux-Arts Institute of Design.

The University of Pennsylvania School of Fine Arts offered in an architectural competition a prize of \$1000 for a graduate year of study. It was awarded to Mr. Vincent Furno. The Chandler Fellowship of the same University was assigned to Mr. Clyde Stoody for graduate work at that institution.

Professor Cecil Briggs, F.A.A.R. and B.Arch., Columbia, was appointed Assistant Professor. He was placed in charge of the free-hand drawing classes in which he has had signal success.

Respectfully submitted,

WILLIAM A. BORING,

*Dean*

*June 30, 1932*

# SCHOOL OF JOURNALISM

## REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1932

*To the President of the University*

SIR:

I have the honor to submit the report of the School of Journalism for the academic year 1931-32. This twelve-month record marks the completion of the second decade of an educational curriculum designed to prepare men and women for newspaper work. It marks the adoption, also, of a new curriculum, founded upon twenty years of experience and designed to meet the future needs and promote the objectives of a growing profession.

Journalism is advancing as a profession with a momentum that is destined to continue, despite the prevailing stagnation in advertising revenue, for two fundamental reasons: (1) Because the success of journalism as a business depends upon its progress as a profession; and (2) because journalism is the chief agency of our present civilization for the advancement of human relationships. As news provides the sinews of public opinion the newspaper today is indispensable in all public affairs and as long as the principal functions of the state, the church, the home, the school, and business are dependent upon public action the press will advance as a profession. As long as advertising is necessary in commerce and industry the press will grow as a business by serving the basic economic function of bringing buyers and sellers together anywhere at any time.

Our confidence in the future of journalism is anchored to these fundamentals.

Historically we have just cause for confidence.<sup>1</sup> No other profession or business can match the record of the newspaper in its public service. Although journalism and advertising are considered relatively new professions, the newspaper is one of the oldest institutions in the United States. Its history is largely

<sup>1</sup> "The Newspaper in Public Affairs," an address at the convention of the Newspaper Advertising Executives' Association, June 21, 1932, in New York.

the history of our national development. The newspaper is older than the United States government, older than our public schools, older than most colleges and universities, older, indeed, than the businesses it serves. It antedates the railroads, the electrical utilities, the department stores, and all national advertisers. For more than two centuries the press of this country has reported and interpreted public affairs. Since the Centennial World's Fair in Philadelphia in 1876 the press has acted as the chief agency of business in creating markets, distributing merchandise and building confidence in commerce and industry. All of the fundamental agencies of human progress have been served by the press from the time of Campbell's first *News Letter* in Boston in 1704<sup>2</sup> to the 64,462,985 daily and Sunday newspapers distributed today.

The current history of American journalism is equally inspiring because it demonstrates the capacity of the press to grow under abnormal economic conditions. This growth is evident not in the physical size of the newspapers and magazines, the number of employees, the salaries and wages paid, or in an increase in the number of publications. In these material respects the business of journalism has declined. Advertising revenues have been evaporating throughout the year, enforcing economic adjustments similar to those experienced by other business enterprises. Nevertheless, the public service of the press as the leading reporter, distributor and interpreter of news and opinion has not been curtailed.

In spite of the depression, there has been no apparent decline in the volume of news as sent out to the newspapers of the country by the leading press associations. Statistics furnished by the press services reveal that the total volume of news (measured by wordage) carried on their wires is approximately the same today as it was in 1929.

The Associated Press, for example, files about 367,000 words every twenty-four hours, a figure that parallels the amount sent out three years ago. This service is also carrying as much foreign news as it did in 1929. The United Press sends out about 175,000 words per day. This figure has remained nearly static for the past three or four years. The volume of cable, or foreign, news of

<sup>2</sup>Address over the National Broadcasting Company network on April 24, 1932, the 228th anniversary of its first issue.

this service, however, has increased during this period. The International News Service, supplying only afternoon papers, files, on its main wire circuit, 60,000 words every day. This figure again is approximately the same as this service reported three years ago.

Examine the most serious of the international problems—the problems of reparations, war debts and armaments and one phase of the public service of the press will be evident to all. Everyone recognizes that an amalgamation of the views of the respective peoples and governments can come about only as a result of growth. Unity of opinion or coöperation in action cannot be forced upon any country. Ever since the World War debtor and creditor nations have been struggling against an inevitable synthesis of their common interests. For fourteen years, day by day, the press has recorded and interpreted the fluctuations in public opinion and the facts and events which have been bringing about changes in policies. The newspapers have revealed selfish motives and every visible move upon the chessboard of international politics. Frequently the press has disclosed the contents of secret treaties and in more than one instance this year foreign correspondents have forced from governments an explanation of their motives and intentions.

Arguments for and against the gold standard, tariff barriers, expanding military budgets, and facts about trade and employment have been reported with meticulous care. Year by year, since the armistice, the news of the world has been amalgamating the views of the world. In place of another great war or a world revolution of action there has been a revolution of opinion, and this revolution is still under way.

In domestic affairs the reports of federal, state, and local expenditures and taxes, of unemployment conditions and relief, of prohibition, politics, religion, science, and education, of sports, finance and business have been complete and impartial. In the words of John T. Delane in one of his cryptic telegrams of instruction to a foreign correspondent of *The (London) Times*, it may be said to those skeptics who think that this was accomplished by some editorial magic: "Pray undeceive yourself." In newspaper offices there has been a conscientious editorial application to the collection, distribution and interpretation of detailed information



during the depression such as the people of this country have seldom witnessed. Editors and writers, with few exceptions have felt their community obligations and responsibilities and have endeavored to realize an ideal expressed by Matthew Arnold in his description of Sophocles as a man who "saw life steadily and saw it whole." In this world crisis the newspaper has been the modern Sophocles. It has observed, reported and commented upon the news and views of the world with a balance and completeness inspiring to those who have the desire and will to know the facts. Nevertheless, it is asserted repeatedly in educational, scientific, religious, and business circles that the press is "filled with propaganda"; that its reports are frequently inaccurate or superficial and that editors and writers are not fully informed by those who are in charge of news sources.

These current and recurrent criticisms of the press will be analyzed in this report and facts will be assembled to prove, first, that journalism deserves full recognition today as a profession, and secondly, that journalism as a business is an established public service.

The newspaper must serve the public in a dual capacity. It must distribute both public information and commercial sales messages. Attempting either without the other it would fail. Obviously, newspaper readers, in paying two or three pennies for a daily newspaper, do not pay the costs of the world-wide news service they receive. Advertising revenue must make up the difference. Similarly, newspapers would have little value as advertising media were not the integrity of their news and editorial columns beyond question. There is nothing contradictory, therefore, in recognizing journalism as both a full profession and a business performing an essential public service.

No editor would deny the existence of extensive propaganda in the news and feature columns of the newspapers or magazines. The space given to the activities of the Association Against the Prohibition Amendment and the success of the repeal movement prior to the national political convention is ample proof of propaganda. The space given to record-breaking airplane contests financed by oil companies or individuals interested in the oil industry; the discussion of the plans for and opposition to railroad mergers; the exploitation of foreign authors and lame-duck states-

men from abroad who come to the United States to lecture on every subject from culture and behavior to how to conduct our foreign affairs; agitation in one form or another in favor of or in opposition to the cancellation of foreign debts; book reviews which promote the publishing industry; automotive news which is designed directly to sell cars; activities staged for the purpose of maintaining or changing tariffs—all are examples of propaganda. A list of the activities promoted by selfish interests or organized minorities and the subtle social financial, political, and educational ramifications of these activities, if printed, would fill a metropolitan city directory.

Propaganda is by no means limited to the press. The motion picture, particularly the news reels; the radio, the lecture platform, legislative chambers and the pulpit, book and magazine publishing houses and other distributing agencies or forums are utilized. Responsibility for the existence of propaganda does not rest with the press. It is inherent in the activities of all individuals and agencies which seek to create or mould public opinion, and so long as public opinion determines public action, propaganda will continue.

From the standpoint of the press and the relationships of journalism to public affairs the two important elements to be encouraged and supported are, (1) full investigation and knowledge of the sources and motives of propaganda efforts, and (2) the establishment and maintenance of editorial independence and control of the news and editorial columns. The time when editors were blind to the existence and methods of propaganda has long since passed, and in the evolution of editorial and advertising policies it is inevitable that the line of demarcation between news, opinion, propaganda and advertising will be more sharply defined, recognized, and uniformly adopted.

At the present writing it is doubtful whether the propaganda, which appears in the newspapers and which is designed to sell ideas rather than merchandise, is inimical to the public welfare for the obvious reason that the news columns are so uniformly impartial and editorials so universally independent.

The press is changing, as is every other vital institution, and one needs only to recall an address of Whitelaw Reid fifty-six years ago and compare conditions existing at that time with those

Studying the Improvement of Overpeck Creek Valley in New Jersey in accordance with the recommendations of the Regional Plan Commission of New York and the Meadows Reclamation Commission of New Jersey. Professor Colin J. Fink has worked with the Metropolitan Museum of Art on the preservation of stones, paintings, wood carvings, and ivories, and the determination of the authenticity of bronzes and marbles. He also prepared a report on the establishment of an electrochemical industry at the site of Hoover Dam. Professor William D. Turner overcame a difficult engineering feat by installing a water supply system for Bermuda which has hitherto depended upon captured rainfall and water transported from New York.

During the year four of our colleagues worthily represented the University in professorial capacities at foreign universities. Professor Frederick J. E. Woodbridge, as Theodore Roosevelt Exchange Professor at the University of Berlin, contributed largely and happily to a renewal of cultural relationships between American and German intellectuals. The University whose guest he was expressed its appreciation both of his scholarship and his visit by conferring upon him the honorary degree of Doctor of Political Science. Professor William R. Shepherd, as first Visiting Carnegie Professor to the University of Vienna during the Spring Session, was honored by an award of the *Grosses Goldenes Ehrenzeichen für Verdienste um die Republik Oesterreich*. Professor Wesley C. Mitchell, while continuing to serve as chairman of the President's Research Committee on Social Trends, spent the year in England as George Eastman Visiting Professor at Oxford. During the Spring Session of 1931 Professor Federico de Onís occupied the Alfonso XIIIth Chair of Spanish at Oxford University. Needless to say, all of these scholars were drafted for lectures and addresses elsewhere and especially at universities other than those to which they were accredited.

In addition to these representations in Europe several of our number delivered series of lectures upon foundations established in American institutions of higher learning. Professor William P. Montague delivered the William James Lectures at Harvard, Professor John Dewey having inaugurated this series the previous year. Professor Lindsay Rogers gave the Page-Barbour Lectures at the University of Virginia, and Professor Victor K. LaMer was Priestley Lecturer at Pennsylvania State College.

In the interest of enriching our own work and of filling temporary gaps in a number of lines of study and research we drew into our company, as usual, a number of Visiting Professors from European and American universities. During the Winter Session, William Morris Davis, Emeritus Professor of Geology at Harvard and perhaps America's foremost physiographer, brought stimulation alike to students and faculty as Visiting Professor of Physiography. As Visiting Professors of Italian, Mario Casella, Professor of Romance Languages and Literatures in the University of Florence, and Piero Misciattelli, Professor in the University of Sienna, strengthened the work in the Italian language and literature not only by the richness of their scholarship but also by the charm of their personalities. Alexander Stuart Ferguson, Regius Professor of Logic in the University of Aberdeen, who was Visiting Professor of Philosophy, remaining throughout the year, made a quick and enviable place for himself in the life of the University.

In the Spring Session, Alfred L. Kroeber, Professor of Anthropology in the University of California and a distinguished anthropologist in the Boas tradition, was Visiting Professor of Anthropology. Karl Vietor, Professor of German Literature in the University of Giessen, and Felix GaiFFE, Professor of French Literature in the Sorbonne, were highly appreciated as Visiting Professors of the German and French Literatures respectively. During the absence of Professor Samuel McCune Lindsay at Geneva, George Alexander Johnston, Chief of Section of the International Labor Office of the League of Nations, and Charles W. Pipkin, Professor of Comparative Government in Louisiana State University, were Visiting Professors of Social Legislation. Langdon Warner, Field Fellow of the Fogg Museum in Cambridge and well-known specialist in Oriental art, was Visiting Lecturer in the Department of Chinese. And, finally, Brand Blanshard, Professor of Philosophy in Swarthmore College, was Visiting Professor of Philosophy. Never, I think, was the University favored with a happier or more helpful selection of visiting scholars.

The year was in nowise exceptional in respect of the large number of articles in scientific and scholarly journals which flowed from the researches and pens of our Faculty members. I sometimes wish that it were possible to paint a word picture that would adequately portray the volume, the significance, and the variety

of this never-ceasing stream of productivity. The impossibility of such an undertaking is one of the penalties of bigness. Perhaps it is not even an important thing to do except as it might aid in cultivating our University-mindedness by acquainting larger numbers of our colleagues with what is going on immediately about them in fields near to or remote from their own specialties. Perusal of stark titles in the *University Bibliography* is not a thrilling nor even a very informing occupation.

While I must therefore omit any detailed discussion of our contributions to periodical literature, I should not refrain from calling attention to a few noteworthy books of the year. Professor Ashley H. Thorndike's *The Outlook for Literature* is a successfully ambitious attempt to survey in small compass recent world literature with something of the eye of a prophet. Most Dante scholars will probably be willing to admit that Professor Jefferson B. Fletcher's *The Divine Comedy of Dante Alighieri*, for which he was decorated by the Italian Government, being made *Commendatore della Corona d'Italia*, is the best translation into English that has yet been made of that great masterpiece. Professor George Krapp published the second volume of what is to be a complete corpus of Anglo Saxon poetry which, being edited in the light of extensive scholarship that has accumulated since the last edition of such poetry many years ago, is likely to remain standard for half a century or more. The publication of the fifth, sixth, and seventh volumes of Professor George C. D. Odell's *Annals of the New York Stage* brings this impressive work of erudition within one volume of completion. Six volumes of the first complete edition of the *Works of John Milton* have been issued in handsome and scholarly form under the editorship of Professor Frank A. Patterson. Professor William W. Lawrence's *Shakespeare's Problem Comedies* is a distinguished treatment of certain Shakespearean plots in the light of medieval traditions that survived down to his time. In his *The Romantic Quest* Professor Hoxie N. Fairchild follows up his earlier book, *The Noble Savage*, by reconsidering the problem of defining romanticism and tracing the history of some of its main tendencies.

Professor William Pepperrell Montague's *Belief Unbound* consists of his lectures delivered at Yale upon the Terry Foundation. Professor Herbert W. Schneider's *The Puritan Mind*, which is the

first volume on American religions in a series on religion and culture, is worth reading if only for its gem of an introduction. Professor John Dewey published a collection of his stimulating essays under the title *Philosophy and Civilization*, and, with Professor Tufts of the University of Chicago, completely revised his *Ethics*, perhaps the most widely used American text in that subject. Professor Irwin Edman's thought-provoking book, *The Contemporary and His Soul*, is a brilliant comment upon some of the spiritual aspects of the modern social scene.

Professor A. V. W. Jackson's *Researches in Manichaeism* is a profound piece of scholarship, some parts of which can be understood and appreciated even by the linguistically handicapped. In following his *Chronology of Vulgar Latin* with his *Chrestomathy of Vulgar Latin* (the latter with Dr. Pauline Taylor), Professor Henri Muller advances one step further a thesis which compels a reconsideration and readjustment of previously held theories concerning the growth of the Romance languages and places himself firmly at the head of what may be considered a new school of philological thought. Professor Louis Cons published an *Anthologie de la Renaissance française*.

Professor Carlton J. H. Hayes in his *Historical Evolution of Modern Nationalism* made another significant contribution to a subject in the study of which he has blazed a trail. Professor Allan Nevins' *Henry White* is a diplomatic biography of far greater interest and importance than its subject might possibly imply. Professor Austin P. Evans contributed to and edited a volume of essays entitled *Persecution and Liberty: Essays in Honor of George Lincoln Burr*. Professors William L. Westermann and Clinton W. Keyes published *Tax Lists and Transportation Receipts from Theadelphia*, this being an important addition to the Columbia papyrological studies. Professor Geroid T. Robinson's *Rural Russia under the Old Regime* is the first of a four-volume project on the agrarian history of modern Russia. The fourth, fifth, and sixth volumes of the *Encyclopedia of the Social Sciences* which came from the press during the year under the editorship of Professor Edwin R. A. Seligman, maintained the high standard of excellence set by the earlier volumes. *The Holding Company* by Professor James C. Bonbright and Gardiner C. Means is a timely, scholarly, and critical examination of a much-discussed economic phenomenon of the present day.

Professor Joseph F. Ritt's book on *Differential Equations from the Algebraic Standpoint* has been well received by his mathematical colleagues. *Stream Sculpture on the Atlantic Slope* by Professor Douglas W. Johnson is on the high level of his previous physiographic studies. Professor Albert P. Wills's book on *Vector and Tensor Analysis* has been cordially commended for its choice of material and well-ordered presentation.

You will recall, perhaps, that last year, owing to a dearth of suitable candidates, only one appointment was made to the Cutting Traveling Fellowships. This resulted in making available for the coming year the unusually large number of seven of these fellowships. Fortunately, moreover, there was a wealth of able applicants. I nominated and the Trustees appointed the following: Benjamin Haggott Beckhart, A.B., Princeton, 1919, and A.M., Columbia, 1920, Ph.D., 1925, Associate Professor of Banking in the School of Business, who plans to spend the year in Europe studying the causes that led to, and the consequences that followed from, the abandonment of the gold standard in England and other countries; Shepherd Bancroft Clough, A.B., Colgate, 1923, Ph.D., Columbia, 1930, Instructor in History in Columbia College since 1920, whose project is a history of French national economic policies from 1786 to modern times; Armand Budington DuBois, A.B., Columbia, 1929, LL.B., Columbia, 1932, editor of the *Columbia Law Review*, who proposes to investigate the records of some of the leading English business companies of the eighteenth century to test the adequacy of the thesis that corporation law developed through opinions of counsel rather than through litigation; Lincoln Reis, A.B., Columbia, 1930, A.M., 1931, and prospective candidate for the degree of Doctor of Philosophy, who will carry on researches in the history of Aristotelianism in the Middle Ages with special reference to the development of logic; William York Tindall, A.B., Columbia, 1925, A.M., 1926, candidate for the Ph.D. degree, Instructor in English at Columbia, who will make a study of John Bunyan as a lay preacher, covering especially his social and political status and opinions and his literary and other relationships with the Baptists; William Ezzell White, A.B., University of Alabama, 1928, A.M., 1929, who has completed all the requirements for the Ph.D. at Columbia except the deposit of his printed dissertation, part-time Instructor in the College of Physicians and Surgeons 1930-31, who

goes to Europe to engage in research on the pituitary-gonadal relationship and at the same time investigate European methods of endocrinology; Harold J. Tobin, A.B., Dartmouth, 1917, M.A., Lausanne, 1929, candidate for the Ph.D. degree at Columbia, who goes to Geneva, Berne, and Paris to study the permanent delegations at the League of Nations in respect of such matters as their origin, history, qualifications of personnel, and relations with their legations.

I am happy to record the establishment of the following new fellowships that are available to graduate students: two fellowships known as the George W. Ellis Fellowships will be awarded annually by the University Council to qualified graduates of colleges of recognized rank in the state of Vermont; the Lydig Fellowship will be awarded to a competent scholar or graduate student who desires to pursue studies or researches either here or abroad in any of the fields of learning within the jurisdiction of the three Graduate Faculties.

I am happy to record also that a number of Columbia men were recipients of fellowships awarded by the National Research Council and the Guggenheim Foundation. Among the former were George Wald, who has completed all the requirements for the Ph.D. degree in Zoölogy; John Alden Deyrup, who has likewise completed the requirements for that degree under the Department of Chemistry; and Herman J. P. Schubert, who received that degree under the Department of Psychology. The Guggenheim Fellows were John E. Orchard, Associate Professor of Economic Geography in the School of Business; Helena Parkhurst, Associate Professor of Philosophy in Barnard College; Anita Brenner, who has completed the requirements for the degree of Doctor of Philosophy under the Department of Anthropology; Ruth Bunzel, who has received the degree of Doctor of Philosophy under the Department of Anthropology; George Stocking, who received the degree of Doctor of Philosophy under the Department of Economics; and Jacob Hammer, who received the degree of Doctor of Philosophy under the Department of Philosophy.

Registration under the Faculties of Political Science, Philosophy, and Pure Science for the academic year 1931-32, including the Summer Session of 1931, was 4,270, as compared with 4,063 for the preceding year. The registration for the Winter and Spring Sessions



alone was 3,385 as compared with 3,275. The number of new students was 1,393 as compared with 1,481. The number of degrees conferred was as follows: Master of Arts, 703 as compared with 640; Doctor of Philosophy, 215 as compared with 193.

Respectfully submitted,

HOWARD LEE MCBAIN,

*Dean*

*June 30, 1932*

## SCHOOL OF ARCHITECTURE

### REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1932

*To the President of the University*

SIR:

As Director of the School of Architecture, I have the honor to submit the following report for the academic year ending June 30, 1932:

There are signs everywhere that lead me to believe that there is a growing appreciation of the art of architecture in the United States. America, using the terminology of the business man, is becoming "architecture conscious." In ordinary conversation and in the popular magazines, and even in the newspapers, one will hear or read about architectural topics. Indeed, the so-called modern style of architecture seems to have appealed to the business executive, if we can judge by his office and the building in which he maintains it. Heated discussions concerning the proper expression of our age in architecture are to be heard quite often between intellectually inclined persons. Buildings are well announced by beautiful pictures in the rotogravure sections of newspapers and the names of the architects are mentioned—a thing that only a few years ago was most unusual. Schools of architecture continue to spring up all over the land in response to this interest, and indeed the larger universities do not now consider an educational program complete unless it includes courses in architecture.

Modern architecture, in the true sense, is really the architecture of democracy, not only in America but also in Europe. It is primarily motivated by the search for profitable building. It is quite the opposite from the ancient Greek ideal which has been the standard for so many generations. Beautiful buildings were created by the Greeks as symbols of a sacrifice to the gods. But in America, buildings vibrate with the necessity to serve the people within them. They stand for improvement, profit and comfort, and not for sacrifice.

Modern materials and methods of construction have been

of the present day to envision the progress of journalism as a profession. Responding to the toast of the Chamber of Commerce of the State of New York on May 4, 1876, "The Press right or wrong; when right to be kept right; when wrong to be set right," Mr. Reid said, "The task in either case is to be performed by the merchants of New York, who have the power to do it and only need resolve that they will." It is questionable whether there is a community in the United States today where merchants or private interests possess the power which Mr. Reid attributed to them when he was a newspaper publisher.

What Sir Henry Irving said in 1898 is truer today than it was at the time he addressed the Newspaper Press Fund in London:<sup>3</sup>

I cannot sufficiently admire the enterprise of those great newspapers which keep the diary of mankind. . . . I suppose there is no profession which makes such heavy calls upon the bodily and mental vigor of its servants as the profession of the journalist. Whoever nods he must be always fresh and alert. Whoever is content with the ideas of yesterday, the journalist must be equipped with the ideas of tomorrow.

Within the limits of time and human efficiency the press is developing greater independence, impartiality, and accuracy day by day and year by year.

While there are occasions when reporters and editors are not fully informed by those who possess authoritative information, it should be noted that the responsibility for this situation rests with the news source and not with the press. When the Chairman of the United States Steel Corporation abruptly refuses to be interviewed after an important meeting of that board of directors; when a public official deliberately withholds pertinent information either permanently or until he can use it to his advantage; when there are instances of misstatement of facts in financial statements similar to the Kreuger and the Insull cases, or when corporations purposely conceal conditions in voluminous phrases and in verbose legal and statistical reports, the responsibility for misleading the public rests at the door of the informant and not in the editorial sanctum.<sup>4</sup>

Some day in the not far distant future the rights of the public represented by the reporter will be recognized as superior to the rights of the official or corporation, and the press will have more accurate and more reliable sources of information.

<sup>3</sup> May 21, 1898.

<sup>4</sup> Proof exists in the *New York World-Telegram* exposé of the sale of real estate mortgages.

When Edmund Burke said that "custom reconciles us to everything," he did not foresee the development of modern journalism. The custom of concealing information and facts will not reconcile the press or satisfy a public which is impatient for and justly entitled to accurate and timely information.

Surveying the press during the year the following features of American journalism stand out in clear perspective:

1. The uniform excellence of *The New York Times*, both daily and Sunday, is now internationally recognized. The complete and authoritative coverage of the news and the editorial understanding, balance and perspective of this newspaper places it in a class by itself as a preëminent national journal of information.<sup>5</sup>

2. The initiative and courage of the *New York Herald Tribune*, its interesting presentation of the news, and its political impartiality in providing an editorial forum for Walter Lippmann, have demonstrated the possibilities of a progressive development of the American press. The *New York Herald Tribune* is proving that journalism as a profession is growing and that metropolitan journalism is capable of expansion.

3. On the basis of comparisons and figures taken by *Editor & Publisher* of July 1, 1932, the newspapers of the country have made a remarkable showing in keeping up circulation during the depression period. For the six months which ended on March 31, 1932, all newspapers (morning, evening, and Sunday) held their total circulations within a decimal fraction of one per cent of the total noted for the six months ending September 30, 1931. Morning circulation showed a gain for the period.

Compared with 1929, a year when circulations attained their peak, the loss of daily newspapers was 1.92 per cent, and of Sunday papers was 4.47 per cent.

This is an indication of public interest in information while the wide distribution of news has exerted, unquestionably, a sobering influence upon the public mind. That this country should have passed through more than two years of a major economic depression without widespread disorder is a tribute to the public service of the press.

4. As a business and industry, the newspapers as a whole have been better managed than banks, businesses, industries, and

<sup>5</sup> Through the courtesy of *The New York Times* we have in our new Talcott Williams Exhibition Room the historic first pages of the *Times* from September 18, 1851 to July 2, 1931.

government. There have been fewer mergers and failures, proportionally, in the newspaper field than in any other organized business and no scandals and financial losses to large bodies of individual investors. Newspapers have been singularly free from speculation.

5. Despite the damaging decrease in advertising revenue, the character and quality of reportorial standards have been maintained. That the reporters of the United States are on the job, day and night, gathering, verifying, and reporting events and opinions for the information of the public is evidenced by the examples of their work submitted to the Pulitzer jury. In 118 instances these reporters, by their vigilant observation and diligent inquiry, exposed corruption, brought about convictions of criminals, came to the aid of banks threatened by scandalmongers, focused public opinion upon local and national problems, and initiated public improvements.

Because of the importance of the time element in modern newspaper work, the jury submitted to the Advisory Board several exhibits of reporting against press time and the Board awarded the prize to five reporters on the *Detroit Free Press*. This is one of the most difficult and exacting phases of modern journalism because it calls for individual initiative, resourcefulness and judgment applied in a coöperative effort. In few professions or businesses are there better examples of individual activities combined toward an end that is socially important. In the opinion of the jury the material submitted for this award demonstrated that the reporter is making a distinct contribution toward the public service of the American press.

6. There has been increased interest in science news while the reporting of science has become more authoritative and complete. Where there were seven science editors in this country ten years ago, there are twenty-two today, while Science Service supplies hundreds of newspapers with a press association service from Washington, D. C.<sup>6</sup>

7. An inconspicuous service performed daily by the press was mentioned by Professor Allen Sinclair Will in a radio address on "The Unsung Hero of Newspaperdom."<sup>7</sup>

<sup>6</sup> Address of Waldemar Kaempffert, science editor of *The New York Times*, reported in *Editor & Publisher*, September 3, 1932.

<sup>7</sup> Columbia Broadcasting System, February 9, 1932.

. . . He is called a copy reader. [Dr. Will said in his introductory remarks.] This man—I speak of him as an individual, but he is really one of a numerous type—is now the principal conservator of the proper standards of language in America. It is he who is safeguarding the soundness, purity, cleanness and power of written expression from the degeneration which threatens it on all sides. He stands as a vigilant guardian over the words, phrases and sentences which form the bulk of the reading of the people, and which, there, tend to shape unconsciously the standards of everybody's speech and writing.

It is the duty of the copy reader to edit for publication not only the news, but almost everything else except the advertisements which goes into the columns of the newspaper. He is concerned, first of all, with the accuracy and thoroughness of the treatment of the subject matter of each item or article, but, when that has been assured as far as possible, he concentrates with intensity on the correctness and appropriateness of the language that is used.

He has thought of himself for generations merely as a newspaper editor doing his daily stint, but he has become, without knowing it, a major figure in the literary evolution of the time. Without the influence of his standards many authors of books would be even more reckless than they are in violating the common proprieties of the language, and speech would recede even further than it has already gone toward a series of slangy exclamations or semi-barbarous grunts and growls.

8. As the first shock of a local, national, or international crisis as well as the succeeding shocks react upon men and women in newspaper life, the press must be prepared to meet every emergency. As during the World War so also during the financial and economic crisis of the past year the press was ready to mobilize its reportorial and editorial resources so that all major developments were reported and interpreted concurrently.

9. At the Second Exhibition of Newspaper Typography<sup>8</sup> sponsored by N. W. Ayer & Son, in Philadelphia, I had the honor to serve with Mr. Robert Lincoln O'Brien, a member of our Advisory Board, and Mr. J. L. Frazier on the Jury of Award.

This year the Francis Wayland Ayer Cup for excellence in typography was awarded to the *Hartford Courant* and certificates of merit to the *Newark Evening News*, the *New York Herald Tribune*, the *New York American*, the *Detroit Free Press* and *The (Baltimore) Sun*. After examining 1,475 of the 1,920 daily newspapers in the United States, I was impressed by the efforts of American editors to break away from the standardization of front pages and editorial pages. That there will be additional progress in the development of newspaper individuality and typography is

<sup>8</sup> April 21-23, 1932.

evident from the experiments which are being conducted throughout the country.

10. After a debate extending over a six-year period, the American Society of Newspaper Editors adopted at its annual convention in Washington in April an amendment to its constitution which provides that: "The Board of Directors shall have power to suspend or expel any member of this Society for due cause as may be determined in the judgment of the Board." Subject to safeguards in the interest of justice the Board may thus order expulsion of an offending editor by a two-thirds majority. This action of the Society means that teeth were put into the various canons of journalism.

11. Shortly thereafter, in June, the convention of the Advertising Federation of America adopted a comprehensive "Declaration of Principles and Ideals." Among other things this declaration says:

I. We agree to conduct our business with due recognition that truth, honesty and integrity must be the basis of every sound transaction; consider the mutual interests of supplier and consumer and, therefore, avoid anything tending toward misrepresentation, indecent or misleading advertising, deceptive methods or the promise of performance that cannot be reasonably fulfilled.

II. . . . We . . . . agree to develop in the competition a friendly emulation in the improvement of the service to the consumer; and eliminate unfair practices, injurious and discriminatory methods, tending to destroy both the efficiency of the business and the capacity of the consumer to purchase from business.

III. . . . We will seek in all our endeavors to provide a more efficient service through increased capacity and knowledge, so that our responsibility in this direction will be fully discharged.

IV. The big problem of modern industry is to bring the product from the point of production to the point of use with the greatest efficiency and with the least waste. Advertising has an important part to play in the solution of this problem and, therefore, we agree to bend our greatest efforts in this direction by the more practical use of these principles, a more effective comprehension of the problem itself and greater progress in the promotion of better practices in our own business and our contact with others.

12. Previously the Association of National Advertisers and the American Association of Advertising Agencies had jointly adopted a code of practice for national advertising, and the affiliated Better Business Bureaus had adopted a code for retail advertising. The Advertising Federation therefore reinforced its own declaration of principles by a resolution in which it "most heartily com-

mends all of these principles and codes, and urges their observance upon business generally."

13. During the year under review the newspapers became the practical leaders in public affairs in the United States. At a time when local or national leadership wavered or disintegrated the press became the Nestor in many communities throughout the country. The outstanding example was the service of *The Indianapolis News* which was awarded the Pulitzer Prize for public service. This newspaper brought about tax reduction throughout the state estimated by the Indiana Taxpayers' Association at \$6,375,680, amounting to 4.25 per cent of the state tax budget.

14. The promotion of the public welfare by the press was in evidence in many other states as the following examples which come to our attention will prove:

The *Buffalo Evening News*, by uncovering evidence of graft and the misuse of public funds in a state building project, brought about an investigation by the New York State Labor Department of projects financed by the state for the purpose of creating jobs for unemployed with wholesome results upon the management of public funds.

The *New York World-Telegram*, by undertaking an investigation of the distribution and sale of loose milk had its findings substantiated by a Milk Commission headed by Dr. Simon Flexner of the Rockefeller Foundation. Recommendations were made for the abolition of the sale of loose milk by January 1, 1933.

The *Mansfield (Louisiana) Enterprise*, a weekly newspaper, by supporting the "Live-At-Home" campaign of the local chamber of commerce increased the feed and food crops of De Soto Parish to the distinct advantage of a community suffering from the depression.

*The Minneapolis Tribune*, by continuing its rôle of recognized leadership in the agricultural life and progress of the Northwest promoted the public welfare of urban and rural communities throughout the United States.

The *St. Louis Post-Dispatch* in a single article "The Country's Plight—What Can Be Done About It?" demonstrated the critical and analytical power of the press in a national emergency which resulted in a better public understanding of the problems of the depression.



*The Chicago Daily News*, by charging and proving that the sale of bootleg gasoline in Illinois was defrauding the state of large sums in gasoline taxes brought about investigations in Illinois, Ohio, and Indiana which resulted in an increase of \$740,000 in gasoline taxes in four months in one state alone.

*The Sioux City Tribune*, by assuming leadership in the community after the failure of two banks affecting 118 towns surrounding that city brought about the reopening of one of the banks and won for its editor the Kiwanis Medal for outstanding community service.

*The Knoxville News-Sentinel*, by campaigning for the freedom of the press and freedom of speech for miners in Harlan County, Kentucky, forced the judge who assumed the rôle of local Czar to lift his ban on reporting the proceedings in his court.

15. In this connection, also, specific reference should be made to the professional and public services of *Editor & Publisher*, a weekly newspaper serving the best interests of the whole American press. It is doubtful whether there is any profession or any business in this country which has as important, respected, and influential a journal serving professional and industrial needs with such wisdom and independence.

At the time of the Lindbergh kidnaping, *Editor & Publisher* performed a service for the press which should be brought before the public at large. This tragedy aroused tremendously high feeling the country over. Failing an apprehended criminal to blame, a large part of the public condemned the newspapers on the ground that the publicity they gave the case hindered the safe return of the child. *Editor & Publisher* surveyed the newspapers' treatment of the kidnaping. It obtained the facts directly from the newspapers and press associations, and from Colonel Lindbergh himself. These facts disclose that charges against the press are on the whole without foundation. They reveal also that the press imposed upon itself a censorship unprecedented in the history of journalism in the hope that the return of the child might thereby be facilitated. Those who desire to know all of the facts should consult the files of *Editor & Publisher*.<sup>9</sup>

These fifteen points, Mr. President, covering developments in journalism in a year which tested the character and resources

<sup>9</sup> *Editor & Publisher*, March 5, 12; April 16, 23, 30; May 21, 1932.

of every human activity, combined with the historic achievements of the press, establish the rights of journalism to full recognition as a profession and prove that journalism as a business is a public service unique in American economics.

Conscious of the obligations and responsibilities of the School of Journalism under these conditions and the future possibilities of the press the Faculty gave long and earnest thought to a new curriculum with the result that I submitted to you on February 2, 1932, the following observations and recommendations:

Our experience when combined with the results of a recent careful study of the professional and business needs of journalism convinces me that this anniversary year is an appropriate period for us to reappraise and recast our curriculum. This is in accord, also, with the provisions of the Agreement of April 10, 1903 between Joseph Pulitzer and the Trustees of the University wherein it is provided that:

"The University will establish . . . and maintain the School . . . with the highest degree of educational efficiency.

The course and plan so adopted may be modified from time to time by the University as experience and changing conditions may render necessary and desirable as tending to increase the usefulness of the School."

The chief provisions of the plan which we respectfully recommend are the following:

1. That the requirement for admission to the School of Journalism shall be the satisfactory completion of three years of work in a college or university approved by the Director of Admissions of Columbia University;
2. That the Dean of the School of Journalism may require a written or an oral examination of all candidates for admission;
3. That the course of study be limited to two years;
4. That one degree be conferred for the two-year course, namely, the degree of Bachelor of Science;
5. That the present graduate course leading to the M.S. degree be discontinued, without prejudice as to the future;
6. That the point system of academic work be abolished in this School;
7. That the appraisal of student work shall be upon one basis only: passed or failed;
8. That at the end of the first academic year only those students of ability and capacity be advanced;
9. That the courses be organized on a time basis, i.e., eight hours of work per day for five days each week during the academic year;
10. That the courses of study be of a timely character, i.e., adapted to the current news of the day, such as the presidential campaign in 1932 and the consequent reorganization of the government;
11. That the ability to translate at sight news articles or editorials from the press of at least one foreign country may be required of all candidates for the degree, and

12. That for the academic year 1932-1933 college graduates may be admitted to the Second Year providing their previous academic or professional work and their serious interest in journalism are approved and recognized by the Dean.

It is our considered opinion, Mr. President, that our courses of instruction must be more closely related to the current practices and requirements of the profession; that our students must take more general advantage of University classes and scholarship and that they must make wider use of New York City as a laboratory for reporting and editing. We believe, also, that we should endeavor to bridge the gap between the sheltered environment of education and the unsheltered environment of newspaper life and of the life of the country as newspaper men are compelled to see, record and interpret it.

The profession of journalism today makes exacting demands on its personnel. It demands an increasing accuracy of knowledge. Editors and reporters must be able and willing to adapt themselves to organized discipline without losing their individuality. They must have the ability to obtain accurate information and the industry to interpret and report it within constantly shrinking periods of time. They must have the capacity to pursue a continuous process of education. They must have the ability to comprehend the developments in any specialized fields of human action. They must develop an international viewpoint without losing a domestic consciousness; and above all they must have an idealism and a balance which can not only withstand the stress of experience but aid in strengthening the idealism of a profession which is repeatedly shaken by the intimate contact with the weaknesses and the failures of human institutions.

Under these conditions we must place a high value upon our responsibilities to the profession if we wish to expect our graduates to value highly their responsibilities.

By requiring three years of college work of all students admitted to the School of Journalism, our student body will be provided with a broader cultural foundation. Upon this we shall build a two-year professional course and assign our students to University classes in government, history, economics, law, science, business, philosophy, international relations and other subjects as a reporter would be given assignments by his city editor. Our standard of judgment of the student's work would be a dual one: the report of the professor in each subject and the report of a member of our faculty of the student's ability to acquire knowledge and translate it into terms of contemporary writing.

It is self-evident in journalism, as well as in education, that there is a gap between knowing something and making that something of value or use to someone else. Knowledge, obviously, is of value only when it is used. The education of a writer or editor must not only be continuous but it must be used continuously to have value. The more it is used the greater its social and economic value because the primary function of this profession is to collect, interpret and distribute facts and ideas for the information of a discriminating reading public.

As journalism is becoming more and more of a public service, our function must be to prepare men and women to assume increasing responsibilities; to discharge faithfully their larger responsibilities to Society and "to think in terms of tomorrow, to feel in terms of new human relationships," as you stated so forcefully in London last summer.

This may be an ideal beyond our reach, but inasmuch as it is an ideal which has been unfolding itself in the minds of many men in the profession and in education, we are obligated to report it and to make the attempt to realize it.

The proposed new two-year course will be divided into four quarters:

First Quarter: (September to January) Organization of the year class as a news staff which will begin the collection and reporting of news in New York City under conditions as nearly identical as possible with the best current newspaper practice; assignment of University class work; orientation of individuals to current conditions and practices of the profession. The work and study of all students will be controlled and directed by members of the Faculty.

Second Quarter: (February to June) Continuation of staff organization. Beginning of courses in copy reading and editing; use of Associated Press, United Press and City News daily telegraph services and the radio services of the National Broadcasting Company and the Columbia Broadcasting System. Continuation of University class work and of intensive control and supervision by members of our Faculty.

Third Quarter: (September to January; Second Year) Continuation of staff organization, and writing courses. Use of the press association services. Preliminary seminar work preparatory for specialization in politics, economics, finance, foreign correspondence, music, art and theatrical criticism, writing and reporting of religious and scientific meetings, etc., etc.

Fourth Quarter: (February to June; Second Year) Intensive specialization in various forms of reporting, editing and other activities of a newspaper, press association and periodical editorial room; training in executive thought and direction. Granting of individual liberty of study and writing as far as is consistent with organized effort. Research in news trends, news values and executive planning.

The announcement of the new program for the School of Journalism, following its approval by the Trustees and Council of the University, was recognized as another forward step toward a closer relationship between the profession and the work of the School. This was indicated by excerpts from the letters of prominent editors and executives:

I have not the slightest doubt but that your plan is the right one and in tune with the necessities of the time.

—KENT COOPER, *General Manager*  
The Associated Press

I am particularly interested in your sixth recommendation that at the end of the first year only those students of ability and capacity be advanced. Adoption of this rule will be a real contribution to American journalism.

—ROY W. HOWARD, *Chairman*  
Scripps-Howard Newspapers

What I like especially is the proposal that three years of college work be required for entrance.

—LESTER MARKEL, *Sunday Editor*  
*The New York Times*

This is a dose of common sense. . . . The "exploitation idea" in journalism is on its way out; public service journalism is all that counts from now on.

—MARLEN E. PEW, *Editor*  
*Editor & Publisher*

Needless to say I am in enthusiastic support of your general policy.

—ARTHUR S. DRAPER, *Assistant Editor*  
*New York Herald Tribune*

The changes in the work of the School of Journalism are all in the right direction.

—DR. WALTER WILLIAMS, *President*  
*University of Missouri*

I noted with emphatic approval the announcement of your plans.

—ARTHUR MCKEOGH, *Managing Editor*  
*Good Housekeeping*

I think you are taking a forward-looking step that will be of immense advantage to students as well as newspapers.

—A. H. KIRCHHOFER, *Managing Editor*  
*Buffalo Evening News*

I think newspapermen in general will endorse your effort to put a wide, cultural background behind men and women who expect to devote themselves to journalism.

—WALTER M. HARRISON, *Managing Editor*  
*The Daily Oklahoman*

The American Society of Newspaper Editors, at its annual convention in Washington, adopted, on April 23, 1932, a resolution containing the following statements:

The Society . . . commends especially the changes about to be put into effect at the Pulitzer School of Journalism at Columbia University, changes which we believe will improve the quality while reducing the quantity of graduates of the school.

Previously the Society had received the report of its committee on schools of journalism, which said in part:

In the opinion of the committee, the most outstanding sign of progress in journalistic education during the past year is the step recently announced by the Pulitzer School of Journalism toward the recasting of its curriculum. The projected changes at the Pulitzer School will come about as near to receiving

one hundred per cent approval from the editors of the United States as any move that has ever been made in the field of journalism. For one thing, the new set-up at Columbia will tend to eliminate even more drastically the drones and the unfit. The result should be the production of a kind of graduate who would be a valuable addition to any newspaper in the country. The committee is aware that it required courage to take this step. For many years there has been a tendency in the United States to measure the success of educational institutions by the size of the enrollment. There has been considerable rivalry and competition in this regard, but wherever this measure of educational success was admitted, education suffered. Many schools of journalism have yielded to the temptation to go in for numbers, whereas the newspapers whom they served would always have preferred to receive a few really superior newspaper men than a great quantity of indifferent ones. Your committee expresses in the most emphatic terms its hearty approval of the action of Columbia and its sincere hope that the good example there so courageously set may be followed by every first-class school of journalism in the country.

Further contact with the outside world has been maintained by individual members of the Faculty through their publications and travel. Director Emeritus John W. Cunliffe took advantage of his leave of absence abroad during the Spring Session to complete his history of eighteenth-century journalism. Professor Roscoe C. E. Brown traveled extensively in France and England. Professor Walter B. Pitkin published his *Short Introduction to the History of Human Stupidity* (Simon and Schuster) and collaborated in writing *Vocational Studies in Journalism* (Columbia University Press), thus completing ten books in four and one-half years. Professor Pitkin also wrote numerous magazine articles, investigated the wheat situation in Texas for the North American Newspaper Alliance and supervised the National Intelligence Test Contest for the *New York Evening Journal*. In addition to his book reviews for *The New York Times* and his miscellaneous articles for various newspapers, Professor Will published *Education for Newspaper Life* (Essex Press, Newark, New Jersey) a record of the first five years of the Department of Journalism at Rutgers University of which Dr. Will is the Director. He also contributed the chapter "Lincoln" to *American Writers on American Literature*, edited by John Macy (Horace Liveright). Professor F. Fraser Bond published his *Mr. Miller of the Times* (Scribner's) an outgrowth of his Master's thesis in this school. His *Breaking into Print*, a textbook on news writing, is soon to be published. Mr. Merryle S. Rukeyser, beside his signed editorials for the Hearst

newspapers and his syndicated financial articles, published *The Doctor and His Investments* (Blakiston's, Philadelphia) and numerous articles in magazines like *Nation's Business*, *Forbes*, *Merchandise Manager*, etc. Mr. Henry F. Pringle, a new member of the staff of the School, is the author of *Theodore Roosevelt* (Harcourt, Brace), this year's Pulitzer Prize biography, and is a frequent contributor to the magazines.

While through these and other publications the influence of the School has gone out through the public, the outside world has come to the School in the person of guest speakers. Each week saw some man or woman distinguished in journalism or public affairs bringing the fruits of individual experience to the students. The tone of the series of addresses was set by the first speaker, former Ambassador James W. Gerard, who pointed to the contrast between the world's need of leadership and its lack of leaders, and spoke of the mission that journalists could perform in leading public opinion.

Arthur Brisbane, editorial writer for the Hearst newspapers and the most widely known of American editors, told the students that originality, open-mindedness, simplicity of expression, and diversified reading are the essentials of success in newspaper work. At the same meeting Merlin H. Aylesworth, president of the National Broadcasting Company—through whose kindness we have a radio in the first-year news room—declared that radio and newspapers do not conflict in distributing news.

The general manager of the National Automobile Chamber of Commerce, Alfred Reeves, told us that "industries would profit if they had fewer lawyers and more newspaper men." Newspaper training, he added, is valuable as a foundation for any career.

The present chief of *The New York Times'* European service, Frederick T. Birchall, let the students see newspaper work through the eyes of one long distinguished in its service. "In the business of journalism," he said, "you can do more for the world than in any other profession with the exception, perhaps, of the profession of medicine."

Arthur S. Draper, assistant editor of the *New York Herald Tribune*, was another prominent member of the profession to address the School. Mr. Draper expressed the opinion that journalism in America is entering a new and better period.

A variation in the program came when a portrait bust of William Bolitho, the gift of Mrs. Sybil Bolitho, was formally presented to the School. Herbert Bayard Swope, former executive editor of the *New York World*, outlined the life of William Bolitho Ryal, Paris correspondent of the *Manchester Guardian*, who became William Bolitho, *New York World* columnist and distinguished writer. Arthur Krock, then editorial writer of *The New York Times* and now chief of its Washington bureau, reviewed the earlier life of Bolitho. Rollin Kirby, frequent winner of the Pulitzer prize for cartoons, and other friends of Mr. Bolitho's were present.

The viewpoint of the fiction writer was presented by Fannie Hurst, a former student in the University, who recounted some of her adventures as journalist and novelist, and described her methods of working. All classes of people are of equal value and interest to the writer of fiction, she contended.

Journalism as seen through the eyes of the law was presented by Judge Frederick E. Crane of the New York State Court of Appeals. The press of the nation, Judge Crane declared, must restore the confidence of the public in the judiciary system, which is the foundation of democracy. He felt that in their effort to be interesting, the newspapers had called too much attention to the defeats and failures of the law.

On the occasion of the unveiling of the portrait of Director Emeritus Cunliffe, Joseph L. Jones, foreign editor of the United Press and president of our alumni association, made the presentation speech. You yourself, Sir, accepted the portrait on behalf of the Trustees of the University. The present generation of students was interested to hear from you of the difficulties Dr. Talcott Williams and Dr. Cunliffe had to face twenty years ago, because of the hostility of educators who regarded law, medicine, and theology as the only true fields of professional pedagogy.

An aspect of the farm problem, refreshing in that it dealt not with complaints and political maneuvering, but with constructive efforts to help the farmer, was presented by Charles F. Collisson and Edward J. McNally of *The Minneapolis Tribune*. We noted with some pride that this program, which for ten years has strengthened the farmer in Minnesota and neighboring states by a scientific direction of his energies into fields best adapted to that region, was sponsored and directed by a newspaper.



Dr. Stephen P. Duggan, distinguished head of the Institute for International Education, opened a largely unknown field to us by telling of his experiences with the press and in educational circles in South America.

Henry F. Pringle detailed to us the results of his careful study of the problems of writing biography, contrasting the methods of the past with those of the present.

Another practical newspaper man, with a record of achievement, to speak to the students was Louis Wiley, business manager of *The New York Times*. He told us that the modern newspaper man should not only be well-rounded in experience and learning, but should be an authority in some field of his choosing.

A stimulating discussion of the Lindbergh kidnaping, then but a week past, was given by Marlen E. Pew, editor of *Editor & Publisher*. He spoke with knowledge of the principles of the case as well as with insight into the professional problem.

Contact with practical politics was established through an informative discussion of political reporting by Mrs. Henry Moskowitz. Mrs. Moskowitz drew illustrations of her argument from her experience as adviser to former Governor Alfred E. Smith.

On the eighty-fifth anniversary of Joseph Pulitzer's birthday, George B. Parker, editor-in-chief of the Scripps-Howard newspapers delivered an address asserting that a vigilant press is necessary in order to insure government by the people.

The grave financial problems in the background of the depression were illuminated through informal remarks from Otto H. Kahn, banker, publicist, and patron of arts.

Transition of the Sunday newspaper from a magazine of entertainment into a broad survey of the week's news of the world was traced by Lester Markel, another graduate of the School, who is Sunday editor of *The New York Times*.

Heywood Broun, columnist of the *New York World-Telegram*, drew on his many experiences for his talk, and spoke of the problems of undergraduate newspapers, then in the limelight because of the Reed Harris incident.

Journalism of a type somewhat different from that of the usual run, but none the less stimulating, and to be reckoned with in training our students, was presented by Bernarr Macfadden, publisher of *True Story*, *Liberty*, and other magazines.

The long and honorable history of *The Times*, of London, was presented in a carefully prepared lecture, illustrated with lantern slides by John Walter. Mr. Walter, co-chief proprietor of *The Times*, is the fifth lineal descendant of the John Walter who founded that paper.

Our series of addresses was closed by Ambassador Joseph C. Grew. Mr. Grew visited us during the few days he spent in this country between posts in Turkey and Japan. He stated that the function of the journalist, like that of the diplomat, is to promote better understanding by making the problems, passions, and ideals of people and nations better understood.

The achievements of our graduates and former students in journalism, business, and public affairs during the past twenty years should justify the confidence of the University in founding the School of Journalism and the vision and zeal of Joseph Pulitzer in providing the equipment and endowment. From the beginning of the World War, when this school was less than two years old, to the present time, our alumni have been actively engaged in reporting, interpreting, or participating in a large portion of the major events of public importance. From the first inauguration of President Wilson to the national political conventions of 1932 the press of America and of many other countries has carried dispatches and editorials written and in hundreds of instances signed by names which were at one time conspicuous only on our student rolls.

During the year under review alone, graduates of this school wrote signed articles for the press of the United States, Italy, Argentine, Germany, Austria, Bulgaria, Latvia, Sweden, Turkey, and China. They covered the biggest news stories of the year from the Disarmament Conference and the Lindbergh case to national politics and international finance. In a large number of metropolitan centers as well as in the small cities and rural communities they edited newspapers and magazines, wrote editorials and directed editorial policies. This advance guard of slightly more than one thousand graduates and former students is working in all parts of the world. In the capitals of Europe, in the Balkans, the Near East, in South Africa and the Orient, and in the Argentine and Australia these men and women are endeavoring to realize their ideals and ambitions and earn a livelihood under varied

conditions of employment. Thus the pulse of the School reacts directly to these contacts with the activities and the thought of the world.<sup>10</sup>

In addition to the active participation of our alumni in public affairs, one of the inspiring features of the academic year was the success of our students and alumni during the depression in obtaining positions. Although the Faculty of the School was asked by the leading newspapers and press associations of the city to "declare a moratorium on jobs"; although one impatient city editor remarked that the management would not permit him to employ any new reporters or subeditors even if they were "second Danas" and were willing to work for eight dollars a week, a number of this year's graduates and former students obtained positions paying from twenty to fifty dollars a week, while three students sold the regional surveys prepared in one of our classes for the equivalent of six months' work.

Despite the fact that most doors of opportunity were closed; despite the barriers erected by executives to shield themselves from the deluge of college graduates in June, a substantial portion of our graduates and students, through their own initiative and resourcefulness, obtained positions in New York City and state; Maryland, Pennsylvania, Massachusetts, California, Kansas, Georgia, and Texas, in Moscow, Buenos Aires, China, Bulgaria, Latvia, and Sweden.

This school, as I admonished the students at the beginning of my administration, could never have attained its present position, nor could its graduates have broken down so successfully the prejudice against education in journalism without this close relationship with the educational resources and ideals of the University.<sup>11</sup>

During the year the staff of the School was strengthened by the appointment of Mr. Herbert Brucker (A.B. Williams), a graduate of this school and a recipient of a Pulitzer scholarship in 1924.

<sup>10</sup> Current reports and articles by our alumni will be exhibited in October in the new Talcott Williams Exhibition Room, Journalism building.

<sup>11</sup> While this school has no official or semi-official relationship with the *Spectator*, published by students of Columbia College, the editorial articles attacking administrative policies of the College and the University were read and discussed by our students. Throughout the controversy which culminated in a "strike" our students maintained a position of judicial detachment. Only two openly joined the "strike" by remaining away from their classes. This tempest in an inkwell was unfortunate from every standpoint, particularly from that of an alleged threat to the freedom of the press. At no time during the past year was the freedom of reporting or editing restricted or threatened by the administrative authorities of the College or the University.

Mr. Brucker resigned his position as one of the editors of the *Review of Reviews* to become Assistant to the Dean and participate actively in the work of this institution. Earlier in the year another alumnus, Mrs. Pauline Felix Geffen (B.Litt., M.S., Columbia) was appointed Adviser to the Women Students.

As this report is written after the close of the academic year and the work of the year is contemplated, I look back with gratitude to your faith in the School and to your steady and inspiring encouragement and support. I feel grateful to the University Council and the scholars of the University who have assisted me in discharging the duties of this office. I admire and respect the members of my own Faculty for their counsel and achievements. I am conscious of the interest and support of the alumni. I have been inspired by the confidence of the students, who in the face of unprecedented discouragements have kept their faith in the profession and in themselves. When John Morley remarked that "no man can climb out beyond the limitations of his character," he did not have the opportunity I have had of witnessing the character growth of young men and women attending the School of Journalism during the critical months of 1931-32.

Respectfully submitted,

CARL W. ACKERMAN,

*Dean*

*June 30, 1932*

SUMMARY OF REGISTRATION FIGURES IN THE  
SCHOOL OF JOURNALISM, ACADEMIC YEAR 1931-32

B. LITT. CANDIDATES					CERTIFICATE CANDIDATES			
	First Year		Second Year		First Year		Second Year	
	Men	Women	Men	Women	Men	Women	Men	Women
		25	29	38	36	..	1	1
<i>Total</i>	54		74		1		1	
GRADUATE STUDENTS					NON-MATRICULATED			
	Men		Women		Men		Women	
	10		9		7		1	
<i>Total</i>	19				8			
<i>Grand Total</i>	157							

Of the 55 students in the first professional year, 20 entered from Columbia University—4 from Barnard College, 10 from Columbia College, and 6 from University Extension. The remaining first year students received their training in various universities and colleges including the following: Albright College, Brooklyn College, Brown University, Bryn Mawr College, College of the City of New York, College of the Sacred Heart, College of William and Mary, Cornell University, Duke University, Fordham University, Franklin and Marshall College, George Washington University, Goucher College, Grove City College, Hunter College, Marymount College, New York University, Randolph-Macon College, Russell Sage College, Rutgers University, Smith College, Syracuse University, University of Alabama, University of Nebraska, University of Oklahoma, University of Texas, University of Wisconsin, Ursinus College, Yale University and one from the University of Tartu in Esthonia.

Of the total number enrolled in the School, 56 gave New York City as their home residence. The remaining 101 came from the following states: Arizona, California, Connecticut, Florida, Illinois, Indiana, Kansas, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nebraska, New Jersey, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, South Carolina, Utah, Texas, Virginia, and Wisconsin.

Two came from Canada, and one from each of the following foreign countries: Argentina, Bulgaria, Cyprus, Germany, and South Africa.

## SCHOLARSHIPS

## PULITZER TRAVELING SCHOLARS

1931-32

- DAVID A. DAVIDSON . . . . . On Baltimore *News* staff  
 WINSTON PHELPS . . . . . On the *Providence* (R. I.) *Journal* staff  
 FREDERICK SINK . . . . . On *New York Herald Tribune* staff

1932-33

- SELMA HAUTZIK . . . . . c/o American Express, Paris, France  
 FRANK R. KELLEY . . . . . c/o American University Union, London, England  
 J. D. SPRINGER . . . . . c/o National City Bank, Shanghai, China

## SACKETT SCHOLARS

1931-32

- LINCOLN K. BARNETT . . . . . On *New York Herald Tribune* staff  
 ARTHUR H. WAKELEE . . . . . On the School of Journalism staff

1932-33

- BARNETT I. BILDERSEE . . . . . On *The Providence* (R. I.) *Journal* staff  
 JOHN G. MCNAUGHTON . . . . . Graduate student, Columbia University

## MCMAHON SCHOLARS

1931-32

- CHARLOTTE HUGHES . . . . . Ridgewood, New Jersey

1932-33

- HARRY R. WHITE . . . . . Class of 1933, School of Journalism

## PHILLIPS SCHOLARS

1932-33

- HANNAH FRIED . . . . . Class of 1933, School of Journalism  
 BESSIE E. SMERNOFF . . . . . Class of 1933, School of Journalism  
 MARION N. STERGOLD . . . . . Graduate student, Columbia University  
 ELIZABETH C. WHITE . . . . . Class of 1933, School of Journalism

## FACULTY SCHOLARS

1931-32

- MICHAEL J. CAPLAN . . . . . On *New York American* staff  
 WILLIAM H. HARRISON . . . . . On *Hornell* (N. Y.) *Tribune-Times* staff

## WOMEN'S PRESS CLUB SCHOLAR

1931-32

- SELMA HAUTZIK . . . . . c/o American Express, Paris, France

# BARNARD COLLEGE

## REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1932

*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 1931-32.

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

	1930-1931	1931-1932
Seniors . . . . .	189	195
Juniors . . . . .	222	230
Sophomores . . . . .	264	232
Freshmen . . . . .	291	282
<i>Total</i> . . . . .	<u>966</u>	<u>939</u>

In addition to these regular students we have had 63 unclassified students and 42 special students, making a total of 1,044 primarily registered in Barnard College, a decrease of 10 as compared with last year.

This shows that there has been practically no change in the Barnard registrations in comparison with a year ago, because we gave up this year the plan of admitting in February a new section of freshmen, which has generally added between 20 and 30 to the membership of this class.

Besides the students primarily registered in Barnard, we have had 46 students from Teachers College and 167 from other parts of the University taking some courses with us. The total registration has been 1,257, a number 37 less than a year ago.

On Commencement Day 220 candidates were recommended by Barnard College for the degree of Bachelor of Arts.

The grave financial depression has so far not made much difference in our total enrollment, but it has already cut down the number of our students coming from a distance. Thirty-seven rooms in our Residence Halls have been empty during the past term, except

for occasional guests. So far as we can forecast the future, it appears that next year will be a much harder year for the colleges, and we anticipate a still further reduction in the number of students able to pay the heavy cost of coming from Florida, Texas, or California for a year at Barnard. There seems some possibility, however, that the number of our non-resident students may keep up to the normal figure, or even increase, as many New York girls who would usually go away to college may remain at home and study at Barnard. No one, however, would dare to prophesy confidently at a time like this.

During the past year our new Professor of History and chairman of the Barnard section of this University department, Dr. Eugene H. Byrne, who came to us from the University of Wisconsin, has been a very valuable addition to our Faculty. His stimulating teaching, his great interest in his students, and his sympathetic and competent planning of the work of the Department have added to the excellence of our already good instruction in history.

The Visiting Lecturer from abroad, Miss L. Susan Stebbing of the University of London, was with us for the Winter Session, and occupied the guest suite in Hewitt Hall. Through her courses in the Department of Philosophy she made an unusually deep impression on the intellectual life of the College. She was also a very delightful addition socially to the life of our community.

We have been obliged to give up the plan of having Professor Kristine Bonnevie of the University of Oslo come to us next year as Visiting Professor of Zoölogy for the whole of the Winter Session, but we look forward with the greatest pleasure to having her spend several weeks with us in September and October and deliver a series of lectures at Barnard and Columbia.

Professor Helen H. Parkhurst has been absent on leave throughout the whole year on a Guggenheim Fellowship, studying the aesthetics of architecture in the Mediterranean countries. Other professors absent for the whole year have been Professor Edward M. Earle of the Department of History, whose health, to our great regret, does not yet permit him to return to Barnard, and Professor Norman W. Haring of the Department of Fine Arts, who has also been ill but who has now almost recovered and expects to be back with us in September.

During the Spring Session Professor Louis A. Loiseaux, French,



Professor Charles S. Baldwin, English, Professor Eleanor Keller, chemistry, and Professor Emilie J. Hutchinson, economics, have also been absent on leave.

The Dean returned to active service on April first. During her absence Professor Mullins, as Acting Dean, conducted the administration of the College with the utmost tact, wisdom, and efficiency. We at Barnard have been glad to have the rest of the University enjoy this opportunity of knowing and appreciating his rare and admirable qualities, which we have valued for so long.

By a welcome action of the Trustees, on the recommendation of the Dean and the nomination of the President, Dr. Louise H. Gregory has been appointed Associate Dean of the College, to serve from July 1, 1932. This appointment has been made in recognition of Dr. Gregory's excellent and important work as Chairman of the Faculty Committee on Students' Programs, a post which she has occupied since 1922. In this capacity she has advised and directed students about their choice of courses and many allied matters, has carried on studies of the functioning of the curriculum, and in other ways also performed much of the work usually carried by a Dean in a separate college. She obviously deserved some title which would indicate the importance of her service to the College. Dr. Gregory has been on our teaching staff since 1908, and since 1923 has been Associate Professor of Zoölogy. She will retain this post and continue to give part of her time to teaching.

During the past year the gifts received by the College have amounted to \$24,809.19. Twenty-fifth Anniversary gifts have increased our permanent endowment fund by \$4,200 from the Class of 1906 and \$2,000 from the Class of 1907. Such gifts are the most welcome form of donation for a college, and we greatly appreciate the loyalty of these early classes in continuing through such hard times the custom of adding to the permanent unrestricted resources of Barnard.

The Tenth Anniversary gift of the Class of 1922 has taken the form of a fund of \$1,750 to be used for loans or scholarships—so desperately needed at the moment.

The graduating class has made a very welcome gift of a new section of brick walk which completes this pavement on the south and southeast sides of Barnard Hall.

A number of other special gifts have been made for our scholar-

ship and loan funds in this grave emergency. We have also, by the aid of generous friends, been able to continue the Geneva Scholarship, to send to Geneva this summer for international study Miss Dorothy Crook, president-elect of the senior class for next year. A sum sufficient to send a member of the present graduating class to Madrid for study next year has also been contributed by kind donors interested in our excellent Department of Spanish.

We have been much gratified by two gifts of \$250 each from the Master School of Music Association, showing an appreciation of the admirable work being done by our comparatively youthful Department of Music.

The undergraduates have been able, in the face of great difficulties, to raise enough money to continue for next year our plan of student international fellowships. Miss Frances Smith, 1932, is to hold one of these and to study in England, probably at the London School of Economics. A student from Holland will come to Barnard as the holder of the other.

We have been very glad to receive from the New York City Chapter of the Daughters of the American Revolution the sum of \$1,000 to establish the Eva-Lena Miller Booth Scholarship Fund. This continues a friendly relationship of many years' standing, for since 1906 we have had in Barnard the Mrs. Donald McLean Scholarship, established by the same organization.

The Barnard Summer School for Women Workers in Industry, through the most zealous efforts of its friends, and mainly by a very generous gift from the Carnegie Corporation, has secured enough money to carry on its work, in a slightly modified form, during the coming summer. This is indeed fortunate, for never were its opportunities for study more needed by the industrial workers than in this bitter time of unemployment.

One of the most perplexing problems thrust upon women by the economic and social changes of recent years has been the necessity of combining marriage, motherhood, and careers. Partly because of our location in a great city and our connection with a large university, where careers for husbands were conveniently at hand, Barnard has for many years had married women on its teaching staff. Recently, when the question of children arose, the President and the Trustees in several special cases arranged for the mother, when the birth of a child was expected, a half-year's leave of absence with full pay.

It has seemed desirable to the Trustees to decide whether such a policy is a reasonable one and if so to regularize the practice. Accordingly a special committee of the Board was appointed to study the question, and on its recommendation the following resolution was adopted at the Annual Meeting of the Trustees in December:

*Resolved*, That a woman member of the administrative or instructional staff of Barnard College, on Trustee appointment for full time, who is expecting a child, be granted a leave of absence for a half year on full salary or for a full year on half salary, the period of the leave to be determined by the Dean after consultation with the individual concerned.

The administration is much gratified by this enlightened and progressive action. We have felt for many years that a women's college was a peculiarly appropriate place in which to experiment with solutions of the new problems faced by women, and to attempt to arrive at some wise adjustment. Our observations have shown that the combination of rearing children and carrying on college teaching is a difficult one, but in some cases certainly very desirable. It is of the greatest importance that our teachers should be normal and interesting human beings, with as full and rich lives as may be. Neither the men nor the women on our staff should be forced into celibacy, and cut off from that great source of experience, of joy, sorrow and wisdom, which marriage and parenthood offer.

The financial problems caused by the present extraordinary economic crisis have necessarily weighed upon us during the year. Our income from endowment and from the Residence Halls has diminished. By the exercise of very strict economy we have been able to keep our deficit for the year down to about \$10,000. Though the budget for next year has been still further cut, we fear that a far larger deficit by June, 1933, is inevitable.

Our students have of course been very hard hit. Twice as many as usual applied for help from the Scholarship Committee in the spring, and many other cases appeared later. The Committee held ten long meetings, and each member had many personal conferences with individual students, so that every case was carefully and sympathetically considered. It soon became apparent that our usual sources of scholarship money and loans would provide only about one third of the funds needed.

In normal times girls dropping out of college because of financial

need can generally find work, earn money, and save enough to resume their education later. But now there are no jobs available for them. It seemed obvious that the College must at all costs try to see its good students through this crisis, and enable them to go on preparing themselves for service to the community.

We have, in the first place, urged on the student body the need of pooling our resources in this emergency. We have begged every one requiring help to use every possible source of gifts or loans from relatives or friends before taking college funds. We have appealed to the more prosperous ones to help their less fortunate comrades.

From outside donors the administration and members of the Faculty Committee on Scholarships have sought gifts for scholarships and loans, and will continue to seek them. But gifts for any purpose, however good, are extremely difficult to find in these tragic times, and though we have had some generous responses, our totals are still hopelessly below the needs.

The Trustees have been willing to appropriate money for scholarships from the general income of the College; but obviously there is a limit to this possibility, since the general income is acutely needed for the salaries of our staff and the wages of our employees, to whom we owe an even greater responsibility in this emergency.

We will continue all these efforts to help our good students, trying to provide for each girl's needs partly through gifts from scholarship funds, partly through paid work, and partly through loans. The last type of aid is administered through the Students' Loan Committee of our Associate Alumnae, which has conducted this work for many years with great wisdom and efficiency. It seems to us much better to have the alumnae rather than the College manage such loans. We are trying to place at the disposal of the Committee about four times as much money as they normally loan in any one year.

All these difficulties make us realize even more acutely the need of additional endowment for scholarships. A new fund of a million dollars for this purpose, urged by the Acting Dean last year, would not only help many individuals, but by bringing to Barnard many more picked candidates from all over the country, would greatly improve the average excellence of our whole student body.

Much more serious to our country than the economic depression is the moral collapse which seems to have come upon so many of

our citizens. Contemplating the inefficiency and corruption of so much of our government, the widespread lawlessness, and especially the indifference and moral lethargy of our supposedly respectable and educated classes, one is led to wonder whether there has not been some dire deficiency in the education provided during the last twenty or thirty years in our secondary schools and colleges. Have we been entirely failing to plant in the minds of our students some conception of a high purpose in life, of a reasoned ideal of what we should seek to make of human society, and moral impetus to work towards these ends?

Barnard, like all other colleges of liberal arts, should certainly sit down to search its heart and scrutinize its past, and decide whether it has been fully alive to its responsibility for such ethical guidance.

Certainly many of our graduates have been good citizens and worked valiantly for the public welfare. And in recent years our "Government Majors" have brought expert knowledge and a measure of special training to many a gallant fight for governmental reform. But we should assuredly do more for the general student body, for the girls who are to go out not as governmental specialists, but as citizens in communities throughout the country. "Why Don't Your Young Men Care?" asked Professor Harold Laski about a year ago in a striking article on American politics. Our colleges must gird themselves for a far more valiant effort than in the past to make their young men and young women care, and make them leaders in the fight for political and social betterment.

The most important task facing Barnard in the coming year is the endeavor to give to her students greater moral impetus for that crusade which all good Americans must now join.

Respectfully submitted,

VIRGINIA C. GILDERSLEEVE,

*Dean*

*June 30, 1932*

# TEACHERS COLLEGE

## REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1932

*To the President of the University*

SIR:

The record of the activities of Teachers College during the academic year ending June 30, 1932 is contained in the divisional reports which I transmit herewith.

In the early days of Teachers College the report of the Dean was not so voluminous a document as it is at present. The Dean at that time gave an account of the developments of the year and sketched the problems and needs of the future. To this were appended the record of the Registrar and a financial statement. As the College grew, it became necessary to subdivide the tasks of administration, and officers were placed in charge of various schools, institutes, and activities. Each administrative official now makes his report to the Dean, and the Dean's share of the report has come to turn its attention to those problems which affect the institution as a whole.

Teachers College gratefully acknowledges the following gifts, grants, and bequests: \$104,804 from the International Education Board for the International Institute; \$100,000 from the Spelman Fund for the Child Development Institute; \$60,000 from the Carnegie Corporation for research, \$10,000 for the support of normal school education, and \$5,000 for special library studies; a legacy of \$41,750 from the estate of the late Mrs. Arthur Wesley Dow for the promotion of the study of fine arts, painting, modeling, design, and handicraft; \$17,000 from the Hartley Corporation for nursing education, and \$5,000 toward the support of psychiatric education; \$13,333 from Mr. John D. Rockefeller, Jr., for the Institute of School Experimentation, and \$8,406 for the Schools' appraisal fund; \$6,200 from the Keith Fund, Inc., for a rural curriculum study, and \$5,000 for experimentation in the use of radio in rural education; \$5,000 from the estate of the late V. Everit Macy, through Mr. Valentine E. Macy, Jr., for the

Macy Fund for Foreign Students; \$1,550 from Mr. Dunlevy Milbank for investigation of science teaching in Europe, and \$500 for the Dean's Emergency Fund; \$1,500 from the Julius Rosenwald Fund for a series of lectures on Negro education and race relationships; \$1,250 from the Chi Omega Sorority for the Chi Omega Fellowship in Personnel; \$1,000 from Mr. John M. Schiff for scouting and recreational leadership; \$790 from friends and students of Professor Patty Smith Hill toward the Patty Smith Hill Fund; \$500 from Dr. Joseph J. Klein toward the scholarship fund of the Horace Mann School for Boys; \$500 from the National Academy of Sciences for the making of motion pictures in the study of reproduction of bacteria; and \$100 from the Jackson Heights College Women's Club toward the student loan funds.

Since this year marks the completion of five years of the present administration, it seems appropriate that we look backward and review the change and progress that have taken place. The last four reports have detailed plans for the future. Were they merely plans on paper? Has anything been done about them?

The report for 1927-28 turned its attention to the problem of size. It contended that all group instruction (as contrasted with the tutorial plan in vogue of old) presented a problem of quantity production; and that the task of Teachers College, with its limited funds, was not to restrict attendance but to accept the challenge, and by skillful management and unstinted effort attempt to give training of better quality to larger numbers of students at a reduced cost.

In 1926-27 there were enrolled 5,333 students during the academic year. In 1931-32 there were enrolled 7,219, an increase of 1,886 students during the five-year period. Although the number of students has increased, there has been no addition to accommodations since the completion of the research building adjacent to the Lincoln School. The present plant is filled to capacity. Only the most careful arrangement and the most cheerful acceptance of hardship and discomfort enable the College to carry on. A survey made in 1931 indicates that adequate housing will demand a building program involving an outlay of approximately \$10,000,000.

Every effort has been made to improve the quality of instruction. The report for 1928-29 discussed the problem of training the younger members of the staff. By advancement of a sabbatical

leave, Professor Raup was enabled to spend a year of study in Berlin. Through the generosity of Mr. V. Everit Macy, grants for foreign study were made to Professor Cottrell for study in England and France, to Professor Elsbree for study in England and France, to Professor Betzner for study in England, to Professor Watson for study in Germany, to Professor Judy-Bond for study in England and Germany, and to Professor Northrup for study in Paris. Sufficient time has not elapsed to test the worth of this experiment, but we are at least assured that certain of the more recently appointed professors have first-hand familiarity with the practices and ideals of other lands.

There is some evidence of progress in the opportunities which are afforded our students. In the report for 1927-28, it was stated that the training of the student depended primarily upon his contact with professors, things, fellow students, and print.

During the last five years the Faculty has expanded more rapidly in proportion than the student body. There were 100 professors in 1926-27; in 1931-32 there were 138. There has been no increase in teaching load; and, just as in years past, our professors have been generous of their time with students. As will be noted later (page 161), new types of teaching have been introduced for almost all advanced students; the use of practical situations and field problems has been extended to courses that were formerly purely theoretical; the formation of faculty-student discussion groups has been fostered; and the new plan of sponsorship by the individual professor as a means of closer supervision of the researches of candidates for the doctorate has become more general. Each of these plans, an isolated experiment in its inception, has spread throughout the College. To supplement the work of the regular professors, we have brought to Teachers College occasional lecturers and visiting professors, notably Dean Woodbridge, Sir Michael Sadler, and Dr. Carl Becker, under the Julius and Rosa Sachs Foundation; Professors Slichter of Harvard, Hamilton of Yale, and Tugwell of Columbia for lectures on the depression; and as visiting professors, President Suzzallo of the University of Washington, Dean Cubberley of Leland Stanford University, Professor Horn of the University of Iowa, Professor Knight of the University of North Carolina, Professor Hart of the University of California, Professor Meriam of the University of



Southern California, President Benner of the University of Puerto Rico, Mr. Cartwright of the American Association for Adult Education, Professor Boyd of the University of Glasgow, Professor McClelland of St. Andrew's University, Professor Angus of the University of Sydney, Professor Spearman of the University of London, and Professor Znaniecki of the University of Poznan.

Not only has the contact with the professor improved, but contacts with practice and practical affairs have been extended. Collections for laboratory and studio use have been increased and much expensive apparatus has been acquired, notably the chamber in Speyer Hall for tests of basal metabolism, the facilities for unobserved observation in the nursery schools, and the splendidly equipped statistical laboratory which was opened two years ago. Just as the laboratory serves as the source of practical contact for the student of science, so the school and the practice center serve many of the students of Teachers College. There has been greatly increased use of the Horace Mann and Lincoln Schools, and of the nursery schools of the Child Development Institute; and New College will provide similar opportunities for those interested in normal school education. The Family Consultation Bureau, now being organized, will serve as a practical contact for those specializing in nursery school, parental, and adult education. Relations with other teachers' colleges of the Atlantic seaboard have become closer, as have those with the school systems near by, with Greenwich House, with the Henry Street Settlement, with the Manhattanville Day Nursery, with the Wilton Rural Schools, and with the East Harlem Nursing Center.

There has been considerable advance in assisting the students themselves to meet together and to learn from one another. The social organizations have been many. The Student Organizations office has never before had so many tasks to perform. The Student Council not only has been active, but at the present time is projecting a plan for reorganization of the student life of the College. New or refurnished public rooms in Whittier Hall, Seth Low Hall, and Dodge Hall are undoubtedly playing their part. Miss Lucetta Daniell, Welfare Director, retired this year after forty-one years of sterling service. She grew up with Teachers College. Most expertly and most competently she directed the social life and cared for the needs of the students. Her retirement leaves a great

gap. No successor is possible. In fact the entire plan of administration will need reorganization. It is fortunate, indeed, that during this transition period Professor Harriet Hayes will assume the additional duty of becoming Assistant to the Dean in student personnel administration.

But students must have contact with print also. No change in Teachers College during the last five years has been so complete as that in the library, due to the work of the two librarians, Professor Rush prior to his departure to Yale, and his successor, Professor Witmer. There has been distinct improvement in the quality and training of the staff; important improvements have been made in the classification and organization of material, notably the innovation of reserve books upon open shelves; the collection of books has been augmented by important purchases; indexes to bibliographies in special fields of education have been started; connections with foreign countries have been established, and new exchanges have been instituted with foreign universities and libraries. The library catalogue has been the subject of a special investigation, and the improvements suggested have been assigned to a specially appointed member of the staff, Miss Eleanor M. Dye. Special advisory and reference services have been provided. Professor Carter Alexander has been appointed the first "library professor" to serve all the fields of educational administration as adviser and guide in study and research, in so far as such study and research depend upon print. He will offer special courses in bibliographic research and in research methods and sources involving library materials. Another effort to integrate the library and the classroom is the work of Miss Ethel Feagley, an expert school librarian. Her problem, as a teacher rather than as merely a guardian of books, is to strive to adapt the school library technique to the situation found in a professional school. Thus the library of Teachers College has a more adequate staff, a better collection of books, and an administration which is forward looking. We are making use of the grant of \$50,000 from the Carnegie Corporation to find out whether in a crowded, busily used library, there may not be devised a plan of library administration which will integrate the classroom and its activities with the sources of knowledge found in print.

The average cost per student in 1927-28 was \$258. In 1931-32

the average cost per student was \$253. The average sum paid in tuition charges per student is approximately \$180.

To summarize, it seems fair to say that the Faculty of Teachers College and the administrative officers have been alert to the problem of quantity in education. It is well known to all on the Campus that the problem is not solved—that far more remains to be done than has even been started—but there have been steady if limited advances toward giving instruction of better quality to an increased number of students at lower cost.

The major part of the report for 1928-29 was devoted to the problem of guarding the College against decline. The thesis was advanced that educational institutions are human, and hence are subject to a youth of progress and advance, a middle age of stability almost certainly to be followed by senescence; and it was stated that only the most searching self-examination, self-evaluation, and self-improvement would keep the College moving forward.

To bring these problems plainly to the attention of all the staff, the type of Faculty meeting common in the College a generation ago was revived. It has become the custom for the entire Faculty to spend two to three hours in discussion following dinner on a few stated evenings each year. These meetings are conducted on an open forum basis. Usually no program is set in advance; no speakers are selected; no cues given to anyone. The presiding officer discusses the agenda with nobody, and in fact does not himself know what is to be considered. Topics are suggested from the floor. After extended discussion, the problems raised are referred to committees for further study. Recent practice has been not to bring these reports back to the general meeting but to leave the settlement of the problem to the group most concerned.

One of the first results of these conferences was the inauguration of a new type of independent study for advanced students in educational psychology. This is commonly called the Watson Plan because of the fact that it was one small part of a large program of teacher-training reform suggested by Professor Goodwin Watson. This plan was later offered to advanced students in comparative education; and for 1932-33 has been extended to include selected students working toward the doctorate in practically all fields.

The problems arising from the conflicting ideals of various

parts of the American university, and in particular the question of the proper procedures for professional education, have occupied many of these staff meetings. One of the most tantalizing questions, and the one upon which there is the greatest divergence of opinion, concerns the proportionate emphasis which should be placed upon general foundations as contrasted with specific techniques. Representatives of the Faculty have studied and reported upon the diverse practices found in other types of professional education.

This question is intimately bound up with another, namely, the question of multiplication and duplication of courses. Periodically a critic of one of the newer types of professional education will regale his audience with a listing of a long series of courses with titles differing only slightly one from the other; and he will infer from this not only vast overextension of a field, but foolish duplications as well. The fact that criticisms of this type can as well be applied to many another branch of the American university has not deterred the Faculty of Teachers College from taking them seriously. The School of Education has spent the year upon an extended series of studies of duplication and overlapping, and the advances toward concentration noted in the report of the Director are the results. We shall watch with interest the success of the new so-called fundamental courses where students interested in either educational administration, educational psychology, educational measurements, or personnel administration henceforth will meet as members of unified groups. For illustration, educational administration was formerly taught as a part of college education, normal school education, school administration, secondary education, elementary education, and rural education. Educational psychology courses were given by many widely different groups to meet professional needs. Now these scattered offerings are to be centralized in the new fundamental courses to the end that individual needs can be quite as well, if not better, served, and duplication avoided. Those preparing for supervisory posts in kindergarten, elementary school, and high school will henceforth work more closely together; the subject matter and the normal school education groups have united for the training of prospective teachers in the normal schools; and a new organization in social science combines courses that formerly were given in half a dozen groups.

Among the problems which have been raised in these staff conferences and upon which we are working are: the development of suitable training in commercial education; the educational possibilities of the radio and sound and vision films; the reorganization of the administrative plan of the College; improvement of the procedures and standards for the higher degrees; the guidance and advisement of students; and the difficulties attendant upon relations with the press.

Suffice it to say that the College has been highly critical of itself and that a number of important modifications of procedure are being made. It is too soon to say whether these changes will constitute progress.

The report for 1930-31 dealt with the problem of the training of teachers and with the establishment of New College. Too little time has elapsed to enable a report to be made of this experiment. At the outset there was considerable diversity of opinion among the Faculty concerning aims, plans, and procedures; and much of the year has been spent in harmonizing conflicting points of view and in extensive conferences to make the most careful plans for the future. New College will apparently start the year with a small enrollment, and only a small Faculty has been selected. To date, the experiment is progressing with satisfaction.

The report for 1929-30, in discussing the proper development of the Lincoln and Horace Mann Schools, raised the difficult question of the relation of education to the changing society in which we live. The problem is not new. It is as old as formal education itself. It was referred to by Daniel Webster; it was most ably discussed by Dean Cubberley in his *Changing Conceptions of Education*, published a generation ago; and current educational literature is full of it. On every hand we hear analyses of the machine age, discussions of conditions found in an industrialized society, and admonitions to our schools and other educational agencies concerning the proper course to take.

This is a stimulating problem to discuss, but it is difficult to do anything about it. Certain groups within the Faculty are devoting all their efforts to it. The College schools have made some advances. Professor Counts is devoting the major portion of his time to the study of the American Historical Association which is attacking this problem upon a somewhat restricted front. We await with interest the results of the labors of the committee,

under the chairmanship of Professor Ogburn of the University of Chicago, which will present to President Hoover, under the title "Recent Social Changes," the latest picture of what is going on in our world. Certainly there should be educational implications of the greatest importance.

Of course Teachers College cannot solve this problem alone. It confronts not only the entire University, but all phases of our society as well. Recognizing this, the President of the University, more than a year ago, appointed a committee on the Relation of the University to Social Change, composed of Professors Mitchell, MacIver, Bagley, the Dean of the Graduate Faculties, and the Dean of Teachers College. This committee, after prolonged discussion, mapped out a program of studies, and enlisted as its chief workers Professors Brunner and Znaniecki. Professor Counts has also been frequently called into consultation. This committee has in mind no minute research; no immediate results are in view; and no startling pronouncements will be made. It knows that significant changes are going on in the world. It wants to know what they are, and what, if anything, education in general and the University in particular can do about it. At no time has this problem had anything to do with the depression as such any more than it had to do with prosperity.

But it is difficult to ignore the depression. Bad times as there are and good times as there used to be form the major subjects of conversation. Rarely is a magazine published or a public address delivered without some reference to the ills of our economic or public life. Of course, we Americans have always been critical of our government; and we have not been altogether pleased with our manufactures, our agriculture, or our business. But at the present moment we are more than critical; we are frankly bewildered. We have seen the stock market cascade downward, prices fall sharply, production decline, factories close, dividends passed, and consumption restricted. Fortunes have been destroyed. Savings of a lifetime have been swept away. Millions are out of work.

In the Golden Age of Coolidge, economists pronounced prosperity to be permanent. Panics were supposed to be a thing of the past. The Federal Reserve Act, giving a flexible currency, had supposedly prevented "tight money"; and scarcity, deemed

the chief cause of distress, had been changed into plenty as a result of the advances in technology, quantity production, and scientific agriculture. Nevertheless the depression came upon us; and the questions of the hour are Why did it come? and What can be done to prevent the repetition of similar catastrophes in the future?

It requires a depression to make us realize how far from completely successful has been the battle for social justice. From earliest times man has been struggling to gain the day when the good things of life and the bad would be more equally distributed; when a man's work, his opportunity, his position, and his services would be proportionate to his individual character, ability, and zeal rather than due to accident of birth or to luck. In the pessimism of the moment, however, we must not ignore the gains that have been made.

If in imagination we were to step back into medieval England, we should see real social injustice. Here and there, inaccessible upon the hilltops or within the swamps, are the castles of the nobles. Behind the gates and walls of the small cities are the beginnings of centers of commerce and industry. Marauders sweep the plains. Luxuries are confined to the few, and the mass of mankind ekes out a slender existence in servitude. In fact, there is a constant economic situation worse than a modern depression, and a panic comes with the onset of a robber baron who not only steals the hoardings of a lifetime, but often takes life itself.

In those days there were a few thoughtful people here and there, sensitive to the ills of society, who advocated measures for their cure. By one sort of historical interpretation three groups of these thinkers can be distinguished, each of which advanced a plan for the achievement of social justice, to be followed down to the present day. There was the plan for changing feudalism and autocracy into democracy, the plan for substituting plenty for scarcity, and the plan for replacing government control and operation of commerce and industry by *laissez-faire*.

Early American primers used to contain the quotation, "When Adam delved and Eve span, Who was then the gentleman?" This came from an old itinerant priest, John Ball by name, who, along with Wat Tyler and Jack Straw, led the Peasants' Revolt in

1381. According to Froissart he would assemble the people "after masse" and talk to them upon the injustices of the times. The account is as follows:

A ye good people, the maters gothe nat well to passe in Englande, nor shall nat do tyll euery thyng be comon; and that there be no villayns nor gentylnen, but that we may be all vnyed toguyder, and that the lordes be no greater maisters than we be. What haue we deserued, or why shulde we be kept thus in seruage? We be all come fro one father and one mother, Adam and Eue; whereby can they say or shewe that they be gretter lordes than we be? sauynge by that they cause vs to wyn and labour, for that they dispende; they ar clothed in veluet and chamlet furred with grise, and we be vested with pore clothe; they haue their wynes, spyces, and good breed, and we haue the drawing out of the chaffe, and drinke water; they dwell in fayre houses, and we haue the payne and traueyle, rayne, and wynde in the feldes; and by that that cometh of our labours they kepe and maynteyne their estates: we be called their bondmen, and without we do redilye them seruyce, we be beaten, and we haue no souerayne to whom we may coplayne, nor that wyll here vs nor do vs right. Lette vs go to the kyng, he is yonge, and shewe hym what seruage we be in, and shewe him howe we wyll haue it otherwyse, or els we wyll prouyde vs of some remedy; and if we go toguyder, all manner of people that be nowe in any bondage wyll followe vs, to thentent to be made fre; and whan the kyng seyth vs, we shall haue some remedy, outhur by faynesse or otherwyse. Thus John Wall<sup>1</sup> sayd on sondayes whan the people issued out of the churches in the vyllages; wherfore many of the meane people loued him, and suche as entended to no goodnesse sayde howe he sayd trouth; and so they wolde murmure one with another in the feldes and in the wayes as they went toguyder, affermyng howe Johan Wall<sup>1</sup> sayd trouthe.

—Lord Berner's *Froissart*, cap. ccclxxxi, ed. 1812, Vol. I, pp. 640-41.

One likes to think of John Ball viewing, from some remote height, the course of subsequent history. He would have reveled in the breakdown of feudalism, in the rise of the common man, in the development of parliamentary government, in the formation of the Constitution of the United States, in the growth of the American school system, and in the postwar developments in many countries of Europe. He would have rejoiced to see this part of the battle so nearly won.

In a similar way there must have been early thinkers, like Francis Bacon in later times, who saw in poverty the real obstacle to social justice. Privilege could not but be restricted when there was not enough to go round. When we reread the *New Atlantis* from this point of view, we note that there were no hungry, no unclad, no unsheltered people. They dwelt amidst peace and

<sup>1</sup> Ball.



plenty. They were happy. Bacon's vague treatment of the government of his Utopia was his way of saying that social justice would prevail just as soon as man could control his environment. What keen satisfaction would Bacon have enjoyed in the achievements of the microbe hunters and hunger fighters, the inventors, technologists, and scientists who have brought mankind to an economy of plenty!

The battle for laissez-faire should have special interest for Americans at present. It is of course well known to historians and economists, but unfortunately too rarely mentioned in these days when it is fashionable to advocate national planning and government economic control, that there was once a time when the prosecution of a business or the development of trade depended upon the approval, if not the assistance or coöperation, of the ruling power. The course of history is thronged with illustrations of government direction and operation of industry, of regulation of wages,<sup>1</sup> of control of prices,<sup>2</sup> of restriction of output,<sup>3</sup> of stimulation of trade,<sup>4</sup> of limitation of occupational choice,<sup>5</sup> and of minute regulation of manufacture;<sup>6</sup> and there have been in many countries of the world long periods when most of the people lived in times of depression because their opportunity for self-support was restricted by prince, baron, guild, or mistery. We must not be deceived by the simplicity or the naturalness of the doctrine of laissez-faire. Unless one knows, one is likely to think that it is the only system of government relation to industry that there has ever been. But we must remember that the following statement from Adam Smith came as the climax to his whole argument, and that the achievement of this position was a great victory.

All systems either of preference or of restraint, therefore being thus completely taken away, the obvious and simple system of natural liberty establishes itself of its own accord. Every man, as long as he does not violate the laws of justice, is left perfectly free to pursue his own interest his own way, and to bring both his industry and capital into competition with those of any other man, or order of men. The sovereign is completely discharged from a duty, in the attempting to perform which he must always be exposed to in-

<sup>1</sup> Ashley, W. J., *An Introduction to English Economic History and Theory*, Pt. I, p. 193, London, 1888; Pt. II, p. 106, 7th Ed., London, 1912.

<sup>2</sup> *Ibid.*, Pt. I, pp. 182, 187, 190, 191; Pt. II, p. 160.

<sup>3</sup> *Ibid.*, Pt. II, p. 234.

<sup>4</sup> *Ibid.*, Pt. II, p. 199.

<sup>5</sup> *Ibid.*, Pt. I, p. 90; Pt. II, p. 160.

<sup>6</sup> *Ibid.*, Pt. II, p. 228.

numerable delusions, and for the proper performance of which no human wisdom or knowledge could ever be sufficient; the duty of superintending the industry of private people, and of directing it towards the employments most suitable to the interest of the society. According to the system of natural liberty, the sovereign has only three duties to attend to; three duties of great importance, indeed, but plain and intelligible to common understandings: first, the duty of protecting the society from the violence and invasion of other independent societies; secondly, . . . the duty of establishing an exact administration of justice; and thirdly, the duty of erecting and maintaining certain public works and certain public institutions, which it can never be for the interest of any individual, or small number of individuals, to erect and maintain. . . .<sup>1</sup>

When our economists talk of scrapping *laissez-faire*, let us remember that it is so new that it has hardly been tried; and when we listen to advocates of national planning and government control of industry, we should do well to remember that in one form or another this was once common practice and that social injustice was the result.

It is interesting to note that the achievement of each of these three plans for social justice has been dependent upon widespread popular education—using the term education, not for schooling alone, but in its broadest sense. Democracy can be achieved only when people are enlightened; and most of the injustices and inequalities found in societies most closely approximating democracy can be attributed to failures in the education of the people rather than to defects in the institution itself. It is obvious that the reign of science depends upon education. Universities and research institutes alone would be powerless unless the people were sufficiently educated to put the results of research into practice. Similarly, a fair test of *laissez-faire* awaits the day when, in all countries of the world, the people will have knowledge sufficient to appreciate their own best interests.

But the seekers of social justice have not reached their goal. Just as mountain climbers see what they think to be the summit looming before them and then discover another height towering beyond, and yet another, so the strugglers for social justice have not reached the peak. We have come so near to democracy that in great measure we have security of life and property; we stand measurably equal before the law; if we will but speak, we have equal voice in the affairs of government; and, more nearly than

<sup>1</sup> Smith, Adam, *The Wealth of Nations*, Book IV, Chap. IX.

in any time past, our children have an equal chance. As a result of scientific and technological advance we have progressed from an economy of scarcity to one of plenty. We are operating upon the theory of laissez-faire and our government is as yet within bounds.

Nevertheless something is wrong. Even in prosperous days, but plainly to be noted in the depression, social injustice lies round about us. We have neared democracy, but we see the plight of the poor. In the midst of plenty, we have starvation. We proceed upon the theory of laissez-faire, but the racketeer, the corrupt politician, and the bribe giver still stand in the way. We have mastered our environment; what we cannot control is ourselves. Acquisitiveness and selfishness, primarily responsible for the depression, have almost accomplished our undoing.

Now that we look back, it is plainly to be seen why we have departed so far from the medieval ideal of a fair price and a just wage,<sup>1</sup> why self-seeking and self-interest have become intensified in modern times. When we lived in an economy of scarcity there was an insufficiency of the world's goods, and he who failed to grasp probably perished. The growth of democracy and the achievement of laissez-faire have tended to accentuate this trait. When family status determined position in the world, the good citizen had merely acceptably to fill his appointed place. When government monopolized industry and commerce, there was no premium placed upon competition. But democracy gives opportunities for personal advance. Every daughter is a Cinderella, every son a possible Lincoln or Pasteur. The race of life has started. The motto is "Onward and Upward." In all our activities we are in the midst of a struggle. We must push. We must compete. We must leave no stone unturned. We must surpass. Democracy, laissez-faire, and scientific advance—all three would have been impossible without the tremendous efforts put forth by men and women actuated by motives of self-interest. But what was once a virtue has become a vice; generosity has become buried in the quest for personal gain, and public spirit in acquisitiveness.

Thus we Americans are faced with a curious dilemma. We have neared the peak of social justice by advancing toward democ-

<sup>1</sup> Ashley, W. J., *op. cit.*, Pt. I, p. 139; Troeltsch, Ernst, *The Social Teaching of the Christian Churches*, Vol. I, pp. 319-20, New York, 1931.

racy, by developing laissez-faire, and by building an economy of plenty. Each of these has tended to intensify the self-interest of the individual to such an extent, as seen in the present depression, that it endangers the permanence of the social gains which have been made. Walter Lippmann says,

We do not have the wisdom and disinterestedness to manage with any assurance the volume of credit which determines the rhythm of the economic enterprise. We do not have the wisdom and disinterestedness to make the world secure against war. We do not have the wisdom and disinterestedness to plan and arrange the growth of our cities or the future of agriculture or the balance between agriculture and industry.

The next plan for the achievement of social justice must solve the problems arising from the lack of wisdom and disinterestedness among our people today.

There is, of course, one time-honored method of dealing with ignorance and selfishness, namely, to restrict the liberty of the individual so that he cannot act as he desires. A dictator could take over the government; devise a five- or ten-year plan; and, by might of military power, limit production; order occupational distribution; and determine the hours, wages, and opportunities for labor, and the prices of the products. He could be philosopher and king, or, under a technocracy, he could be economist or engineer and king. Such an autocratic check on selfishness would be successful for a time, as long as good men were in power, but the future would hold the certainty of degeneration into conditions worse than those which existed before.

The other method of dealing with ignorance and selfishness is to work from within by means of education; to secure wisdom and disinterestedness through the molding of the minds of the young. Wisdom is the goal of all education. It is the delight of scholars. The man who is truly wise thinks little of self; and his taste for the good and his choices of the worth-while guide him steadily. Too much borrowing, too much gambling, too much manufacturing, too much search for gain caused the depression; but there can be no oversupply of philosophy of art, of poetry or drama; nor can there be overproduction of knowledge or of good works.

The trouble with wisdom is that it is so difficult to achieve that only a very few persons in any one generation may be said to acquire it. It is fortunate, therefore, that while disinterested-

ness flows from wisdom, it is possible to achieve the former without the latter. It was not wisdom alone that built the cathedral at Chartres; it was not wisdom alone that carried Livingstone into darkest Africa; it was not wisdom alone that enabled Washington and his handful of troops to stand off the enemy for eight long years. Whether based in part upon wisdom or not, the moving force was a tremendous interest in something beyond self; and interest of this sort, unlike wisdom, has time and again pervaded whole populations.

The supreme problem for American education is to discover the constituents of this kind of interest, to learn how to adapt it to modern conditions, and to discover the educational milieu most favorable for its inspiration in an entire people. May it not be possible for a modern society to turn all its agencies for research and learning to this task? There is the opportunity to learn what makes men work and do and dare; to explain the enthusiasms of the victorious army, the miracle at Chartres, or Bourges, or Rheims; the personal sacrifice of the missionaries; the spirit of Booker T. Washington or Armstrong or Frissell or Wallace Buttrick, or of thousands of public servants who loved their fellow men and by their love inspired them. Some will say that we need a return to the old religion; others, a revival of the patriotism of our fathers; others, a development of the idea of public responsibility; and still others, a growth of the spirit of service.

So the seekers for social justice find themselves at the start of another journey. They have toiled along the road toward democracy. They have climbed the heights of plenty. They are arriving at the destination of *laissez-faire*. The motives that brought them along this journey, based on self-interest and self-seeking, set free in this new world are about to destroy all the gains that have been made. The forked roads lie ahead. Down one branch lies the planned civilization autocratically arranged to curb the self-interest of ignorant men. Down the other lies democracy, hoping to achieve the same results by education. Which road will America take?

Until this question is answered, we cannot plan a system of education suited to the needs of society, nor can we properly train the teachers that the future will need. So long as democracy—political, social, and economic—is our goal, we know that education must be universal, that opportunity must be equal for

all, that the citizens of the future must be capable of meeting the situations of life upon the plane of reason, that our leaders must be selected upon a merit basis from every walk of life, and that reforms and changes of policy must emerge from the people themselves and not be handed down by dictate of higher authority. Our people must be alert, questioning, and fearful of oppression. However, if it is decided that an economic autocracy, or a technocracy, is the only solution to our ills, and that social justice in the machine age can come only from this form of government, then schoolmasters have an altogether different task. Education for all will be restricted to provision of the elements common to the general vocations and most needed in the usual walks of life. Special opportunities will be reserved for the few. The great mass of the people will be taught to follow, to comply with orders, cheerfully to do as directed. Subservience and obedience will be the goal. Technocrats will map the course. The people must follow. A technocracy will demand one type of citizen; a democracy quite another; and upon the choice that America must make in its advance toward social justice will depend our attitude toward who shall teach, whom, what, and how we teach, what shall be the life of the school, and how it shall be controlled and supported.

Let us hope that we choose the democratic road; that we have the faith that the motives of men can be remade; that more may gain wisdom; and that educational means may be discovered whereby the enthusiasms of our people may be so aroused and their interests so stimulated that competing and getting and winning and defeating will seem small indeed. Then we shall have the wisdom to plan our future. Then we shall have the disinterestedness to avoid war. It will not be the dictator from without who will compel us, but rather interest and wisdom from within which will lead us. The task for our scholars in general and Teachers College in particular is to lead the way, not only in the research and study which we prosecute and in the plans for education which we devise, but in the example which we as an institution and as individuals show to the world.

Respectfully submitted,

WILLIAM F. RUSSELL,  
*Dean*

*June 30, 1932*

# SCHOOL OF EDUCATION

## REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1932

*To the Dean of Teachers College*

SIR:

I submit herewith my annual report as Director of the School of Education for the academic year ending June 30, 1932.

It is a pleasure to report the appointment of Morse W. Cartwright, B.S., as Visiting Professor of Education for the Spring Session of 1931-32; Frank W. Hart, Ph.D., as Visiting Professor of Education for the Spring Session of 1931-32; Edgar W. Knight, Ph.D., as Visiting Professor of Education for the academic year 1931-32; and Ralph B. Spence, Ph.D., as Assistant to the Director of the School of Education for 1932-33; and to record the reappointment of Florian Znaniecki, Ph.D., as Visiting Professor of Education for 1932-33.

The following promotions have been made in the Faculty of Education: John L. Childs, Ph.D., from Associate in Philosophy of Education, to Assistant Professor of Education; Harriet Hayes, Ph.D., from Associate in Personnel Guidance, to Assistant Professor of Education; and Donald G. Tewksbury, Ph.D., from Associate in History of Education to Assistant Professor of Education.

The following leaves of absence were granted: Mabel Carney, for the Winter Session of 1932-33; Elizabeth C. Cook, Elbert K. Fretwell, Milo B. Hillegas, Edward H. Reisner, Clifford B. Upton (postponed from Spring Session of 1931-32), and Maxie N. Woodring, for the Spring Session 1932-33; and Grayson N. Kefauver for the academic year 1932-33.

It is with sincere regret that I report the death, on December 22, 1931, of John Dayton Willard, who was appointed Professor of Education on the Schiff Foundation last year. His leadership and influence were widely recognized and his loss is an untimely one both for the College and for the field of adult education.

During the year a total of 102 new courses was approved: 64 for the academic year (including 4 unit courses and 15 Union Theolog-

ical Seminary courses added to the Teachers College Announcement); 32 for the Summer Session; and 6 for the extramural division.

The diploma title "Dean of Men, or Dean of Boys" was approved. The diploma title "Teacher (specifically, of English, of History, etc.) in Normal Schools or Teachers Colleges" was changed to "Teacher (specifically, of Education, of English, of History, of Psychology, of Science [specifically, Elementary School Science, General Science, Biology, Chemistry, Physics]) etc. in Normal Schools or Teachers Colleges"; and the diploma title "Adviser of Women and Girls" was changed to "Dean of Women, or Dean of Girls." The diploma titles "Critic Teacher in Normal Schools" and "Teacher of Scoutcraft" were dropped.

There are now 669 candidates for the degree of Doctor of Philosophy with majors in education. Of this number 144 were admitted during the academic year.

The total number of students enrolled in the School of Education was 4,767 (not including graduate students with majors in practical arts) as compared with 4,625 the preceding year. The total number of graduate students in the School of Education during the academic year was 3,338.<sup>1</sup> In addition, there were 1,429 matriculated unclassified students, of whom 1,220 signified their intention to apply for the degree of Bachelor of Science. In the preceding year there were 3,104 candidates for the degree of Master of Arts and the degree of Doctor of Philosophy.

During the year the degree of Doctor of Philosophy was conferred upon 83 students, 50 of whom had received the Master's degree from Columbia University. In the preceding year 66 doctorates were awarded; in 1929-30, 82; in 1928-29, 76; in 1927-28, 50; in 1926-27, 60; in 1925-26, 58; in 1924-25, 47; in 1923-24, 40; in 1922-23, 14; in 1921-22, 19; in 1920-21, 7; in 1919-20, 23; in 1918-19, 9; and in 1917-18, 19.

During the academic year 1931-32, 2,165 students in Teachers College received the degree of Master of Arts; 15 received the degree of Master of Science; and 534 received the degree of Bachelor of Science. The total number of Teachers College professional diplomas granted was 567. These diplomas are granted only in connection with a degree.

Of the 4,578 graduate students, 632 held the Master of Arts degree from Columbia University, and 728 held the degree of

<sup>1</sup>4,578 including graduate students with Practical Arts majors.



Bachelor of Science from Columbia University. Four hundred and seventy-three institutions were represented.

Hunter College . . . . .	386	Yale University . . . . .	16
College of the City of New York	200	Bucknell University . . . . .	15
New York University . . . . .	190	St. Lawrence University . . . . .	15
University of Chicago . . . . .	80	University of Pittsburgh . . . . .	15
Syracuse University . . . . .	66	Alfred University . . . . .	14
Cornell University . . . . .	61	Ohio University . . . . .	14
New York State College . . . . .	55	University of Oregon . . . . .	14
Wellesley College . . . . .	48	Kansas State Agricultural College	13
University of Minnesota . . . . .	45	Skidmore College . . . . .	13
Smith College . . . . .	44	Bates College . . . . .	12
Boston University . . . . .	39	Colgate University . . . . .	12
University of Wisconsin . . . . .	39	College of Mount St. Vincent . . . . .	12
Mount Holyoke College . . . . .	38	Dartmouth College . . . . .	12
Adelphi College . . . . .	35	Princeton University . . . . .	12
University of Michigan . . . . .	33	State College of Washington . . . . .	12
Vassar College . . . . .	32	University of Rochester . . . . .	12
Fordham University . . . . .	30	Wesleyan University . . . . .	12
University of Illinois . . . . .	29	George Washington University . . . . .	11
State University of Iowa . . . . .	28	Indiana State Normal School . . . . .	11
Iowa State Teachers College . . . . .	27	University of Alabama . . . . .	11
Oberlin College . . . . .	27	University of Vermont . . . . .	11
Pennsylvania State College . . . . .	25	Brown University . . . . .	10
Rutgers University . . . . .	25	Colby College . . . . .	10
George Peabody College . . . . .	24	College of St. Elizabeth . . . . .	10
New Jersey College for Women . . . . .	24	Franklin and Marshall College . . . . .	10
Ohio State University . . . . .	24	Indiana University . . . . .	10
University of Pennsylvania . . . . .	24	Simmons College . . . . .	10
University of Washington . . . . .	24	Stanford University . . . . .	10
International Y. M. C. A. College	22	Swarthmore College . . . . .	10
New Rochelle College . . . . .	21	Temple University . . . . .	10
Northwestern University . . . . .	21	University of Cincinnati . . . . .	10
Harvard University . . . . .	20	Winthrop College . . . . .	10
Howard University . . . . .	20	College of William and Mary . . . . .	9
Dickinson College . . . . .	19	Manhattan College . . . . .	9
Elmira College . . . . .	18	Massachusetts Agricultural Col- lege . . . . .	9
Goucher College . . . . .	18	Muhlenberg College . . . . .	9
University of California . . . . .	18	North Carolina College for Women	9
Colorado State Teachers College	17	University of Kentucky . . . . .	9
Middlebury College . . . . .	17	Western Maryland College . . . . .	9
University of Missouri . . . . .	17	Western Reserve University . . . . .	9
University of Nebraska . . . . .	17	West Virginia University . . . . .	9
University of Southern California	17	Amherst College . . . . .	8
Gettysburg College . . . . .	16	Kansas State Teachers College . . . . .	8
Lafayette College . . . . .	16	University of Maine . . . . .	8
Ohio Wesleyan College . . . . .	16	University of Texas . . . . .	8
University of Colorado . . . . .	16		

In the choice of subjects other than education pursued by Teachers College students in other parts of the University, the following departments were represented:

History . . . . .	439	Latin . . . . .	31
English . . . . .	391	Marketing . . . . .	31
Psychology . . . . .	243	Botany . . . . .	25
Music . . . . .	200	Christian Ethics . . . . .	25
Practical Theology . . . . .	125	Zoölogy . . . . .	25
Mathematics . . . . .	103	Neurology . . . . .	24
French . . . . .	100	Government . . . . .	21
Chemistry . . . . .	84	Philosophy of Religion . . . . .	21
Public Law . . . . .	79	Astronomy . . . . .	20
Religious Education . . . . .	75	Library Service . . . . .	20
Comparative Literature . . . . .	67	Phonetics . . . . .	19
German . . . . .	66	Stenography . . . . .	19
Sociology . . . . .	66	Sacred Music . . . . .	17
Spanish . . . . .	66	Physics . . . . .	16
Economics . . . . .	65	Fine Arts . . . . .	15
Geography . . . . .	57	Physiology . . . . .	13
Philosophy . . . . .	44	Accounting . . . . .	11
Anthropology . . . . .	37	Italian . . . . .	10

Thirty-seven other subjects were chosen by a smaller number of students. A total of 2,793 class registrations shows the interest of Teachers College students in other phases of University work.

Eight of the group who attended the University of Paris during the Spring Session were granted the *Diplôme de la Sorbonne*, two with honorable mention.

The announcement of courses to be offered in the School of Education during the college year 1932-33 indicates at several points the beginnings of what may well prove to be rather fundamental changes in the organization of the School. These changes are direct results of the work of your faculty committees and conferences of the last two or three years. These steps are in the direction of a simplification of the organization of courses and of more effective methods of instruction.

Until recent years the School of Education has developed largely through the breaking up of fields into smaller areas for intensive cultivation. There are now thirty-three recognized teaching groups comparable to departments, each interested in preparing one or more types of workers for elementary, secondary or higher schools, for normal schools, for vocational schools, for adult education, or for institutional work.

The present steps in reorganization move in the opposite direction—toward a drawing together of teaching groups to avoid duplication of effort and to improve the guidance given individual students. Fundamental courses in administration and personnel guidance will offer units of instruction formerly repeated in a half dozen different teaching groups. Newly developed courses in psychology and measurement are designed to serve the purpose of bringing the instruction in these fields into closer relationship to the needs of the various fields of study pursued in Teachers College without the necessity of offering such instruction in the major professional fields themselves. The introduction of these courses should make possible the elimination from the major professional courses of a considerable amount of instruction now being given. In addition, they have made possible the elimination of certain specialized courses in educational psychology and measurement. The net results of the fundamental courses for school executives and personnel workers and the combined courses in educational psychology and measurement should be a reduction of the teaching load through the elimination of duplication, and the improvement of instruction by the combining of professional groups having an interest in the same problems. Should these changes prove to be successful, we may expect the development of a fundamental course in supervision to parallel the fundamental courses in administration and personnel and some development in curriculum and in the fields of philosophy, history of education, educational sociology, and educational economics, comparable to the development in the fields of psychology and measurement.

The development of such courses as *Education 335F—Principles of secondary education*, offered by Professor Thomas H. Briggs, *Education 205F—206F—Rural sociology and economics*, offered by Professor Edmund de S. Brunner, and *Education 211Ma—212Ma*, offered by Professor Herbert B. Bruner, and others in the curriculum field in which the contributions of philosophy, sociology, history, economics, etc., are applied to the fields of secondary education, rural education, and curriculum, is an indication of attempts already under way to bridge the ground between the specialized application and theoretical treatment of the fundamental fields.

The bringing together of professional groups that have much in common, such as superintendents of schools, elementary and secondary school principals, and normal school and college adminis-

trators, should make for a more sympathetic development of educational programs in the various states where these men and women must work shoulder to shoulder for the development of education. The development of the major fields in the School of Education has tended to deepen rather than eliminate the cleavages which have developed in the field in the past. It is hoped that these new combinations of major professional groups will tend to break down such cleavages and give us professional leaders who have a sympathetic understanding of each other's problems and of certain major problems of leadership which face the educational profession.

The changes above enumerated are operative mainly on the Master's degree level. In the long run, their chief significance will probably be their tendency to simplify our complicated offering and to make the purpose of the great variety of professional courses in the School of Education more understandable to students and faculty members alike. This better understanding should facilitate improvements of more fundamental importance.

Three other changes, (1) the extension of the Watson plan of independent study, (2) the development of experimental student-faculty discussion groups, and (3) the extension of the bibliographical and advisory services of the library, particularly applicable as they are to the more advanced students, foreshadow far-reaching changes in instructional methods.

The Watson plan of independent study permits a student to register for a minimum of five and a maximum of fifteen points of credit, the work for which he does under the advisement of his sponsor. His program of study is made up of courses or parts of courses selected from the entire range of University offerings and independent research and library work carried on under the supervision of his sponsor. With the exception of the critic teacher group, which has operated on the Master's level through the utilization of a similar plan for the last two years, this plan of study is limited to the students matriculated for the Doctor's degree. Experimentation has been carried on with this plan of study over a two-year period in the fields of psychology and comparative education. The only new feature introduced in the extension of this plan is the provision of a monthly meeting of all students and their sponsors for a discussion of common problems.

The purpose of the student-faculty discussion groups developed for students in administrative fields, in the fundamental courses, and in curriculum is to carry on experimentation in student-faculty relationships looking towards the development of a substitute for the student-faculty contacts which come through the present methods of class instruction.

The extension of the bibliographical and advisory service of the library which you have brought about through the assignment of Professor Carter Alexander to the library for work with advanced students is the third of these changes which foreshadow significant improvements in the techniques of instruction on the graduate level. It is not difficult to see in this step, when it is considered with other recent changes in the administration of the library, the beginnings of a dynamic institution, playing a far more important part in the instruction and development of students than has been assigned to the library in the past.

After the offerings in Teachers College have been simplified by the type of combinations described in the earlier paragraphs and after the worth-while features in the new methods of instruction have been discovered through experimentation, it may be found possible to reduce the emphasis now placed on the lecture-discussion method of instruction and put in its place more effective and less time-consuming devices. There is now need of careful consideration of the various possible devices which may be used effectively. The elements in our various courses of study should be studied with this purpose in mind. We should soon be able to say at least tentatively (1) which objectives demand the lecture-discussion method, (2) which objectives demand the use of laboratories either in the college or in the field, (3) which objectives may be treated most efficiently by library reading supplemented by objective testing and student-faculty discussion, (4) which objectives can be cared for most effectively by student-faculty discussion groups, and (5) which objectives can be treated most effectively by such new educational devices as the sound pictures.

In all probability much of the experience of colleges could be classed under the head of experimentation in the combination of the lecture method and the library. It is strange, however, how little we really know about the efficacy of such a combination. The question might well be asked why it is necessary for a professor

to repeat year after year before a group of students that which after one rendering might well be made available either in print, or if it is a difficult technique involving demonstrations, in a sound picture. Looked at from this angle it would seem possible that many of our present four-point courses could be reduced to one or two point courses, so far as instructional time is concerned. Many of our two-point courses could be reduced to units or to a single series of lectures. Many of our unit courses could be reduced to single lectures. In fact, the question might well be raised as to whether a professor should be permitted to take the time of students except when he has the results of new thinking, new experimentation, or new research to report. The plans for the development of the new combined courses in educational psychology and measurement will, I believe, throw a very considerable light on the possibility of the utilization of the instructional devices listed in the preceding paragraph.

The objection, of course, will be raised that any decrease in the lecture-discussion method now in vogue would eliminate the very vital student-faculty contacts. But it need not eliminate them. The experimentation with student-faculty discussion groups now being initiated should lead eventually to techniques for providing such contacts in groups of students small enough that the student-faculty contact phase of our work would be improved rather than harmed by marked changes in instructional methods. Furthermore, a placing of the responsibility for guidance, personal development, and integration of students in each professional group upon the staff assigned to that professional group, is already proving of untold value in this very vital phase of the instruction in a professional school.

One of the most vital steps in reorganization must be a thorough examination of laboratory and field work opportunities. Outstanding examples of the laboratory opportunities in the School of Education are the school surveys provided by the Division of Field Studies, the field trips provided by the staff in comparative education, the supervision of actual work carried on by the Child Development Institute and the staff in religious education, the demonstration and experimentation facilities of the Lincoln and Horace Mann Schools, the laboratories in psychology and play production, the case study of speech defectives, and the utilization

of schools in the metropolitan area as laboratories in instruction in testing methods. In addition to these facilities we would need to add the individual efforts of various teaching groups to make use of the schools in the metropolitan area and the great variety of individual case study work done in an isolated manner.

But there can be no doubt that the multiplication of professional fields in the School of Education has worked to the hindrance of the development of proper laboratory facilities. For example, there is now in the process of development a laboratory for individual case studies which may be utilized by a great variety of teaching groups, none of which at the present time has adequate equipment. The development two years ago of the statistical laboratory as a service station for all students needing machines in the prosecution of their study of statistics or their own research problems, strengthened the work of students in a great variety of fields. A recent proposal of a faculty group for laboratories making possible psychological and physiological investigations in the field of speech, music, fine arts, English, and other fields, indicates how with an expenditure of funds of \$50,000 the work in a great many fields could be strengthened. If this same \$50,000 were distributed among the various groups according to our present organization, it would not provide adequate laboratory facilities for any one of them. There is a crying need for the necessary reorganization in the College which will provide laboratory facilities in all these areas. The development of New College now under way, and the expansion of the service of the summer demonstration school, are both examples of the far-reaching interests which a well-conceived laboratory service may provide. The survey of laboratory facilities should take into consideration not only the needed additions but the present utilization of such facilities as the Horace Mann School and the Lincoln School. The recent experience with the summer demonstration school indicates that we have not begun to take advantage of these fine laboratories.

The complexity of the activities of the School of Education on the instructional side are such that it is difficult to take into consideration all of the various interests upon which any proposed changes in courses or proposed new developments may impinge. The official procedure which provides that a small committee on instruction elected by the Faculty shall pass upon proposed changes in the

instructional program is quite inadequate to attain desired results. This has become increasingly apparent as a result of your faculty conferences in which the great variety of interests in all manner of educational topics has been clearly brought out.

During the past year an attempt was made to set up administrative machinery which would take these interests more fully into consideration. Thirteen subcommittees of the Committee on Instruction were appointed to give preliminary consideration to new courses and to make recommendations needed in the present instructional program. Subcommittees on administration, supervision, personnel service, subject-matter fields, curriculum service, measurements and statistics, and the fundamental fields were given the task of considering the instructional program of the School of Education from the standpoint of these functional interests. In every instance two or more teaching groups were represented in each functional committee. In a number of instances a single teaching group was represented in two or more of these functional divisions. In addition to this functional consideration of the instructional program, subcommittees were appointed to deal with the courses bearing on the training of elementary school workers, the training of secondary school workers, the training of normal school and teachers college workers, and the training of workers in colleges and universities. These committees, it will be noted, cut across the functional fields. Each of these committees was given the task of considering the instructional program of all the teaching groups which participated in the training of workers for the particular educational level which the committee represented. For example, the subcommittee on the training of secondary school workers had the task of considering the offerings in all the subject-matter fields, in secondary administration and supervision, in general administration, in the fundamental fields, in the personnel-worker fields, and in such service fields as tests and measurements. Similarly, the subcommittee on the training of normal school and teachers college workers had the task of examining the work of every teaching group which takes any part or should take any part in the training of workers for this area.

An additional subcommittee was appointed to give consideration to the non-school fields, including religious education, adult education, and institutional education.



The chairmen of these thirteen committees, together with the Committee on Instruction, were used as a policy-forming body in the development of the modifications in our instructional program the major points of which have been outlined earlier in this report. From the brief time which these committees have worked and the headway which they made in crystallizing the results of your faculty conferences, there seems to be ample justification for believing that some such instructional organization should be continued. The work of the school area subcommittees may well result in a minimum of neglect of the training of workers for various areas in the school system as such, and in the adult and institutional fields. They may also eventually lead to a breaking down of a too close adherence in our organization to the University classification of the fields of knowledge. The challenges that have been given in the last few years to the desirability of utilizing the traditional classifications of knowledge as the basis for instruction in the elementary school and even in the secondary school should cause us to question seriously whether or not our paralleling of the University departments with teaching groups covering the same areas is not serving to further entrench a system of organization of knowledge which however logical it may be on the University level, may not be entirely logical as an organization for the instruction in the elementary and secondary schools.

While the school-area committees are helping to insure proper emphasis in the training of workers for the various areas of the school system, the functional groups should serve to assure us of effective presentation of our materials of instruction without unnecessary overlapping and duplication.

Examples of the operation of these two types of committees can be readily given—the development of the combined courses in administration, supervision, psychology, etc., are the results of the deliberations of the functional subcommittees. The elimination of overlapping in activity among teaching groups training workers for the same educational level is one example of the type of service performed by the school-area subcommittees. The deliberations of the subcommittees of the latter type bore fruit in the bringing about of adjustments between the normal school education group and the subject-matter fields, in the combining of certain courses offered by the elementary group and the kindergarten and nursery

school group, and in the making of real headway in our understanding of the problem of placing responsibility for the development of subject matter on the elementary level as between the elementary education teaching group as such and the subject-matter fields. In an intricate organization like the School of Education the unobtrusive way in which some of these changes affect the announcement of courses is in contradistinction to their far-reaching importance.

Respectfully submitted,

PAUL R. MORT,  
*Director*

*June 30, 1932*

# SCHOOL OF PRACTICAL ARTS

## REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1932

*To the Dean of Teachers College*

SIR:

I submit herewith my annual report as Director of the School of Practical Arts for the academic year ending June 30, 1932.

The total registration of students in the School of Practical Arts from September, 1931, to June, 1932, was 2,452, an increase of 84 over the total of 2,368 for 1930-31. There were 1,240 candidates for higher degrees and 1,212 for the Bachelor of Science degree. All candidates for the Bachelor's degree were admitted on the basis of four or more years of study or teaching after graduation from high school. In addition to the 2,452 regular students under the Faculty of Practical Arts, 107 students of University Extension, most of whom were teachers in service, were admitted to sections of technical courses for which their preparation was equivalent to that of matriculated students in the same courses. The total number of students taking regular credit courses was 2,559.

Cards of admission were granted to 394 persons, not classified as students, who attended extension special series of popular lectures in fine arts and household arts and lessons in physical training conducted by departments of the School in coöperation with the Institute of Arts and Sciences of Columbia University.

The departmental distribution of candidates for higher degrees for the six years (1926-32) in which the School has been conducted on the graduate basis is shown below. It is noteworthy that the number of graduate students in practical arts has more than doubled since 1925-26.

During the academic year 1931-32, the Doctor of Philosophy degree was conferred upon 5 candidates whose major interest was in practical arts. Of these, 3 men (in physical education) and 2 women (matriculated for the degree) are at work on their dissertations.

<i>Department</i>	1927- 1928	1928- 1929	1929- 1930	1930- 1931	1931- 1932
Fine Arts . . . . .	121	172	150	192	198
Household Arts . . . . .	221	227	229	265	284
Industrial Arts Education . . . . .	27	15	19	29	34
Music Education . . . . .	72	85	132	167	168
Nursing Education . . . . .	45	44	91	85	88
Health Education . . . . .	18	31	54	57	60
Physical Education . . . . .	131	167	239	304	304
Practical Science . . . . .	35	52	54	58	102
Unclassified and General . . . . .	3	7	12	4	2
<i>Total . . . . .</i>	<i>673</i>	<i>800</i>	<i>980</i>	<i>1,161</i>	<i>1,240</i>

In October, February, and June, 1931-32, the Bachelor of Science and Master of Arts degrees were conferred by the University on 756 candidates whose major interest was in practical arts. Of 214 who received the Bachelor's degree, 199 were women and 15 were men. The Master of Science degree was conferred upon 4 men and 11 women, most of whom were students in practical science.

The number of Teachers College diplomas in practical arts conferred in 1931-32 was 109, 53 to holders of Bachelor's degrees and 56 to holders of Master's degrees.

The departmental distribution of all students in practical arts for the year 1931-32 is shown in the following table:

<i>Department</i>	<i>Students for Higher Degrees</i>	<i>Students for Bachelor's Degrees</i>	<i>Total Students in Departments</i>
Fine Arts . . . . .	198	168	366
Household Arts . . . . .	284	118	402
Industrial Arts Education . . . . .	34	34	68
Music Education . . . . .	168	170	338
Nursing Education . . . . .	88	581	669
Health Education . . . . .	60	25	85
Physical Education . . . . .	304	95	399
Practical Science . . . . .	102	20	122
Unclassified and General . . . . .	2	1	3
<i>Total . . . . .</i>	<i>1,240</i>	<i>1,212</i>	<i>2,452</i>

Again I call attention to the growing demand for a degree which recognizes two years of graduate work in courses. During this year there has been a marked increase in the number of graduate students who return for a year of study in advance of the Master of Arts degree. The majority of these students do not and should not look forward to becoming candidates for the Doctor of Philosophy degree. A few whose major interest is in practical science and technical courses are able to make programs for the Master of Science degree after having obtained the Master of Arts degree from this university; but for the great majority of second-year graduate students this is not open. The solution would be a Master of Education degree available for students who have already taken the Master of Arts degree here or elsewhere.

The following promotions have been made by the Trustees: Belle Northrup, A.M., from Associate in Fine Arts to Assistant Professor of Fine Arts; William L. Hughes, Ph.D., from Associate in Physical Education to Associate Professor of Physical Education.

Leaves of absence for the academic year 1932-33 have been granted to Professor Gertrude K. Colby and Professor George J. Cox.

Respectfully submitted,

M. A. BIGELOW,  
*Director*

*June 30, 1932*

# COLLEGE OF PHARMACY

## REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1932

*To the President of the University*

SIR:

I have the honor of presenting the following report of the College of Pharmacy for the academic year ending June 30, 1932.

The grave depression now obtaining throughout the length and breadth of our country has left its mark upon our College. For a number of years our enrollment was between 600 and 700. In our peak year (1924-25) we taught 785 students; during the past year our students numbered somewhat below 500. This comparatively small number, viewed from the calmly philosophic standpoint, should give us satisfaction. During years of plenty, large numbers of young people streamed into pharmacy as they did into other technical professions and, as a result, American pharmacy at the present moment is overmanned. With increased requirements set for pharmaceutical education and with an era of lesser wealth before us, the depletion in the ranks of pharmacy is apt to be the accepted fact for some years to come and we are somewhat reluctantly compelled to revise our fiscal calculation upon the basis of 500 students for the near future. Philosophically, this is an ideal norm for our College. Practically, however, the situation demands careful thought based upon careful pruning of our budget, securing of endowment funds, or application of both alternatives.

For the first time in many years, our balance sheets (1930-31 and 1931-32) have shown deficits. Thanks to the foresight of our Board of Trustees, our College has accumulated a comfortable reserve fund. This has carried us through the last year but the serious deficit shows us plainly that reserve funds have a way of becoming depleted almost to the danger point. This serious financial situation has been faced courageously by the Board of Trustees and by the Faculty alike and by planning for 1932-33 on rigidly economical lines, we approach the coming year with the hope that we have balanced our budget.

Two outstanding achievements of the past year are so closely intertwined that they must be considered together. These are the adoption of a revised four-year (Bachelor of Science) course, and recognition of the B.S. in Pharmacy degree as fulfilling the minimum requirements of the medical student qualifying certificate. For the past two years, negotiations have been going on between our College, Columbia University, and the State Department of Education as to the recognition of our University Courses as fulfilling the requirements set for the medical student qualifying certificate. The minimum state requirement calls for the successful completion of two years of work at a college of liberal arts or the equivalent thereof. These two years of work must represent at least 60 "points" (or semester hours) of which at least 6 points must be in English, 6 points in physics, 12 points in chemistry, and 6 points in biology. After many conferences and after a revision of our recent four-year B.S. course to meet certain criticisms, we will begin in September, 1932 a course which will fulfill all of the requirements set by the State Education Department and by the authorities of Columbia University. As to the University, the criticisms of our friends on Morningside Heights were creditable to the College of Pharmacy rather than otherwise. This criticism was that our four-year course, which has been in successful progress since 1927, was overcrowded. As a result of their friendly advice we have revised our four-year course from the current course calling for 195 points, to one calling for about 180 points. Complying with the new state pharmaceutical syllabus, we are adding four points of zoölogy and six extra points of English. Those students desiring to be accredited by the University to the State Education Department as fulfilling the requirements set for the minimum medical student qualifying certificate will take 8 points of physics and 4 points of zoölogy on Morningside Heights instead of pursuing the same subjects on Sixty-eighth Street.

This solution of a difficult problem that has been the subject of negotiation for many months is announced with profound satisfaction. The traditions and prestige of Columbia are too highly esteemed by the University authorities to permit certification to be lightly considered and the fact that certification is now conferred upon our B.S. course causes our College to feel very proud and very happy.

As to acceptance of our B.S. degree as fulfilling the minimum requirements for the medical student qualifying certificate, the authorities of the College of Pharmacy express gratification tinged with caution. Our basic responsibility is to train pharmacists and we have no ambition to become merely a premedical training school. There is a tremendous pressure on the part of certain of our youth of today to enter medicine and as a result the first-class medical schools of America are almost overwhelmed with applicants for matriculation and only a small percentage of these applicants are actually admitted to the medical course. The recognition accorded to our bachelors of science constitute no short-cut method to enter medicine. Those desiring the shorter road should take the regular two year premedical course.

What then is the urge on the part of some students to use the pharmacy course as premedical study? This query opens a controversy that has waged for the past twenty-five years and will not be downed despite the fact that most of those acquainted with the situation thought that the problem was definitely settled a score of years ago. Around 1910, leaders of advanced medical thought, deploring the overcrowded condition of medicine of that day succeeded in having adopted the principle that no man should be a physician unless he had had the advantages of at least two years in a college of liberal arts. This explains the phrase in the code of many states fixing 60 points "at a college of liberal arts and science" as the minimum set for the medical student qualifying certificate. Some two or three years ago the medical law of the state of New York was changed by adding to the words "two years in a college of liberal arts and science," a second clause "or its equivalent." What motives were behind this change in the law, we do not know, but it is clear that there was some demand on the part of the public to liberalize the practice of medicine. As far as we can learn, the influence bringing about the change was not of pharmaceutical origin, although thoughtful pharmacists have always considered that the course of training in a first-class college of pharmacy is admirable as the premedical training, some pharmaceutical enthusiasts even maintaining that a thorough course in pharmacy produces a better medical student than the training provided in a college of liberal arts. This phase of the problem is scarcely germane to this report, so the topic may be closed



by a repetition of the statement that we of the College of Pharmacy are gratified over the fact that we have been able to reorganize our four-year course in a fashion acceptable to Columbia.

There is only one regret connected with the revision of our B.S. course which we have conducted so successfully since 1918. We have been forced to transfer from our fourth year to our fifth year the excellent and thorough courses in scientific pharmacy that have characterized the work of our fourth year for the past fourteen years. Of the four major subjects given in our present fourth year only one (gravimetric analysis) remains in our new fourth year curriculum.

Another achievement of the year has been the preparation and adoption of a New York State Pharmaceutical Syllabus. The creation of the national syllabus was due originally to the initiative of the New York Department of Education and no revision has occurred since the publication of the third edition in 1922. Meetings of the State Pharmacy Council, sitting as a committee on syllabus and aided by the members of the faculties of each of the six pharmacy schools of this state were held in our College building on December 7 to 9, on January 11 and 12, and March 16 and were devoted to the drawing up of a syllabus for the three-year and the four-year courses of pharmacy recognized by the state.

As intimated above, colleges of pharmacy of New York enjoy close personal contact with the State Education Department. The basic point of contact is the New York Pharmacy Council consisting of the deans of the six schools of pharmacy of this state. This Council meets with the Assistant Commissioner for Professional Education at least once a year. The syllabus just described is the joint production of the Pharmacy Council, the State Board of Pharmacy, and the State Education Department. A valuable coöperative agency fostered by the Education Department are the annual conferences on the teaching of specific subjects in the several colleges of pharmacy. At the Conference of June, 1931, the subjects of pharmacal economics and pharmacal jurisprudence were discussed, while at the session of June, 1932, pharmacal arithmetic and pharmacal Latin were given consideration. While these conferences in no way bind the individual schools, the friendly discussion invariably inclines the participants to more uniformity in teaching methods.

Outstanding in special activities of the year was the exhibition which was held at the College during the week of May 31-June 4 and which was a great success in every way. Without advertising other than cards of invitation sent to students, graduates, and high school executives, some eleven hundred persons visited the College and were delighted with the really fine exhibits presented in each of our laboratories. It was a great satisfaction to all members of the Faculty to hear nothing but enthusiastic praise of the instructive and entertaining demonstrations of the teaching facilities of our College. Particularly pleasing were the reactions of the high school students who were frequently brought to the College by their science teachers. Graduates looking in on the earlier days of the exhibition came back with other friends. So extensive was the collection of drugs, chemicals, apparatus, and working models that it required three hours of time to do justice to the exhibition. Some of the high school pupils stayed with us all day, so abundant and so interesting were the objects on display. The warmest thanks are due to all of the College staff for the devoted, intelligent work performed in preparing and demonstrating the exhibits and in caring for our guests. The Board of Trustees was so impressed by the splendid enthusiasm and the devoted and intelligent service performed by all, that at the meeting of June 7 a rising vote of thanks was extended to the entire personnel. So highly satisfactory were the results of the exhibition that it was decided to make the affair an annual feature of our College routine.

A second activity was the organization of a Scientific Lecture Bureau. The members of our Faculty have volunteered to deliver scientific talks before high school groups on phases of science connected with their specific subjects of instruction. While the project was not started until April no less than fifteen lectures were delivered before the summer vacation commenced and the invitations received for the school year 1932-33 indicate a busy time for those of the Faculty serving the high school public in this direction.

It is with a sense of distinct personal loss, that we note the resignation of Dr. Rusby as Professor of Materia Medica. A beautiful and spontaneous tribute was paid him, when his resignation was read at the December meeting of the Faculty. The chairman reluctantly put the motion that Dr. Rusby's resignation

be transmitted to the Board of Trustees and called for the "ayes." There was one "aye," that of Dr. Rusby, and no "nays"; so the motion was carried by the one vote cast. The other members of the Faculty could not bring themselves to vote out of active service our beloved leader and on the other hand would not be selfish enough to insist on his staying in the harness when he wished to be relieved. Certainly his forty-six years of devoted and distinguished service for our College entitle him to comfortable and honorable retirement. With equal reluctance, the Board of Trustees accepted the resignation of Dr. Rusby.

As Dr. Rusby's successor the Board elected Dr. Charles W. Ballard and it is in order to say that a more fitting selection could not have been made. Dr. Ballard matriculated at our College in September, 1905 and won successively from our institution his Ph.G., Ph.Ch., and Phar.D. degrees. He received the A.M. degree from Columbia University in 1911, took the medical course at Fordham University during three years of part-time study and was awarded the Doctor of Philosophy degree by Columbia in 1929. He began his career of teaching in our Department of Materia Medica in 1907 and ever since that date has served the College, first as instructor and later as associate professor. As the most faithful disciple of Dr. Rusby, it is eminently appropriate that he should succeed his great teacher as head of the department that has attained such eminence during the administration of his predecessor.

The Alumni Association of our College honored itself in dedicating its 1932 banquet to Dr. C. P. Wimmer who is celebrating this year his silver anniversary as member of our Faculty. The banquet brought out a host of friends of Dr. Wimmer, eager to congratulate him upon his anniversary, to voice their appreciation of his twenty-five years of fine service for pharmacy, and to express the hope that he will be spared to us for many more years of devotion to his chosen calling.

In our 1931 report, mention was made of the record of research work performed in our institution. Pharmaceutical research may be said to have commenced when the priests of ancient Egypt experimented with the preparation of pharmaceuticals from the crude animal and vegetable substances deemed of value in the healing of the sick. It is noteworthy that the Ebers' Papyrus of

B.C. 1552 not only mentioned such present-day drugs as calamus, myrrh, salt, and sodium carbonate, but also gave careful directions as to the preparation of ointments, liniments, poultices, clysters, potions, pills, and decoctions. First the priests, then the physicians, and then the physician's assistants, the pharmacists, continued the work of preparing medicines in palatable and concentrated form. This research, while originally empiric rather than scientific, continued until the beginning of the nineteenth century when the isolation of the alkaloid morphine by Sertürner, apothecary of Eimbeck, and of quinine by Pelletier and Caventou, *pharmaciens* of Paris gave a scientific impetus to investigations of medicinal plant products and studies as to the preparation, preservation, and analysis of medicaments. At this time, scientifically trained chemists entered into the field of pharmaceutical research. These scientists not only studied the chemistry of isolated plant principles but also cunningly devised new organic chemicals such as chloroform, ether, and chloral hydrate all of which were found of great value as medical agents. Beginning with the discovery of anti-pyrene by Knorr in 1884 medicinal chemicals from coal tar began to dominate the field of *materia medica*.

All of this time, while chemical investigation of medicaments attracted public attention, faithful souls in the field of pharmacy have quietly pursued their investigations, have published valuable papers, have diligently worked upon the revision of pharmacopoeias, have sought out new drug plants and have improved methods of preparing pharmaceuticals. Most of this work has been performed in colleges of pharmacy including our own institution; performed with meager equipment and in limited hours snatched from a day well filled with classroom activities. That such work is being carried on today is attested to in the seventh annual census of pharmaceutical research presented at the 1931 meeting of the National Conference on Pharmaceutical Research. This census registers the names of no less than 503 research workers in the field of pharmacy: pharmacists, retail and wholesale, and manufacturing; governmental scientists; chemists in universities and research institutions; and pharmaceutical teachers and their students. Of these, 219 or 44 per cent were included in the latter group and of these 10 were performing research in our own College.

As stated in the report of 1931, the future of research in our

colleges of pharmacy depends upon the development of graduate courses. The inauguration of fifth and sixth year courses at our own College leading to the degree of Doctor of Pharmacy has been a great stimulus to research. The collection of \$2,000 in 1929 for a fellowship on the study of the deterioration of chemicals and pharmaceuticals under the influence of light produced a noteworthy contribution to science by Dr. Steinberg, holder of the fellowship during 1929-31. It is a pleasure to announce the completion of another \$2,000 fellowship fund, of which \$500 was contributed from the Remington Research Fund of the United States Pharmacopoeial Convention and the rest from interested manufacturers. This \$2,000 Fellowship affords grants of \$1,000 per annum for the Fellow during his two graduate years at our College. It would be a great thing for pharmaceutical research were three such fellowships provided by friends of the College, so that one Fellow would be working at all times in each of the three departments of our College activity.

The salient features of the work of the College of Pharmacy during the school year 1931-32 have been outlined above. Our College is thriving but in facing the future it must be realized that eventually our University Courses must be adequately endowed. When we think of the great teachers who have served the College in the past, we realize how appropriate it would be to keep them ever in grateful memory by raising suitable funds to endow chairs in the several subjects of pharmacy, botany and materia medica, and chemistry. Several trust funds of \$150,000 each would endow chairs as perpetual memorials to the benefactors of our College; great men of the type of Chandler, Rusby, Squibb, Rice, and Bedford. That such funds will be forthcoming when better times return seems more than a pious hope. It is so fitting that the great and good teachers who did so much for our College should be thus remembered, that one can dare to expect that the hope will some day become a certainty.

Respectfully submitted,

H. V. ARNY,  
*Dean*

*June 30, 1932*

## SUMMER SESSION

### REPORT OF THE DIRECTOR FOR THE SUMMER SESSION OF 1932

*To the President of the University*

SIR:

As Director of the Summer Session I have the honor to submit the following report of the thirty-third Summer Session of the University which opened July 5 and closed August 12, 1932.

The report of the Registrar includes the statistical record of the session (see pages 385-388). Outstanding figures are: (1) The enrollment of 11,559 students as against 14,016 for the attendance of 1931; (2) the percentage of men and women, 33.0 and 67.0 respectively, showing a slight increase in the percentage of men which was 31.5 in 1931; (3) the wide territorial distribution with 7,547 students from outside of New York State—2,372 from the North Central Division (Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin), and 163 students from foreign countries. Of the students in attendance 58.7 per cent had taken work at the University previously.

The Summer Session of 1932 showed a decrease in enrollment of 17.5 per cent whereas the 1931 Summer Session was the largest of which there is any record. By 1932 the depression had begun to show its retarded effect within the field of Summer Session attendance. This situation is almost uniform throughout the country. Of twenty-nine reporting institutions, representing the largest summer schools in the United States, two only showed any increase and the total enrollment of these two was 2,142. The others showed a decrease from 3 per cent to 30 per cent. The average decrease was 17.1 per cent. The declining enrollment was due primarily to the decreased income of the teachers in the public school systems. This decrease is, unhappily, almost certain to continue and we may look forward to at least three years of Summer Session enrollments lower than the 14,000 reached in 1931. It is my belief that the 1933 enrollment figure may not exceed 10,500.

Other interesting statistics of the Summer Session of 1932 include 740 instructors (exclusive of 15 instructors in Union Theological Seminary), 450 men and 290 women, of which number 114 are assistants; in the Summer Demonstration School there were 20 high school teachers and 26 elementary teachers. There was a total of 281 instructors from outside the University.

The distribution of the teaching staff by academic rank is as follows:

Rank	Visiting		Local		Total
	Men	Women	Men	Women	
President . . . . .	3	...	...	...	3
Dean . . . . .	4	...	1	...	5
Professorial Rank					
Full . . . . .	35	3	79	6	123
Associate . . . . .	6	6	29	7	48
Assistant . . . . .	7	6	53	24	90
Instructor . . . . .	58	78	112	109	357
Assistant . . . . .	37	38	26	13	114
<i>Total</i> . . . . .	<i>150</i>	<i>131</i>	<i>300</i>	<i>159</i>	<i>740</i>

An analysis of this table shows that in the Summer Session of 1932 there were 261 of professorial rank or 35.2 per cent of the total number of those giving instruction.

Visiting professors from abroad in 1932 included the following: Hans Heinrich Borchardt, Associate Professor of German Literature, University of Munich; Enrique Díez-Canedo, Director de las Escuela de Idiomas, Madrid; George Dodds, author and teacher of music, Newcastle-on-Tyne, England; Herbert Russell Hamley, Reader in Education, London Day Training College, University of London; Denis Saurat, Professor of French, University of London, Director of the Institut Français du Royaume Uni, London.

A total of 1,062 courses was offered. In addition to the regular courses there were approximately 157 lectures given. These are recorded in the Weekly Bulletins of the Summer Session.

The following exhibits were held throughout the session: National Child Welfare Association, the *Survey*, and the Foreign Policy Association in University Hall; the publishers' exhibit of text

and reference books in the Auxiliary Gymnasium; architectural photographs from Persia in Avery Library; paintings and sculpture by contemporary American artists in 301 Philosophy Hall; an exhibit of parent education literature at the Child Development Institute, from July 26 to 29; and an industrial arts exhibit on August 9, 10, and 11, in 25 Macy Hall, Teachers College.

During the session Teachers College gave two orchestral and choral concerts by the All High School Orchestra and Teachers College Conducting Classes, a song recital, a violin and song recital, a two-piano recital, and a violoncello and piano recital, and held five community song meetings. In addition to these concerts the New York String Quartet gave a concert, and one organ recital was given in the Chapel and four in the Riverside Church. The Pius X School of Liturgical Music of the College of the Sacred Heart, through the kindness of Mother Georgia Stevens, visited the University and gave for us on August the second a concert of church music, largely Gregorian, which showed not only a perfection of training altogether unusual, but in addition revealed anew the fundamental religious character of the early church music. The Juilliard School of Music opened to the students of the Summer Session its numerous concerts and lectures. There were four symphony concerts given at the Riverside Church under the auspices of the Musicians Emergency Aid of New York.

The class in play production under Professor Milton Smith gave four admirable performances.

Excursions were conducted in and about New York City with a total of 3,077 participants. The West Point excursion included 1,011 students, 264 visited the Washington Irving Region, and 221 were taken to Atlantic City.

In the Summer Session of 1932 the Summer School for Women Workers in Industry, begun in 1927 by Barnard College, was continued. Thirty-nine women were recruited for a seven-weeks' course and work was given in economics, science, English, and physical training. As in previous years the work done was of an unusually high character. The per capita cost is excessive and I greatly fear that we shall have to curtail this specialized training in the near future.

An analysis of the dormitory figures gives the following summary: The average charge for men in the dormitories is \$6.25 per



week; in the Barnard dormitories for women, \$9.67; in Johnson Hall for women, \$9.17; in Seth Low Hall, Teachers College, \$7.77; in Grant Hall, Teachers College, \$7.65; Sarasota Hall, Teachers College, \$6.79; and in Whittier Hall, Teachers College, \$16.65 with meals.

Even in this time of depression I desire to urge upon the attention of the President and the Trustees the desirability of carrying through plans for the study of the development of University Hall for a University Gymnasium and student club. It is quite obvious that only under most extraordinary conditions of unexpected gift could any building be undertaken at this time but it is equally clear that the University needs increasingly an adequate gymnasium which can be air-conditioned and an adequate club house wherein academic groupings of students in the wide variety of fields represented by the University may gather for relaxation and discussion. Columbia University is made poor by New York City, poor in the sense that incentives to intimate group activities are constantly invaded by the attractions of so great a center of population. Only by conscious effort and by unusual facilities can the University hope to overcome such handicap. To begin to plan now, years in advance of building, is to insure a result which will go far toward satisfying our needs.

Respectfully submitted,

JOHN J. COSS,  
*Director*

*August 15, 1932*

# UNIVERSITY EXTENSION

## REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1932

*To the President of the University*

SIR:

I have the honor of presenting herewith, as the Director, the report of University Extension for the academic year ending June 30, 1932.

In the term University Extension we include the University Classes for adults attending at Morningside Heights or at the rooms of Seth Low Junior College in Brooklyn or in extramural centers, the Institute of Arts and Sciences, and Home Study. The reports of the Institute and of Home Study are presented in their entirety, by the Associate Directors, Dr. Russell Potter and Mr. Edward A. Richards. This recognition they deserve, as they indicate most fully the attainment of the purpose of the University in thus caring for the adult student in the general lyceum system and in the opportunity afforded for the supervision of study at home by competent instructors associated with a great university.

As to University Classes, we must report a decrease in numbers which is easily understood and explained. Nevertheless, the year has been satisfactory from the point of view of the high grade of the work of our students, who are mature and who give themselves without the usual academic distractions to their intellectual interests. The University has now for twenty-two years, perhaps as the pioneer, established a great institution for adult students, offering class instruction where that was needed by those who could attend, thinking also of those who could not be present in class in person, and finally remembering those who desire to spend their leisure evenings in listening to distinguished lecturers and engaging in other forms of intellectual pastime. Altogether the University has set before itself a noble purpose and nobly has it fulfilled its duty to the public in thus attaining that purpose. Some people may have a different idea of the breadth of the function of a university. Nevertheless, with the purpose of public service in education as its guiding

principle, it is difficult to understand how a great university with its extraordinary equipment and its congregation of teachers and scholars can refuse to consider and provide for the part-time adult student, of varying circumstances of life.

The very difficult question of academic recognition for these students continually forces itself upon our attention and consideration. For the adult student, who in his maturity needs the intellectual help of the University, the question of degrees holds a minor place. Nevertheless, credit is granted to these students which may be used through the various schools of the University and only in this manner. The obtaining of credit is hedged about by many difficulties, and the path to recognition is most devious for the part-time student. Thus we find that our courses may be classified in four groups: first, those marked Credit I which may be accepted for the Bachelor of Science degree either under the University Council, through the Committee on University Undergraduates, or through the professional schools; again, courses marked Credit II which are accepted for the degrees of Master of Arts, Master of Science, or Doctor of Philosophy for college graduates which are granted through one of the Graduate Faculties or the School of Business; third, courses for students looking forward to a certificate, e.g., in accounting or business, in secretarial studies, or in architecture; and fourth, courses miscellaneous in character, for which academic credit is neither sought nor given. Of these groups the first and second should be classed together in an academic, credit-receiving group, since they are working with a definite and specific aim. The certificate classes should come next in consideration and obtain academic standing. The miscellaneous group should be open without restriction to mature students to whom great freedom of election should be granted. This summary covers all courses which give in some way academic recognition.

In referring to the subject I must reiterate what I have said elsewhere in regard to this important matter. The part-time student, whose aim is almost universally intellectual training with little thought of academic recognition, should, however, receive recognition automatically if in the course of years he completes an academic career. The University should undertake to fulfill a just obligation. It is for this reason that I have urged in my several reports the organization of an institution for the part-time student

which through a formal system may furnish a path, no matter how long or devious, to a degree either in the institution itself or through other schools of the University. Columbia University should establish such a new member of its academic family following the excellent examples of the University of California, Cleveland College of Western Reserve, and University College, St. Louis. It is gratifying to know that the Executive Committee of the University Council has appointed a special committee which is studying the matter.

The report of the Associate Director of University Extension in charge of Home Study presents the difficulties which interfere with the development of this phase of adult education in Columbia University. In the prosperous years as many as ten thousand students have profited by these courses and have undertaken them with no thought of any form of academic recognition. Columbia University has always withheld its approval from granting credit to the non-class student. Many students, however, after attending a course in the University, particularly in the Summer Session, are unable to complete the work called for during the time of attendance. These have been granted records of "incomplete" and have been permitted to finish the work at home and have received credit when the work has been accomplished. Hence in this way credit is given for home study if the student completes a course of study begun through class attendance. Again, in Columbia College, achievement tests are given with the understanding that—with certain restrictions—full class attendance will not be required if such tests are satisfactory. Some plan of similar character might be evolved which would apply the principle referred to above whereby work accomplished according to the standards of the University without actual residence should receive recognition. Recently the University of Chicago has notified us that home study at Columbia University would be given the same recognition as their own home study, which for those who have been in residence implies progress toward their degrees. Some impressive academic recognition should be granted to the Home Study student when he has completed the work assigned to him if it is fully equivalent to that carried on in class attendance.

We have accomplished in University Classes in the past academic year a greater task than perhaps has fallen to us heretofore, especially in helping young men and women who are unable to find employment and who are not financially and economically independ-

ent, even though they can find work, to receive such training as will fit them to be prepared and ready when the opportunity again arises and normal conditions return. It is also true that not only professional courses but also cultural classes have served to divert minds into safe and beneficial channels of thought and study and have given a new objective when other interests have been taken away. Of course this adjustment has been interrupted because of the need of aid for the deserving students who in many instances have been compelled to withdraw from classes because of lack of funds to meet their fees and living expenses. We are all of us very thankful that the University has provided a loan fund which has been drawn upon this year as never before. Scholarships in aid of deserving students would be far better. In some instances I understand that instructors and members of the administrative staff become so interested as to use generously their personal funds in aid of deserving students.

We are averse to paying any considerable attention to interests that lie outside of the intellectual duties of the hour. Nevertheless, we in University Extension do feel our responsibility to some degree along the social line and have arranged to give the students social evenings conducted by a student organization and supported most enthusiastically by the instructors and staff who thus come into closer contact with their students. The president of the student organization is a University Undergraduate obtaining grades of A and B uniformly. The secretary is a young man who is carrying a full-time program and doing a fine type of work in the Department of English.

As Director, I find that my associates take a personal interest in the welfare of our students both from an educational and from a social point of view. The remark was made by a parent of a student who had wearily wandered from building to building around the Campus and who at last came into the office of University Extension, after the program for the student had been planned, residence provided, and part-time work arranged for, "I have wondered where the heart of Columbia was and have found it here in University Extension." It is a spirit of this kind which we intend to encourage among our officers, so that the student who needs advice and the parent who is seeking help may find both in the office of University Extension.

Unusual grades have been attained by many students in Univer-

sity Classes. Twenty-two have been honored by a personal letter of commendation as they form a distinguished group of those who have taken ten points and have received at least one A and have had no grade lower than B.

I shall review briefly the work which has been accomplished in the past year by the various departments, which individually have considerable pride in the attainment of the purpose for which adult education exists.

Professor O. S. Morgan in reporting for his department refers particularly to the fine work being done in landscape architecture. He states that our students are doing an increasing share of designing and supervision of public and private landscape problems. Professor Findlay, who is in charge of the courses in landscape architecture, was on sabbatical leave for the first half of the year and visited selected gardens in England, Scotland, on the Continent and even in the northern part of Africa, obtaining valuable information and excellent photographs. Professor Morgan refers to his own trip to Greece in 1927 when he called at the island of Chios and conferred with the leading citizens in regard to sending one of their islanders to America for agricultural training. As a result of this conference, in 1928 George Sklivanos attended Columbia University and the University of California where he finally received the degree of Bachelor of Science in Agriculture. He has now taken up his work as an agriculturist in his home island.

Dean Boring in reporting on architecture has stated that the work in design in our University Classes made an unusually fine showing at the Beaux Arts Institute of Design. The courses in University Classes in architecture lead to a certificate and are greatly in demand by young men who are engaged during the day in offices. As the course is difficult, patient and devoted study for a long period is required.

For a number of years under the supervision of the Department of the School of Business evening courses in accounting have been offered which have appealed to those who are interested in entering upon a professional career as accountants. We have been granting a certificate to those students, graduates of a four-year high school course, who completed satisfactorily a well-coördinated group of courses in this subject and who have added certain supplementary courses in business law and other courses in business. We have

relied upon the certificate course heretofore for the preparation of these young men for the professional examination set by the Regents of the University of the State of New York for the Certificate of Certified Public Accountant. Recently the law has been changed, and after January 1, 1938,

. . . every candidate for examination for a certificate as a certified public accountant shall present evidence that he has satisfactorily completed the course of study in a college or school of accountancy registered by the department as maintaining a satisfactory standard, and that prior to the beginning of his course of study in such college or school of accountancy he satisfactorily completed a four year high school course approved for this purpose or the equivalent as determined by the commissioner of education.

The Department of Education of the state has interpreted this to mean that students in accounting looking forward to the Certificate of Certified Public Accountant must take their course as part of that leading to the undergraduate degree. Hence Columbia University, with the purpose of caring for these students, has for the current year allowed them to register as University Undergraduates, so that they may look forward to obtaining the degree of Bachelor of Science in General Studies even though they are part-time students and attend in the evening. In this way, these evening students will be able to enjoy a course of training for the certificate in as satisfactory a manner and with the same recognition by the state as is furnished the students in accounting in the School of Business.

Professor Samuel J. Kiehl, who is in charge of our classes in chemistry, states his impression that the effect of the economic conditions has been to reduce the number of the poor type of student and to increase the general quality of scholarship. He calls attention also to the fact that those who are engaged in teaching in University Classes are also busy with research work and are engaged upon important studies. Members of the Department of Chemistry encourage this disposition, as they believe that the instructors are stimulated to better teaching when they maintain interest in their chosen subject and follow the development and discoveries in their particular branch and thus improve and enrich their scholarship.

The Department of Electrical Engineering now begins the laboratory work earlier in the academic year and in this way holds the interest of the students better than is customary with a persistent lecture system. Students in electrical engineering in University

Classes are cared for in a rather unusual way by those who are officers of this department assigned to this special work. In consequence the students frequently do more work than is required of them and remain of their own accord for longer hours in the laboratory than are called for. The Department hopes that later on graduate courses for suitably qualified students may be offered. They have announced a course in "Operational Calculus in Electrical Engineering" which is a subject of increasing importance and receiving much attention in the technical press. The Department is also considering placing one of the established graduate courses given in University Classes at an evening hour inasmuch as it will attract a number of graduate engineers who are employed during the day. In fact there is a desire to add one new graduate course each year to those in University Classes open to the public.

The Department of Engineering Drafting reports that it has arranged a two-year sequence of courses, at the completion of which the student receives a transcript from the Registrar of his record, containing a description of the several courses. This is very useful to students entering the engineering profession who are not able to take the complete course for the degree. Ten students of the current year received this transcript.

The largest number of students in University Extension are enrolled in the classes in English and comparative literature. The Department in charge of these subjects has always maintained high standards in University Classes placing in charge only those well qualified and giving as much attention to these students as to those who are enrolled in the schools of the University. The officer immediately in charge is Professor John H. H. Lyon who calls attention to the fact the numbers are less, largely because of the economic conditions which we are experiencing at the present moment, although this is also due to the numerous courses now offered to the part-time student in sister institutions of the city at a price lower than our own.

This effect is felt particularly in the preparatory English courses which indicate a rather extraordinary loss. It must be understood that we do not admit students of high school age and those who take these courses are mature people who have not had the opportunity to study English in the secondary school. These have been particularly sensitive to the conditions now existing. Our rules are more



exact than they were some years ago, and in order to cover completely the work in English offered in the high schools in the junior and senior years, it has been necessary to give additional hours to our evening courses. This has added to the time of attendance and also to the expense of tuition, and tends to reduce the numbers entering upon these high school courses.

For different reasons, which can be readily understood, our courses for foreigners have shown smaller registration, largely because of the immigration policy in this country as well as the economic depression. These classes are very interesting and important, as the students are graduates of continental and often Far-Eastern universities. Many are young men and women who are planning to work for professional degrees and have been sent to America by their respective governments. Some of them plan to enter the medical schools, others to enter schools of engineering; others are in the consular service or in the large banks.

We give much attention to the work in public speaking and our teachers have been successful in their training of students in extemporaneous speaking. This work is closely associated with that under the care of Mrs. Estelle Davis who is most skillful in training her students and who conducts the Laboratory Players and the rehearsal course.

The decrease in numbers of those taking courses in English has not affected to any appreciable degree courses in literature which have always maintained their reputation and arouse the interest of the part-time student. This is true also of the professional courses in writing. In this branch of the work of the Department of English we record the absence of Professor Helen R. Hull on leave as a Guggenheim Fellow. Professor Hull has recently published her new novel entitled *Heat Lightning*. Professor Dorothy Scarborough has been away on leave of absence and has added another novel to her list of publications, entitled *The Stretchberry Smile*. She is engaged on her second book of negro folksongs which has the hearty support of the Research Council. The class in poetry writing has been under the care of Mr. Joseph Auslander who is known for his recent translation of Petrarch. The students who have taken courses in this group have produced twelve books of importance and seventeen juvenile novels together with many articles, short stories, and plays which have appeared in various periodicals.

The Writers Club which is an outgrowth of our courses in writing, has a membership of about four hundred. The club this year was addressed by Fanny Hurst, Lawrence Langner, Inez Hayes Irwin, and others. The annual anthology, *New Copy 1932*, edited by Professor Dorothy Brewster, was dedicated to the President of the University and this year for the first time consisted of hitherto unpublished work of club members. The Writers Club is of great assistance to the students in these courses, as it serves to coördinate the various branches of their academic work, enables them to keep in close contact with the teaching staff and with each other, and stimulates activity in literary production. Their work has given a reputation not only to the Department of English in University Classes but to the University in general.

As to the work in drama there is much to be said. The Morning-side Players have given during the past year five full-length plays and the Laboratory Players and the rehearsal course have given productions of much merit. From three hundred to four hundred students have taken part in the various productions and the students in the classes in stagecraft and play production have built and designed the scenery. These students are prepared and trained for special work in the theaters in this city. The Laboratory Players, under Mrs. Davis, this year gave a poetic production of *Midsummer Night's Dream* and revived most successfully two early American plays, *The Desert Rose* by Samuel Woodworth and *Marion or The Hero of Lake George* by Mordecai Noah. The rehearsal course produced in January scenes from *Julius Caesar*, *The Taming of the Shrew* and *Love's Labours Lost*. In these organizations we have the beginning of a really successful and dignified School of the Theater. The University by reason of its location should have a School, second to none. Hence there is need of a building set aside for dramatic production and also an endowment fund, so that the expense will not be a burden either upon the University or those who are engaged in producing the plays.

Our largest registration in University Classes is found in the graduate courses in English and comparative literature, and the regulation of this work, particularly for the Master of Arts degree, is well worthy of special consideration and interest.

It is the opinion of Professor Lyon that the year has been in many ways a successful one, but when we speak of success we do not neces-

sarily include the question of numbers. We do determine this by the record of work and the interest and satisfaction of the students.

The Department of Geology offers two undergraduate courses in geology, one in geography, and two in mineralogy. Three graduate courses in geology and two in physical geography are offered. They are open to outside students who are not candidates for the degree, and although the attendance is not large in any one course, there is a persistent demand and the Department is rendering excellent service. The most recent expansion is the introduction of courses in economic geology and ore deposits for advanced students which are taught by Dr. William M. Agar.

Professor Frederick W. J. Heuser, of the Department of German, refers particularly to the course which has been offered for graduate students who are candidates for the degree of Doctor of Philosophy and must pass the language test. This course is filling a very much needed service, and those who are anxious to fulfill the requirement for modern languages, as candidates for the highest degree of the University, find an opportunity for accomplishing their purpose in this way.

Professor Schuyler C. Wallace, of the Department of Government, reports the addition of a course on "The Government of New York City" given by Professor Joseph McGoldrick who has specialized in this field. Those who are living in New York City are fully aware of the value of such a course at this particular time. In like manner the Department has restored the course in "Contemporary American Politics" which is particularly pertinent on account of the presidential campaign.

The representative of the Department of History in University Classes, Professor Krout, calls attention particularly to the extraordinary enrollment in the more advanced courses for undergraduates and also in those which are offered to graduate students. This indicates the increasing number of students going forward with work in University Classes in order to qualify ultimately for one of the degrees of the University, particularly as University Undergraduates under the University Council. Professor Krout states that the various agencies now grouped in University Extension should be so organized as to enable us to shape an educational policy which meets the needs of the part-time student who desires to pursue a program leading to an academic degree. We should pro-

vide, no matter what the form may be, for an opportunity for part-time students of promising ability to secure as liberal an education or specialized training as they may desire. The Department of History has been most successful in maintaining and extending its University Classes which lead toward the degree of Master of Arts. There are at least ten graduate courses now offered to the part-time student. That this is deeply appreciated is shown by the enrollment each year which is continually growing. Students who hold remunerative positions often have an abundance of time for graduate work, building upon the structure of undergraduate experience. The tendency is to increase the number of courses which are beyond the elementary collegiate character. In other words, the representative calls for an organization and a presentation of an academic program along the lines of collegiate work for the part-time student, giving as an illustration the success of the work in history.

It is not the purpose of the School of Law to offer a complete program of professional courses in legal training to the part-time student or the student who can attend only in the late afternoon and evening. This policy is justified by the conditions as can be readily understood. Nevertheless, we find that it is very helpful to give incidental courses in law in the evening for students who desire to increase their knowledge of certain branches of legal knowledge. It is on this account that we offer such courses as "Taxation," "Legal Practice," "New Jersey Pleading and Practice," "Introduction to the Study of Business Law," "Law of Marketing," "Law of Finance," and "Business Law for Engineering Students." These meet a demand which cannot be avoided. The members of the staff of the School are most enthusiastic in their coöperation and the character of the instruction is on a high level. Students taking these courses find a real mental stimulus in the subjects and the manner in which they are presented.

The School of Library Service offers through University Extension a large number of courses which are open to both undergraduate students and those who are candidates for the Certificate in Library Service. During the past year the School offered a new course in "Periodical Indexing" and another in "Publicity for Libraries." The most important event of the year is the action of the State Department authorities in approving our certificate curric-

ulum for the certification of school librarians and librarians of public libraries throughout the state. The certificate courses, given through University Extension and also in the Summer Session, are now accepted by the state, as the students are now registered in the School of Library Service, although they attend the courses offered in University Classes. Beyond this, credits earned in University Classes will be accepted for the professional degree more liberally than in the past. The requirement for admission to the School of candidates for the certificate has been raised from one year to two years of study in an approved college.

The Department of Physics testifies to the present arrangement as satisfactory. The next step in advancement for this department will be to offer certain courses of graduate grade which will be available to physicists who are working in industrial laboratories or in schools who desire in this way to keep informed of the more recent developments in this field. We increased the offering in physics for the present year by one addition with the purpose of supplying in University Classes the same sequence of courses as is taken by Columbia College by the pre-engineering students. Hence Dr. A. N. Guthrie offered for the first time this year "Electricity and Light" and a course on "Mechanics, Properties of Matter and Sound" which run very close to the Columbia College offering in these subjects. It is expected that these courses will be of much assistance to students who are preparing to enter the School of Engineering.

We record for the past year a reorganization of the courses in University Classes for the Department of Social Science. We feel that there has been a decided advance in the curriculum both in the nature and quality of the material presented as well as in the skill of the newly appointed personnel. The same program will be continued for the coming year.

The Department of Romance Languages has always entered upon its work in University Classes with the utmost enthusiasm. It has experienced the unfortunate reduction in numbers which has marked the history of the past year in many of the subjects offered. We have maintained our program in French, adding one course in "Advanced Composition and Practice in the Speaking of French." Inasmuch as we insist that the whole tendency of these courses in Romance languages shall be toward the practical use of the lan-

guage, this course will be useful for evening students who have already been students in University Classes. It should be understood that University Extension is responsible for the organization of the Institut des Études Françaises through the active service of Mr. de La Rochelle, one of our teachers in French. This Institute has presented a most extensive and impressive program consisting of lectures in French, an evening of French music, and two plays in which Extension students and teachers had rôles.

We are fortunate in having Mr. Howard R. Marraro, as our representative in Italian, in service again after his leave of absence for the year 1930-31. Under the direction of Professor Gino Bigonziari he has revised the program in Italian which has met with the approval of the students who desire this subject in University Classes. We are looking forward to a very successful year. Mr. Marraro has also given great attention to the Crocchio Goliardico which is an organization of the Italian Department under the sponsorship and supervision of our representative in charge of Italian.

The Department of Spanish has given particular study to the recent development of the teaching of modern languages. I refer to the discussion which has been prevalent as to the relative value of teaching, the ability to read, and how to speak the language. Our own work in University Extension rather stresses the ability to speak the language, for in New York City there is a real demand for the spoken language, and we also find that the students who learn to speak best are also those most proficient in reading and writing. Consideration is also being given to the importance of the cultural background, so that in the Department of Spanish emphasis is laid upon the traditional and legendary inheritance of the people whose language is being studied and also their historical and political development. Professor Frank Callcott, who is the representative in University Extension of the Department of Spanish, has just published a volume entitled *When Spain Was Young*, the purpose of which is to make easily available a part of the traditional and legendary inheritance of Spain. Serious consideration is being given to the advisability of introducing a general course on "Hispanic-American Culture" for graduate students. All this is aided by the addition to the University of the Casa de las Españas.

University Extension has been requested in many instances to consider the offering of courses on textiles for students who are en-

gaged in remunerative employment and who cannot give the time required for an established course in an institution devoted to this study. We have found that we can be of considerable use to students who are thus situated. Hence we have given some attention to this subject and have assigned Mr. Herbert R. Mauersberger to take charge of the courses which we offer. Thus we give courses in silks, woolens, rayon, cotton, also in textile chemistry and in design for textiles.

The Department of Zoölogy calls attention to the fact that the courses in University Classes cover the requirement for premedical work in zoölogy and also afford the students the opportunity to take the valuable course in embryology which is strongly recommended as a premedical subject.

Columbia University still conducts classes associated with the New York chapter of the American Institute of Banking. This chapter holds its courses in the Graybar Building, 420 Lexington Avenue. Through the years of close association with Columbia the educational work of the chapter has grown to an extraordinary degree. During this past year in spite of the unsettled conditions in the business world 2,736 students enrolled in the fall semester and 2,061 in the spring, so that after eliminating the duplications there were 3,196 students taking courses under the supervision of the chapter. Columbia University allows one of its instructors to become a special adviser to this institution and appoints all the instructors as members of the University. Thus for the fall semester there were 79 instructors, and 85 in the spring. Classes met in 158 sections in the fall and 111 sections in the spring. During the year 1932-33 in the absence of Professor B. H. Beckhart, Professor Ralph S. Alexander of the School of Business of Columbia University will be educational adviser. It gives me great satisfaction to report that the New York chapter and its officers and its Educational Committee appreciate to the full the unselfish interest with which Columbia University has always regarded its connection with the American Institute of Banking.

At the beginning of the academic year it was necessary for us to accept the resignation of Mr. Joseph M. Murphy who had been appointed to an important position at the Catholic University in Washington, D. C. Mr. Murphy had, for the past three years, been in charge of the courses given elsewhere than at Morningside Heights

and Brooklyn and classified as belonging to the Extramural Division. Mr. Thomas L. Power, a graduate of the School of Business, was appointed to take his place and has been in charge of this part of adult education during the past year. The subjects which we have been able to offer are as follows: English, French, Italian, history, government, psychology, philosophy, sociology, astronomy, mental hygiene, fine arts, religion, and music. We have enrolled 1,000 students in twelve centers, which is somewhat less than the registration of the previous year. Courses were given at the following centers: Greenwich, Norwalk, Stamford, Arlington, New Jersey; Jersey City, Montclair, Newark, South Orange, Hempstead, Mount Vernon, Child Study Association of America, New York City, and Yonkers. Certainly we have given careful thought for people of maturity who live at a distance from the University and who have so much eagerness for advancement that they are willing to devote time and funds to further intellectual development. The most important center is that located in Newark in the rooms of the Young Women's Christian Association. The number of courses offered has so largely increased that it may be necessary for us to look elsewhere for more commodious quarters for our extramural courses in that city. The tendency has been to improve the character of the work which has been offered.

As soon as the financial situation will justify such action, I shall recommend to the Administrative Board the establishing of courses in government, mainly for graduate students in the city of Washington, District of Columbia. These courses are intended to give students an opportunity to carry on their studies in close proximity to the Capitol. As this city is the seat of the Federal Government and the location of the Congressional Library and many important institutions, residence for a period of study in that city would be of inestimable value to both students and instructors.

It is our purpose not merely to offer courses of instruction but to be of service to sister institutions whenever this is possible, and we are continually studying the methods by which this can be accomplished.

It is with great regret that I report the death of one of our most successful teachers, Miss Kate B. Miller. In the editorial column of the *New York Evening Post* of March 19, 1932, there appeared the following reference to Miss Miller and her career at Columbia University:



Although unknown to the public, Miss Kate B. Miller was a woman who performed an extraordinary service in behalf of the highest ideals of her country. A teacher of English with American troops during the World War, she returned from the other side to become an instructor of foreign students in the English language and in English and American literature at Columbia. But she did much more than teach her students to speak good English and to give them a knowledge and appreciation of the best that has been written in the language. She made her classroom and her home centers of an ideal process of Americanization. Hundreds of young men and women of all nationalities found in her an understanding friend as well as a gifted teacher. They owe her a debt which they eagerly acknowledged. But the nation, too, is indebted to her for a valiant activity in the cause of civic honesty and international good will.

These words of recognition are most appropriate and express the sentiments of her colleagues and students.

Four years ago we were requested by the Brooklyn Law School to offer courses in the months of May and June which would enable students to fulfill their obligation of a year's academic instruction before entering upon their work in law. The total registration of these classes this year was 167, somewhat less than that of the preceding year. The subjects offered were chemistry, economics, English, French, government, mathematics, psychology, sociology, and zoölogy. Although these May and June courses, running from May 23 to July 1, have been of considerable service, nevertheless we do not favor encouraging students to cover their year of academic work under any special pressure which will lead to hasty and cursory treatment of their studies. This was simply a temporary arrangement and will not be continued in the coming year.

In my report of last year I recommended the use of one of the unoccupied buildings of the University for classes for workers in industry. The provision for teaching this body of students is hampered and is difficult because of the need of special funds for free tuition, for salaries of instructors, and for general expenses. These needs are unavoidable and peculiarly associated with courses for industrial workers. The University during the past year and for the coming year has, through President Butler, supplied funds for the workers. Beyond this, for the time being, those in charge are allowed to have their offices and to hold some classes in the building formerly used by the School of Dentistry which belongs to Columbia University. Notwithstanding this provision very little can be done unless an endowment is furnished to meet the cost of instruction. Industrial workers under present conditions cannot pay the

usual tuition fees. May I point out that here is a great opportunity for the generous giver interested in these problems, who by supplying endowment may be able to establish educational opportunities for workers in industry under University Extension. In the coming year the following courses will be offered: "Industrial Development of America from the Civil War to the Present," "The Development of Russia and America, 1860 to the Present," and "Economic Questions of Today."

My attention has been called to the record for scholarly research of many of the men engaged in teaching in University Classes. It is customary for us to look to the members of the Faculties of the various schools for records of this character. It may be interesting to note that a similar record and just as satisfactory can be prepared by those who are teaching in University Classes of University Extension.

I should like to repeat what I have said in other reports that whatever satisfactory results have been attained are largely due to the efficiency and devotion of the administrative staff with which the Director has been surrounded.

Respectfully submitted,

JAMES C. EGBERT,

*Director*

*June 30, 1932*

INSTITUTE OF ARTS AND SCIENCES

REPORT OF THE ASSOCIATE DIRECTOR  
OF UNIVERSITY EXTENSION

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1932

*To the Director of University Extension*

SIR:

In a time when so many final statements and reports are showing a loss it is gratifying indeed to be able to report: (a) that the number of Institute members for the year which has just closed was even greater than the number for the previous year; (b) that the total attendance at regular program events, at coöperative events, and at special events (Institute Concert Series) was greater, and (c) that, therefore, the average attendance at all events was greater.

This wholesome increase has taken place in the third year of the present widespread depression and in spite of the fact that there was on the program less of what we may call "mere entertainment" than ever before—or perhaps because of this fact, for I have long suspected that that audience which we are endeavoring to attract to the meetings of the Institute tired of the general lyceum sort of thing long ago.

We must always remember, I think, that fashions in lectures and in lecture-going change, if not so frequently as fashions in dress and in investments, at least as unmistakably. There was a time, not so very long ago, when an audience assembled in a lecture hall to be hypnotized by a Niagara-like flow of words from the lips of the speaker or to be momentarily dazzled by his oratorical and often gymnastic pyrotechnics. There was a time when the successful speaker, impressively clad in Prince Albert and white stock, could rely on platitudes and easy generalities, could lecture familiarly, if superficially, on anything from the first law of thermodynamics to the social implications of Ibsen's dramas. In the winter of 1857, Walt Whitman, editorializing in the *Brooklyn Daily Times*, complained of the type of lectures and lecturers being offered that season. Instead of some

"peripatetic humbug" who recites the same vapid stuff twenty times over every winter, [he asked] why not have authoritative lectures on Cuba, on the court of

His Majesty Foustin I, on Central America? Nor is modern geography the only live subject for interesting lectures. There is hardly a science on which much may not be told, in an interesting shape, which persons of ordinary intelligence do not know. Yet most of our crack lecturers avoid these really useful topics, in order to bore us with interminable disquisitions on the remarkable adventures of some Munchausen of the Middle Ages, or to sicken us with insincere and oft repeated eulogies on the character of some of the Revolutionary Heroes, whose exploits and praises are already "familiar in our mouths as household words."

The "crack lecturer" objected to by Whitman is, alas, still with us, but his type is passing. For better or for worse, we have learned to turn to the expert, to the specialist, to the man or woman who has won the right to speak authoritatively in one or more fields of human knowledge. The progress of science during the last three centuries has been so rapid, the multiplication of books so great, the general dissemination of knowledge so universal that no longer would even Macaulay's schoolboy dare boast with Francis Bacon: "I have taken all knowledge to be my province." But he should all the more sincerely agree with Emerson, who wrote: "It is a great satisfaction to see the best in each kind, and as a good student of the world I desire to let pass nothing that is excellent in its own kind unseen, unheard."

Everyone who essays to appear on the public lecture platform in America should take to heart a statement which appeared not long ago in *The New Statesman and Nation*: "The one legitimate reason for appearing on a lecture platform is that the speaker has something that he passionately wants to say on a subject that he has mastered and that he thinks is important." Furthermore, he should realize that his first duty is to be interesting. He should know the full truth of Matthew Arnold's definition of the spirit of interpreting knowledge, and should add to this his own active belief that the ideal public lecturer is, in the best sense of the word, a showman. In his art must be combined the art of the actor, the persuasiveness of the orator, and the calm, disinterested dignity of the scholar. Needless to say, this combination is all too seldom met with.

To find this type of speaker and to bring him before the Institute audience is one of the functions of this office. Aware always of the past achievements of the Institute—yet never for one moment relying on that record; aware also of the high traditions of Columbia University—yet refusing to be bound by any academic dogma;

aware of the multitudinous world about us, with all of its perplexing problems and pressing interests—yet forever seeking to view that world calmly and disinterestedly—it is in this spirit that the Institute program must be built from year to year. Just as the laboratory of a scientific department must be equipped with adequate instruments of the latest design and manned by a teaching personnel which is not content to rest on the findings of the past, so the Institute of Arts and Sciences, which is a sort of laboratory of public opinion and ideas, must be adequately equipped and staffed by a complement of “crack lecturers” who have won for themselves the right to speak, who are, to quote Whitman once more, men “of study and education,” every one of whom

carefully condenses and popularizes his knowledge on a subject of importance and delivers it in a form calculated to awaken an interest in the minds of his audience in the subject itself, so as to prepare the way, and furnish inducements, for subsequent investigation on their part.

Individual members numbered 2,340; the total number of all events was 267 (members' tickets admitted to 227 of these with no extra charge); the total attendance was 116,418 (average attendance at regular program events, 631; at concert series, 1,093; at lecture-discussion series, 96; at coöperative events, 237).

In the belief that the Institute audience would be interested in a program of lectures arranged in series, balanced by single lectures by distinguished men and women engaged in the more important fields of human knowledge, a number of series were arranged and carried through most successfully:

“Wide Horizons.” A series of lectures running throughout the year, dealing with international affairs and with aspects of modern life in other lands. Contributing to this series appeared President Nicholas Murray Butler, Sir Norman Angell, Peng-Chun Chang, James W. Gerard, Edward Tomlinson, the Honorable J. M. Kenworthy, Ernst Jackh, of Berlin, the Countess Bethlen, of Austria, and Richard von Kuhlmann.

“Aspects of Modernism.” A series of interpretations of the modern spirit and its application in different fields of contemporary interest, by Lewis Mumford, Joseph Wood Krutch, Mme. Olga Samaroff, John Erskine, Jonas Lie, H. A. Overstreet, and L. P. Jacks.

“Crime in Modern Society.” A series dealing with one of the most vital problems which confront civilization in this country today, by Raymond Moley, Frederic M. Thrasher, Gardner Murphy, Harry Hirschmann, and Lewis E. Lawes.

“Roads to World Peace.” A series designed to define the various roads to world peace and seeking to answer the question “Are the roads to world peace

closing?" by William P. Montague, George S. Counts, Lindsay Rogers, Henry Seidel Canby, and James T. Shotwell.

"Current Affairs." In the world of politics and international affairs, interpreted by H. V. Kaltenborn (4), Frank Bohn (4), and George Earle Raiguel (4); in the world of the theater, interpreted by John Mason Brown (4); in the world of current literature, by Richard Burton (4).

"Our Accelerated World." Four lectures by Louis K. Anspacher. A provocative analysis of our whirling civilization.

"Four Great Moral Leaders." Four lectures by Edward Howard Griggs, designed to interpret the enduring past.

"The Riddle of Personality." Three lectures by David Seabury.

Outstanding single lectures were given by Sherwood Anderson, William Beebe, Barnum Brown, Max Eastman, Howard W. Haggard, Fannie Hurst, Frank R. Kent, Henry Kittredge Norton, Peter H. Odegard, J. O. Perrine, William Lyon Phelps, Ruth St. Denis, Rafael Sabatini, Bertram Thomas, Louis Untermeyer, Carl von Hoffman, J. E. Williamson, Albert Edward Wiggam, and Alfred North Whitehead.

One field of activity in which the Institute endeavors to be of distinct service to the University is in the arranging of lectures and other events on a coöperative basis with other departments of the University. This is done so that the academic public may have the opportunity of hearing distinguished authorities and scholars from abroad and from our own Faculties, who become available from time to time for lectures on specialized subjects of little or no general appeal.

During the past year 106 coöperative lectures were given (as compared with 79 the year before). These were attended by a total of 25,152 persons, an average attendance of 237. I should like to call special attention to four series of lecture-discussions which were given in 301 Philosophy Hall: John Jay Chapman, "The Humanities," "The Present"; Professor A. G. H. Spiers, "Psychological Aspects of Contemporary French Writers" (6); Houston Peterson, "Our Past Contemporaries" (6); and "Four Lectures on the Classics," two of which were given by Professor Nelson G. McCrea and two by Professor LaRue Van Hook. Members of the Institute were given the privilege of attending the sessions of the Conference of Major Industries, and to hear the Goethe oration by Gerhart Hauptmann and also Hauptmann's reading of his own poems.

The Institute Concert Series brings every year to Columbia University a number of distinguished artists who cannot be secured for the regular program. In spite of our location far uptown, in spite of the limited size of McMillin Academic Theater, this series has been successful. Operating during the first year at a financial loss, it has gradually built up a following. The Fourth Series, which brought to Columbia University the Don Cossack Russian Male Chorus, the English Singers, Elisabeth Schumann, Paul Robeson, Harold Bauer, and the Barrere Little Symphony, was better attended than any before given.

The Morningside Players presented five original plays during the season, four of which were on their regular subscription program and one which was not included on the subscription list. As in the past, Institute members were provided with coupons which entitled them to seats at the four plays on the subscription list. Members attended these plays in the following numbers (count based on number of coupons redeemed): *Street Fiddler*, 636; *Blue Water*, 691; *All the Kings Horses*, 657; *Prima Donna*, 648.

The Columbia University Chorus gave two concerts under the auspices of the Institute. On December 21 "The Messiah" was sung to an appreciative audience which filled the main auditorium and overflowed into adjoining rooms. On April 25 was given a second concert, in commemoration of Josef Haydn and George Washington, before an audience of approximately twenty-five hundred. Both were given in Riverside Church, the officers of the Church coöperating with the Institute and with the Chorus in the project.

Located in the lobby of McMillin Academic Theater, and coöperated by the Institute and the Columbia University Bookstore, the Book Stall furthered the general interests of the Institute in a number of ways. It sold books to members at discount; it recommended books which might be read with profit by those who cared to follow up lines of interest suggested by the lectures; it distributed special bibliographies and reading lists. It is very definitely felt that the Book Stall is a worth-while addition and that its contribution to the work of the Institute is both helpful and pleasant.

Your Associate Director coöperated with the Committee on Educational Affairs of the Alumni Association in arranging a series of ten Sunday afternoon lectures which were given at the Columbia University Club. The following program was carried through:

Nicholas Murray Butler	"The International Mind."
Will Durant	"A Program for Americans."
Bruce Bairnsfather	"Old Bill's Adventures in America."
Jonas Lie	"An American Artist Looks at His World."
Grand Duchess Marie	"Education in Exile."
James G. McDonald	"The Current Situation in World Affairs."
Lindsay Rogers	"France Today."
Maurice Hindus	"Red Bread."
Louis K. Anspacher	"The Drama in a Democracy."
Ruth St. Denis	"The Future of the Dance in America."

This project, it is felt, was a worthy one in itself, and our participation in it may have helped to bring the alumni of the University into closer contact with the Institute, a relationship very much to be desired.

The third season of the Children's Theater proved to be its most successful. A total of twelve productions, presented on alternate Saturday mornings throughout the season, constituted the "bill." Six of these were given by the Clare Tree Major Company, six by the Sue Hastings Marionettes.

Good entertainment for children is not always easy to find in New York City, and the Children's Theater seems to be meeting a very definite need. It will be continued.

Respectfully submitted,

RUSSELL POTTER,  
*Associate Director of University Extension  
 in Charge of the Institute*

*June 30, 1932*



## HOME STUDY

### REPORT OF THE ASSOCIATE DIRECTOR OF UNIVERSITY EXTENSION

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1932

*To the Director of University Extension*

SIR:

I have the honor to submit the following report on Home Study activities. First, I must express my gratitude to the officers of instruction, and to the members of the office and field staff for their coöperation during the year. All have shown a spirit which has enabled the work to go on without lowering the standards set by the University for the admission and instruction of students and for the servicing of courses. Our work is so full of detail that no one person nor any small group of persons can hope to maintain it unaided, but the loyalty of our staff frees University Extension from any concern on that score.

We have spent less money this year than last in advertising the courses with a consequent decrease in the number of inquirers for them, and the actual registration is, as you know, less than it was last year. The registration will nevertheless approach seven thousand and I consider it remarkable that, in a year so full of economic uncertainty and even destitution, so many individuals have desired to enroll for courses which when completed will win no academic recognition for them in the University. I am sure that hundreds of inquirers have been unable to enroll on account of lack of money, and I know that many of our students have been under extraordinary economic pressure. These we are carrying for a time without additional payment or are cancelling their obligations to the University, depending on the seriousness of the student's situation.

Other items of administration should be mentioned. We have extended somewhat the use of tests to assist in the placement of students in elementary and advanced composition. On the results of these tests we determine whether the student should remain in the course for which he originally enrolled, or whether he should take a more elementary or a more advanced course. We have

found that the plan works well, and I hope that in time we shall extend the idea to every course where it is at all applicable.

Furthermore, a new kind of registration privilege has been offered since December, 1931; namely, a group plan. Under this plan a student may enroll for two, three, or four courses at a considerably reduced fee for each course. It is too soon to report definitely on the operation of this plan. It promises well, however, because it is flexible. A student has the privilege of making one transfer after his enrollment; that is, a student enrolling for a group of four courses may decide that he wants only two. If he has a good reason for the change, either economic or educational, the transfer is made at once. We have made the rule, however, that a student may not change an infinite number of times, a provision that is necessary to control the type of student who cannot follow any one course of study contentedly for any length of time. In another twelve months we shall know more about the practical operation of this plan. Figures for the first five months—December, 1931 to April, 1932 inclusive—show 783 group enrollments with a total of 2,198 courses. It is not our intention to place a premium of any kind on group registrations. It is true that the use of the plan improves the financial standing of the Department somewhat, but it is equally true that the plan offers much relief to the student who needs more than one course, particularly if he is interested in a concentrated and integrated program such as is possible and necessary in such studies as accounting, language, literature, and the social sciences. We have tried to throw every safeguard around the plan in order to keep out the educational bargain hunter and to prevent the ambitious student from committing himself in time or money more extensively than he should.

I shall not dwell here on our financial difficulties, since both the difficulties themselves and the causes which occasioned them are not different from those affecting the community at large and are already well known to you.

The relation of Columbia Home Study to university home study as a whole has, as you know, interested me for some time. I believe that our present method of operation is the most practical one that could be devised under the regulations of the University and the conditions in the whole community. I also admire home study work as it is being carried on in many other universities. I do, how-

ever, consider that university home study as a whole is much more important than the contribution of any single institution no matter how enlightened or extensive that contribution may be. It also seems to me clear that many national problems of education can be treated successfully only in a national way as far as home study is concerned. I therefore look forward to the time when a coöperative system or federation of universities engaged in home study work will be in operation, and I hope that other administrators will join in that desire and work toward that end.

This hope is not in the slightest degree derogatory to the efforts of those who have organized and administered this work so far. In fact, nothing would have been done at all had it not been for the vision and the organizing ability shown in our various institutions. Now, however, it is none too early to consider whether the universities, particularly those in which correspondence instruction is best established, should continue their enterprises in an entirely individual manner. For example, it seems to me impractical and wasteful for Columbia to continue indefinitely teaching by correspondence residents of Texas or California or Illinois, if they can get the same courses nearer home.

Again, it is quite possible that coöperative work might result in a lower registration in some institutions, but this possibility is irrelevant as long as the work is economically conducted. On the other hand, if university resources were pooled to produce a unified home study curriculum, the usefulness of each institution might be so increased that no lowering of registration would result.

In another respect, also, coöperative effort should show a marked improvement over present conditions. I refer to advertising and publicity. It is obvious that the main purpose of our advertising is to inform as large a portion of the public as possible concerning our work and to arouse those who need home study to inquire about our offering. There has been considerable protest about our advertising policy. Some say that any use whatever of this commercial tool degrades the University; others say that what we actually write misrepresents our policy; still others, that our advertising is inefficient through not being sufficiently persuasive to a larger number of people. In short, all the criticisms are those directed against any middle course of action, such as ours is. I believe that considering the kind of courses we offer and the amount

of money we have to spend on advertising our program covers the field pretty well, as well in fact as any institution offering courses like ours could cover it. From the point of view of university home study on a national scale, however, our program is obviously ineffective as the program of any single institution is bound to be.

If we who believe in this work expect to make a more definite impression on the public mind in favor of correspondence teaching, we must change our methods of advertising as well as our organization. The advertising of no single institution can place the movement itself in its proper place and perspective either in the educational world or in the community at large. Possibly our feeling of size has misled us at Columbia on this point as on some others. It is true that the Department has grown in size and efficiency far above the small beginnings, but it is also true that our work is tiny in comparison with that yet to be done. The same statement applies to any other university in the country. In order to represent truly what is now actually offered through correspondence courses by universities and to lay a better foundation for what is surely to be offered in the coming years, those universities most interested in the growth of this form of teaching should cooperate in the necessary advertising and publicity.

These methods would not be of interest to colleges that offer correspondence courses mainly for the purpose of degree credit for those students who are or have been in residence. The passion for degrees does not, so far as I know, need stimulation in addition to that furnished already by various professional requirements. The field of adult education is the one in which concerted and continual advertising is necessary.

The question of curriculum is even more important than the question of how to bring it to the attention of the public. Our curriculum at Columbia has been built with great labor and pains, and while it must undergo constant revision, as any correspondence curriculum must, it is really a very good one of its kind. Nevertheless it represents less than one-fifth of the total number of subjects now taught by correspondence in the universities of the country. If the large universities should pool their resources each one would have a very considerably enlarged curriculum that had already been tested by use. The greatest benefit of this cooperation, however, would be felt in the future, for there are many prob-

lems in the field of adult education by correspondence teaching that can be dealt with most sensibly and economically on a national scale. I refer to courses in the various fields of social welfare as well as to those in industry and business. It strikes me very forcibly that university teaching through correspondence in these fields as in all others should be not competitive but coöperative.

It is certain that our universities deserve praise for their development of correspondence teaching, both in the organization and administration of courses and in the technique of instruction by letter. Now, however, I believe that the initiative they have shown should be turned toward effective coöperation and that it is our duty during the coming year to consider in detail what part Columbia could play in such a movement.

Respectfully submitted,

EDWARD A. RICHARDS,

*Associate Director of University Extension  
in Charge of Home Study*

*June 30, 1932*

# SETH LOW JUNIOR COLLEGE

## REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1932

*To the President of the University*

SIR:

I have the honor to submit the following report of Seth Low Junior College for the academic year ending June 30, 1932.

The registration in the College has been as follows:

	1930-1931			1931-1932		
	<i>Winter</i>	<i>Spring</i>	<i>Total</i>	<i>Winter</i>	<i>Spring</i>	<i>Total</i>
Seth Low . . . . .	308	308	348	283	280	328
University Undergraduates	64	90	93	74	89	96

The decrease in the registration in Seth Low Junior College has been due largely to the current economic situation. Many students have been forced to discontinue their education at this time or have transferred to institutions which do not charge tuition. The number of University Undergraduates who registered at the office of Seth Low Junior College showed a slight increase. No further increase in registration of this group is anticipated. The College has benefited by the somewhat lower registration since there has been but little congestion in the hallways and a very desirable increased leeway in the use of classrooms.

This year witnessed the completion of the second two-year cycle of the College. During the year emphasis was placed on improving the quality of the work already undertaken rather than on expansion of either academic or social activities. Particular stress was placed upon the desirability of developing more intimate personal contacts between the officers of instruction and the individual student. Although progress was made in this regard, it is felt that more thought and attention should be devoted to the matter in order that this advantage of the small college may be realized more fully.

One of the outstanding reasons for the establishment of Seth Low Junior College in Columbia University was to aid the student who wished to prepare himself as speedily as possible to meet the requirements for admission to a professional school. Experience indicates that most of the students in the College have selected their professions before graduating from high school. Conferences held with these students and often with their parents and relatives have shown that more often than not the parents and relatives have made the choice of a career for the student. Upon analysis it is found that, in many cases, the family concerned may already have one, two, or three sons preparing for specific professions and desire that the student in the Junior College should prepare himself for a career different from that of his brothers in order that the interests of the family may be promoted. Parents who consider the matter from the viewpoint of the children desire them to enter professions rather than trades in order that they may obtain both financial security and social approbation. Too often these factors are the vital considerations rather than the interests of the student, his personality, or capacities.

Students have been urged to give more careful thought to the final selection of a career. Books on vocational guidance have been placed in the library. The students have been advised to consult with their instructors and advisers on this matter. Twenty students took advantage of the opportunity to fill out a vocational interest blank with the hope that this might give them a sounder foundation on which to make a more rational selection of a career. Many other students have taken full advantage of the opportunity to discuss these questions with the members of the teaching staff. It is recognized that the field of vocational guidance is in its infancy and therefore great care must be exercised by the advisers.

Another step forward was made this year by the establishment of an employment service administered by an Assistant to the Appointments Office of Columbia University. With the coöperation of Mr. Gentzler, Secretary of Appointments, and his staff, letters were written to various types of business concerns informing them of the new service. In spite of the adverse economic conditions encountered by the new employment office, ninety-eight students were placed in temporary jobs during the year. As business conditions improve this function will become no doubt more beneficial to the student body.

The Administration of the College is deeply grateful to Mr. Morris Propp for a gift of \$250. This donation has been employed as a foundation for a Seth Low Junior College Student Loan Fund. The present economic depression has presented in sharp relief the need for scholarships and a loan fund for the students of the College. In previous years several students have been assisted temporarily through the loan fund of the University. During the present year the requests for loans were more numerous than heretofore. In the future it is hoped that gifts from friends and alumni, students, and officers of instruction may be made to the loan fund which the generous gift of Mr. Propp has established.

The achievement of high academic standing was stimulated this year by the establishment of an Honor Roll for all students making a record of B or better. The Honor Roll was announced upon the completion of each session. Appropriate notice of the names of the students placed upon the Honor Roll was published in the Seth Low *Scop* and the metropolitan press.

During the current year the College had the privilege of participating in a nation-wide testing program under the auspices of the American Council on Education. In explaining the purpose of this test the American Council on Education said:

The same examination, together with tests in several specific subjects, was given in more than forty colleges in Pennsylvania in May, 1930, and the parts recommended for use in the nation-wide testing program are the sections which have yielded results of the most general interest and of the most practical usefulness to the colleges. Great differences have been found between student groups in these colleges, and between individual students in the same college, in regard both to tested intelligence and to tested achievement in all subject matters included in the examination program. Each college using the test will be able to see how its students as a group compare in achievement with those of other colleges, and what is perhaps even more important, how they compare with one another individually. The main purpose of the tests is to throw light on the capacities, needs, and problems of individuals, rather than to furnish a basis for institutional comparisons.

On May 3 and 4 the test was given to seventy-nine students of Seth Low Junior College. The preliminary results indicate that the most of those who took the examination did very well. The final report will no doubt point out many ways in which the College may more fully serve the individual needs of the students.

No attempt was made to correlate the results of this examination



with the final grades. The results of the final examination in each course offered in the College are carefully considered in grading the students. To be sure, more weight is placed on the final examinations in some courses than in others. In any event it is desirable to systematize the giving of the final examinations in order that no one student may have an unfair advantage over his fellows. For this reason a committee was appointed to study the mechanical problems involved in the giving of all final examinations in the College. Upon the recommendation of this committee one instructor was designated to be chief proctor, and given the function of preparing the details of the examinations. The results of this new method were very gratifying indeed. The new system proved of advantage both to the students and the instructors.

Various departments of the College have reported progress in their activities. The Department of Economics offered an advanced course in the "Organization of Economic Affairs" for the benefit of University Undergraduates who desired to take a course in economics leading to a major in this field or for the purpose of enriching their education.

Considerable improvement was made in the offering of English composition for the freshmen and sophomores. The material presented to the students was organized more effectively in order to avoid duplication and to increase the reading of English literature. Emphasis was placed on a widely selected list of readings so that the student might learn from observation how to improve his own compositions and to become familiar with masterpieces of literature.

The Department of Health and Physical Education offered fewer activities and laid greater stress upon the development of skill. Considerable study was devoted to the formulation of a more accurate basis for grading the students in their gymnasium work. The development of intramural athletics was continued. Tournaments were held in various sports and the number of students participating increased as compared with previous years. The organization of intramural athletics has been centralized and placed under the direction of a member of the Department. The officers of instruction of the Department of Health and Physical Education coached and directed all intercollegiate athletics. No effort was made to obtain an audience for the players. Neverthe-

less, greater interest in intercollegiate athletics was shown both by the larger number of students who desired to participate and the larger number of students who attended the games.

The Department of Philosophy, for the first time, offered a course in the "Introduction to the Philosophical Classics." The course was open to students of Seth Low Junior College and to University Undergraduates. Interest in the study of philosophy has increased, particularly by students who are preparing for the profession of medicine.

The Department of Psychology reports the most successful year since the establishment of the College. The laboratory facilities have been improved greatly. Two courses offered for University Undergraduates have been strengthened by the addition of subject matter and more intensive instruction.

The Department of Zoölogy has devoted much attention to methods of instruction. Students have been encouraged to make their own observations in the laboratory and from these to draw tentative generalizations of their own and then to proceed with the remainder of the educative process under the guidance of the lecturer. This method requires greater resourcefulness on the part of the officer of instruction and also consumes more of his time in preparing for and conducting the work than other methods of instruction. The conduct of the work this year has been greatly facilitated by a considerable improvement in the quantity and quality of laboratory apparatus.

The Department of Sociology, through Dr. Nels Anderson, had the privilege of being of assistance to the community. Dr. Anderson served as the Director of the Homeless Man Study for the Welfare Council of New York City. In the month of March he was given a leave of absence so that he might assist the New York State Temporary Emergency Relief Administration to organize the work for the homeless in the city of Buffalo. He also voluntarily coöperated with the Family Welfare Association of America in an effort to bring about some regulation or national centralization regarding the reporting on the homeless between the larger cities. In June he was given another leave of absence so that he might assist the New York State Temporary Emergency Relief Administration in their efforts to obtain the return of the New York veterans who had traveled to Washington to urge the passage of bonus legislation.

The publications of the staff for this year have been as follows:

- Blaisdell, Thomas C., Jr. *Federal Trade Commission*. Columbia University Press.
- Chappell, Matthew N. "Inhibition, Facilitation, Learning: Summation of Stimuli." *Psychological Review*, 38: July, 1931.
- "In Reply to Landis." *Journal of Comparative Psychology*, 12: October, 1931.
- "A Comparison of Blood Pressure Methods." *Journal of Genetic Psychology*, 39: 1931.
- Chesley, Paul. "Lethal Action in the Short-tailed House Mouse." *Proceedings of the Society for Experimental Biology and Medicine*, 29: 437-38, 1932.
- Elftman, Herbert O. "The Evolution of the Pelvic Floor of Primates." *American Journal of Anatomy*. In press.
- Schutt, Warren E. *The Technique of the Short Story*. D. C. Heath & Co. In press.

The development of the library of the College has gone hand in hand with the improvement in the quality of work of the departments. During the year, 1,210 volumes were added to the library making a total of 6,096. The use of books increased from 52,234 in 1930-31 to 55,349 in 1931-32. The library at Seth Low Junior College is constantly in debt to the generous assistance of the University Library for the temporary use of many volumes.

The development of higher education in Brooklyn has been furthered during the year by a closer coöperation between the institutions of higher education in Brooklyn. At a meeting of members of the Boards of Trustees and Administrative Officers of private institutions of higher education in Brooklyn on February 18, 1932, Professor Egbert, Chairman of the Administrative Board of Seth Low Junior College, presented a plan for the formation of a Brooklyn Council on Higher Education. Attempts to obtain coöperation between institutions of higher learning in Brooklyn have been made throughout the last thirty years, but little or nothing has been accomplished.

Professor Egbert, in presenting his plan, stated: "I realize fully that, at the present moment, it is doubtful if it would be possible to organize and unite the various private organizations of the Borough of Brooklyn into a university." He proposed instead that a Council on Higher Education, through coöperation and conferences, might become mutually helpful to the various member institutions and thus further the interests of higher education in

Brooklyn. The immediate function of the Council would be to place before students of liberal arts colleges, professional schools, and adults interested in continuing their education, a group of courses offered by the educational institutions under the auspices and direction of the Brooklyn Council on Higher Education. Such an offering of courses would in no wise interfere with the complete autonomy of any one institution, either as to the offering and conduct of their courses or of their financial arrangements. The purpose of the plan is to "promote an active unified interest on the part of the institutions represented," and, at the same time, to utilize the facilities already available in Brooklyn for the intellectual enrichment of the community. The private institutions of Brooklyn have shown great interest in this plan. Several meetings of the committee appointed by the group have been held and a tentative constitution has been prepared for the consideration of the administrative authorities of the prospective institutional members.

The formation and establishment of a group of courses under a Brooklyn Council on Higher Education would be of some assistance to students in Seth Low Junior College. It would be, however, of greater benefit to University Undergraduates who desire to register in Brooklyn.

As already stated, during the past year 96 University Undergraduates, or third and fourth year students, registered at the office of Seth Low Junior College. Of these, 38 obtained the degree of Bachelor of Science in General Studies from Columbia University on June 1. Three obtained the degree by the exercise of professional option and 7 are eligible for the degree upon receipt of reports from the professional schools indicating satisfactory completion of their first year.

An analysis has been made of the courses taken by the University Undergraduates registered in Brooklyn: 38 registered for 65 courses in Columbia College; 44 registered for 57 courses in University Classes at Morningside Heights; 32 registered for 13 courses in University Classes in Brooklyn; 5 took all of their work at Morningside Heights but registered at the office of Seth Low Junior College so that they might continue to participate in the extra-curricular activities of the Seth Low Students Association.

Although the development of a group of courses under a Brooklyn Council on Higher Education might assist a good many of these

University Undergraduates, yet no institution in Brooklyn has so complete an offering of advanced liberal arts courses as may be found in University Classes at Morningside Heights. This situation, together with the registration mentioned above, raises the question of whether or not it might be wise for the University to make more adequate provision for daytime studies at Morningside Heights for the University Undergraduate.

Respectfully submitted,

EDWARD J. ALLEN,  
*Director*

*June 30, 1932*

# SCHOOL OF BUSINESS

## REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1932

*To the President of the University*

SIR:

I have the honor to present herewith the report of the School of Business for the academic year ending June 30, 1932.

As I begin this report I realize that there are two outstanding events which in a peculiar way mark the year which is now closing. I refer to the fact that this year was the first of the new form of administration of the School. On July 1, 1931, the administration was changed from that under which it had begun its career and gone forward in the first fifteen years of its existence, for in place of a Director and Administrative Board, the Trustees appointed a Dean and a Faculty for administrative control. The former plan had proved thoroughly practical and efficient for a new school, and the institution prospered under the organization which employed the least amount of administrative machinery consistent with the proper conduct of the School; nevertheless, it was felt that the older and traditional form of administration would be more appropriate, especially as the School had always maintained a standing in the University commensurate with that of the other and older schools. The meeting for organization of the Faculty took place on October 22, 1931, with President Butler in the Chair. At this meeting, the simple rules of the Faculty of the School of Business were adopted and a Committee on Instruction was appointed which would advise in the conduct of the affairs of the institution in the interim of the Faculty meetings which were restricted to the second Thursday of the months from October to May. Thus, the School of Business is now administered in the same manner as the other schools of the University, and organized so as not to impose undue administrative duties upon any member of the Faculty.

The second fact to which I refer is more personal—that is, the withdrawal of myself from the position of chief administrator of

the School of which I have been Director for fifteen years and Dean for one year. After sixteen years of service in connection with the School, it seemed wise to me to send to the President the following letter:

APRIL 27, 1932

NICHOLAS MURRAY BUTLER, LL.D.  
PRESIDENT OF COLUMBIA UNIVERSITY

My dear Mr. President

I think you will agree with me that it is wise that an economist should now be the administrative head of the School of Business. I have already spoken to you about this matter and therefore bring it to your attention in a more official manner.

The School is now in excellent condition. We have the largest registration in its history, and I know that the quality of the students is better than at any other time. You yourself are aware of the distinction and scholarly quality of the members of the staff. Hence I believe that this is the right time for the classicist to withdraw from the administration of the School.

As I stated when I spoke to you about this matter, I would recommend most heartily the appointment of Professor R. C. McCrea as Dean of the School.

Very sincerely yours,

JAMES C. EGBERT,  
*Dean*

The action of the Trustees is indicated in the following resolution:

MAY 2, 1932

PROFESSOR JAMES C. EGBERT  
SCHOOL OF BUSINESS

Dear Professor Egbert

The Trustees, at their meeting to-day, after hearing, with great regret, your letter addressed to the President under date of April 27 adopted the following resolution:

*Resolved:* That the resignation of James C. Egbert, Ph.D., LL.D., Litt.D., Professor of Latin, as Dean of the Faculty of Business, tendered in a letter addressed to the President under date of April 27, 1932, be accepted, to take effect on June 30, 1932, with an expression of the profound appreciation which the Trustees have of the invaluable service rendered by Dean Egbert in this important post.

Very truly yours,

FRANK D. FACKENTHAL

In consequence of this change in my relationship to the School, I begin this report with a temptation to indulge in retrospect.

In 1911, University Extension offered a series of courses in commerce for the part-time student who could attend in the late afternoon and evening. This evidently met a demand and the number of students grew rapidly and called for a more extended program each year. In 1916-17, the day and evening courses in commerce, accounts, and finance for graduate and undergraduate students well-nigh assumed the form of a curriculum of an established school. Hence it was a very simple matter to establish the School of Business which was ready for the first class in the fall of 1916 and offered to students a two- and three-year course leading to the degrees of Bachelor of Science and Master of Science. The record of the first Administrative Board meeting gives the familiar names of Dean Woodbridge, Dean Keppel, Dean Gildersleeve, Professor Seligman, Professor McBain, and Director Egbert. Among the officers of instruction were Roswell C. McCrea, Professor of Economics; Robert H. Montgomery, Professor of Accounting; Robert M. Haig, Assistant Professor of Economics and Business Administration; Hastings Lyon, Assistant Professor of Finance and Business Law; H. Parker Willis, Lecturer, and, in the following year, Professor of Banking; T. W. Van Metre, Instructor in Transportation; Roy B. Kester, Instructor in Accounting. It is noteworthy that with the single exception of Professor Montgomery, these names all appear in the roll of the Faculty of the School of Business at this date. All of these gentlemen have received the promotions due them for their faithful and able services and because of their scholarly reputation.

The first problem which faced the administration of the new school was a suitable location for its offices and classrooms. The Director of the School of Journalism generously placed at our disposal rooms in the building assigned to that school. Nevertheless, the lack of a home seriously interfered with the educational work of the School. The story is told elsewhere of the generosity of Mr. Emerson McMillin and Mr. A. Barton Hepburn, which made possible the construction of a building for the School of Business. The intervention of the World War, however, caused a serious delay and it was not until 1922 that the Trustees awarded the contracts for the new building and on February 16, 1923, the Director broke ground for the beginning of construction, and the formal opening and inspection of the building took place on



December 6, 1924. The growth and development of the School from that time are a matter of general knowledge and are recorded in annual reports of the Director and Dean for the past fifteen years.

It seems appropriate for me to refer in this, my last report, to the educational principle in accordance with which the School was founded and has always been administered. In making this statement, I cannot do better than quote from a letter dated May 2, 1932, which you, as President, have written to me on my retirement:

. . . the object of the School has been to raise step by step to the rank of a learned profession, those occupations of men which have heretofore been dominated almost exclusively by the gain-seeking instinct. As those occupations are raised to the higher plane which our University occupies, they will learn the great advantage and satisfaction of subordinating the gain-seeking instinct to the highest types of social service, thereby adding intellectual and moral satisfaction to deserved and well-earned profit.

This expresses in definite terms the object for which the School exists and indicates the spirit with which members of its Faculty approach its problems. A review of the reports of the Director will show that this doctrine has been set forth repeatedly in these documents. With great satisfaction we can express our belief and confidence that in the future progress and destiny of the School these principles will be consistently maintained. In an article entitled, "Is Business a Profession?", *Columbia University Quarterly*, March, 1932, my successor, Dean Roswell C. McCrea, has indicated very clearly his own adherence to the principles which have hitherto prevailed in the conduct of the School.

The registration of students for the year shows a very satisfactory increase over that of the preceding year. The numbers are 515 against 468 for the year 1930-31. The increase may be regarded as remarkable because of the loss which many schools have experienced due to economic conditions. The officers of the School have not indulged in extraordinary or spectacular methods of publicity in their desire to increase the number of students. They have, rather, relied upon the high standing which they have required and upon the scholarly reputation and distinction of the members of the staff. We believe that the thoroughly satisfied student is the best medium of publicity.

At the Commencement in June, 1932, 84 students received the

degree of Bachelor of Science and 42 the degree of Master of Science, as against 84 and 37 respectively in 1931. The classification of registered students indicates a continued tendency toward an increase of those who have already received the undergraduate degree. Thus, 191 registered for the Bachelor of Science in 1932 against 196 in 1931; 188 for the Master of Science, against 166 in 1931; and 48 for the degree of Doctor of Philosophy in 1932 against 31 in 1931. A registration of this character indicates the continual growth in the reputation for scholarly investigation which is a most important feature of the activities of the School. The special or unclassified students this year numbered 88 against 75 last year. The number of secretarial students who obtained the degree of Bachelor of Science was 12 as against 8 last year. We also awarded certificates of the one-year course for college graduates in secretarial studies to 13 students against 14 for the year 1930-31.

When we consider the registration in the School of Business, we must remember that the classes of the School are open to qualified students from other parts of the University. Thus, last year, 265 students of Columbia College attended various classes of the School of Business. The Faculty of the School cares therefore not only for the students directly enrolled in the School, but for those from other schools just referred to.

Now, as to the origin of our students. They come from many different states and from foreign countries to the number of 235. From New York State they number 280, and it is interesting to note that they have been enrolled in 130 different institutions of this country. The largest number come from Columbia College, 169; from the College of the City of New York, 20; from New York University, 19; from Harvard, 16; from Yale, 13; from the University of Pennsylvania, 8; from Fordham, Cornell, Dartmouth, 7 each; from Ohio State University and Massachusetts Institute of Technology, 6 each; from Georgetown University, Syracuse University, Texas University, 5 each; and, finally, from the University of Alabama, Brown University, Colgate University, Connecticut College for Women, University of Illinois, Manhattan College, University of Missouri, New Jersey College for Women, Providence College, Rollins College, Rutgers University, University of Vermont, Wellesley College, and Williams College, 4 each. Institutions of foreign countries, 36 in number, are represented in

the student body. Thus 5 come from Germany, 5 from Russia, 4 from China, 3 from Turkey (Robert College), 3 from Lithuania, 2 from Belgium (University of Brussels), 2 from Norway (University of Oslo and College of Arendul), and one each from the remainder.

The records of the Faculty do not show any changes during the past year. In the coming year, Professors Benjamin Haggott Beckhart, and Joseph Russell Smith will be away on leave for the entire year, and Professors Frederick C. Mills and Paul Frederick Brissenden will be absent on leave for the Spring Session. We shall miss Professor J. Anton de Haas of Harvard University who, through the courtesy of Dean Donham, has been giving partial service in the School in the absence of Professor Smith and Professor Orchard. I would record also the appointment of Reavis Cox as Instructor in Business Administration, William H. Koenig, as Lecturer in Economic Geography, and Joseph L. Weiner as Lecturer in Business Law, in place of Jackson R. Collins.

The members of the Faculty, as is their wont, have one and all taken part in some undertaking apart from their direct service as instructors of the classes of the School of Business. The service thus rendered has been of research and of scholarly character and has either been in the field of investigation in the science of business or on the other hand has taken the form of direct service in connection with business enterprises or civic affairs. It is hardly necessary for me to say that there is nothing extraordinary in this, as it is the general understanding on the part of the members of the staff that their duty as officers of the University in the School requires such service in addition to the regular work in instruction.

Thus I may refer, first of all, to the coöperation with research workers under the auspices of the Committee on Economic Sanctions, as suggested by the Trustees of the Twentieth Century Fund, on the part of Professor H. Parker Willis and Professor J. Russell Smith. The former presented a study on credit embargoes and the latter a study on food embargoes, both of which studies were included in the research report used by the Committee on Economic Sanctions which has been published in a report under the auspices of the Trustees of the Twentieth Century Fund. Professor Willis has also served in a most extraordinarily useful way in advising upon the form of the banking bill before Congress, together with the report accompanying it. He has also acted as adviser to the

special committee in charge of the Reconstruction Finance Bill and in that capacity redrafted the measure as instructed. He has also prepared an elaborate memorandum on banking conditions previous to 1929 for the President's Commission on Unemployment. He has written profusely, furnishing the chapter on banking in the work entitled *A Hundred Years of American Progress* by Professor Charles A. Beard, the article on the Federal Reserve System for the *Encyclopaedia of the Social Sciences*, and five articles for the *New International Year Book*. He has likewise participated in the Institute of Economics conducted by the Norman Wait Harris Foundation in Chicago, under whose auspices he has lectured on "Federal Reserve Policies during the Depression."

Professor Robert M. Haig during the past year has served as Executive Secretary and Director of Research of the New York State Commission for the Revision of the Tax Laws. During the summer of 1931 he was sent to Budapest by the Trustees of the Carnegie Endowment for International Peace to conduct certain studies of the economic situation in Hungary. Professor Haig is also serving as President of the National Tax Association. In addition to these activities, Professor Haig has made many addresses and written magazine articles, and this year prepared for publication the report of the Tax Commission of New York State which is a large and an imposing volume.

Professor Frederick C. Mills has been engaged in a study of economic tendencies in the United States, particularly during the pre-war years, defining certain of the major characteristics of the period immediately preceding the recession of 1929, with the purpose of comparing these with the tendencies and conditions prevailing in the United States during the period from the end of the century to the outbreak of the World War. Professor Mills has also presented a paper before the American Statistical Association on "Aspects of the Price Recession of 1929-1931" for the *News-Bulletin* of the National Bureau of Economic Research, in December, 1931.

Professor James C. Bonbright has been serving the state of New York under the appointment of the Governor as a member of the Board of Trustees of the New York Power Authority. He has written in coöperation with Gardiner C. Means and for the McGraw-Hill Book Company a book entitled *The Holding Company* and

in the *Proceedings of the Third Annual Session of the Southeastern Economic Association*, November, 1931, an article entitled "The Control of Public Utility Holding Companies," and in *The Annals of the American Academy of Political Science*, 159: 1-6, January, 1932, "The Evils of the Holding Company."

Professor Ralph H. Blanchard was insurance adviser to the Committee to Study Compensation for Automobile Accidents. The report appeared on February 1, 1932, under the auspices of the Columbia University Council for Research in the Social Sciences. He is also writing for the *Journal of American Insurance*. He is serving on the Educational Committee of the Insurance Society of New York.

Professor O. S. Morgan has served as delegate to the International Agricultural Congress at Prague and at Copenhagen. Professor Morgan is preparing an imposing treatise on agricultural economic policies of various Middle European states. He is serving as agricultural expert for the city of New York in regard to the claims against the city in the Mohansic Lake division of the Department of Water Supply.

Professor Paul H. Nystrom has prepared a report on "Price Indices" for the Domestic Distribution Department Committee of the Chamber of Commerce of the United States. He has published through the Ronald Press a book entitled *Fashion Merchandising*, New York, 1932. Professor Nystrom has written the following articles: "The Consumer's Responsibility in the Present Crisis," *Journal of Home Economics*, March, 1932; "Suggestions on Reading in Economics for Business People" in *Publishers' Weekly*, February, 1932; "Fashion Knows Where She Is Going" in *Nation's Business*, April, 1931; and "Food Distribution and Grocery Trade," published in the *Encyclopedia of Social Sciences*.

Professor B. H. Beckhart has written many articles in the field of banking. Among them I might mention "The Survey of Federal Reserve Policy" for *The (London) Times* in its trade and engineering supplement, June 27, 1931; "The Credit Base" for the New York Chapter, American Institute of Banking, *Chapter Notes*, January, 1932, and also leading articles in the *New York Herald-Tribune*, as follows: July 19, 1931, "Germany's Indebtedness on Short-Term Account"; September 27, 1931, "The Implications of the Abandonment of the Gold Standard"; November 29, 1931,

"The Need for a Balanced Budget"; December 6, 1931, "The Senate Questionnaire on Federal Reserve Policy"; on January 24, 1932, "The Discussion of the Glass Bill"; January 31, 1932, "The Postal Savings System"; March 13, 1932, "A Discussion of the Current Credit Strain"; April 24, 1932, "The French Trade Balance"; and in the *New York Evening Post*, January 4, 1932, "The Discussion of Capital Exports from the United States"; and on February 20, 1932, "The Glass-Stegall Bill." Professor Beckhart, who has been editor of the series of studies of the New York money market, reports that the following volumes are nearing completion and will probably be off the press in the fall of 1932: Volume II, *Concentration and Movement of Money Market Funds*, by James C. Smith; Volume III, *The Use of Money Market Funds*, by Benjamin H. Beckhart; and Volume IV, *Internal and External Relations of the Money Market*, by Benjamin H. Beckhart, James C. Smith, and William Adams Brown, Jr.

Professor A. H. Stockder has written an important work entitled *Regulating an Industry*. This treats of the economic results attained by the Rhenish-Westphalian Coal Syndicate in its efforts to stabilize the coal mining industry of the Rhur basin in Germany.

Professor R. S. Alexander has acted as chairman of the Definitions Committee of the National Association of Teachers of Marketing and Advertising.

Professor Paul F. Brissenden has written twenty-two articles on industrial relations for the new *Encyclopaedia* which is being published by Messrs. P. F. Collier and Son.

Professor David L. Dodd is busy in coöperation with Mr. Benjamin Graham in preparing a book on *Analysis for the Security Buyer*.

Professor Paul Shoup has prepared for the New York State Tax Commission certain reports entitled "Sales Taxes on Selected Commodities," "Retail and General Sales Taxes," and in coöperation with Mr. Louis Shere, "The Use of Reserve Funds to Stabilize Revenue Available for Expenditures." Professor Shoup spoke on "Some Problems in State and Local Sales Taxation" before the National Tax Conference at Atlanta, Georgia.

Professor Hastings Lyon has completed a history of the Federal Constitutional Convention of 1787 and is busy on a new work on corporation finance.

Professor H. K. Nixon has written an important book on *Principles of Selling* published by the McGraw-Hill Book Company.

Mr. Ralph West Robey, Instructor in Banking, is the financial editor of the *New York Evening Post*. His daily short articles have received wide recognition as clear and sane presentation of the economic conditions now existing.

The School of Business has always desired the closest contact with the business world which is at its doorstep. The contact is evinced in various ways but principally through the custom of the departments of presenting to the students the practical knowledge which is in the possession, in an extraordinary degree, of those who represent the various fields in the business world. In consequence of this we have called upon various experts to appear before the students in their classes with the purpose in mind to which I have just referred. May I say that we are greatly indebted to these gentlemen who have so freely and willingly acceded to our request to speak before our classes and particularly to address various groups of the seminars of the School. The students of the banking seminar were addressed by Dr. Jules I. Bogen and Dr. Walter E. Spahr of New York University; Mr. Edmund Platt, president of the Marine Midland Group; Mr. C. T. Revere of the firm of Munds and Winslow; Dean Justin H. Moore of the School of Commerce, Accounts and Finance of the College of the City of New York; Mr. Hans Widenmann of the firm of Ludwig & Bendix, and Mr. Edwin Schapira of Case Pomeroy & Company. In like manner the speakers before the seminar in marketing were Mr. E. B. Lawton, who is in charge of the executive training group of R. H. Macy & Co., and Mr. W. T. Grant, chairman of the board of W. T. Grant Company. The class in the "Economics of Retailing" was addressed by Mr. Joseph H. Appel of John Wanamaker and Mr. Clarence G. Sheffield of L. P. Hollander's. The following gentlemen addressed the accounting seminar: Mr. Lester F. Brumm of Hahn Department Stores; Mr. David E. Goleib, Treasurer of Einstein Wolf & Co.; Mr. H. A. Hopf of H. A. Hopf & Co.; Mr. Donald Jordan, of the Chemical National Bank; Mr. Ernest Katz, controller of R. H. Macy & Co.; Mr. John Williams, management engineer; Colonel Robert H. Montgomery, of Lybrand, Ross Bros. & Montgomery; Mr. John Jaffe, of the College of the City of New York; Mr. E. J. Reynolds, of General Motors Accept-

ance Corporation; Mr. Walter B. Cokell, budget director of Paramount Publix Corporation; Mr. Thomas L. Woolhouse, of Lybrand, Ross Bros. and Montgomery; Mr. Harold Dudley Greeley, attorney at law; Mr. J. Andrew Crafts, of J. Andrew Crafts & Company; and Mr. Herbert C. Clark of the New York State Department of Insurance. The class in "The Use of Statistics in the Control of Business" was addressed by Mr. V. E. Walls and Mr. W. J. Daller of the International Business Machine Corporation and Mr. Alois Wolf, statistician of Hills Brothers. An address on "Some Economic Aspects of the Proposed Danubian Federation" was given before the School by Dr. Kalman de Buday, the Hungarian economist.

Among the more important subjects of study in the field of business and therefore in our School and in University Classes we must place accounting. This subject is necessarily vocational and yet deserves a place among the scientific studies of the School and of the business curriculum. The members of our staff to whom this subject has been assigned recognize this to the full and are constantly endeavoring to place it on a high plane of scholarship. Recently the Department of Education of the State of New York has taken important action in strengthening, by suitable legislation, the educational presentation of this subject. Hence after January 1, 1938, all candidates for the certificate of Certified Public Accountant must present evidence of having satisfactorily completed their course of study in a college or school of accountancy registered by the Department as maintaining a satisfactory standing and that prior to beginning this course of study in such college or school the student must have completed a four-year high school course approved by the Commissioner of Education. This has been interpreted by the Department of Education of the state as meaning that an applicant for the examination for the certificate must complete a four-year course of professional instruction corresponding to a complete college course of 120 points. This dignifies in a marked degree the course of study required for accountants and is most welcome to our School of Business where this subject is given such full recognition.

The administration and staff of the School of Business have always taken great interest in placing the students of the School at the time of their graduation and also the members of the alumni



when they need service of this kind. This task has been assigned to a special committee of the School, as its importance is very fully recognized. This does not imply that the School of Business undertakes to find places for all its students when they have finished their courses or that the School prepares students for any particular calling in the business world. The existence of the committee simply indicates the kindly interest which officers of the School naturally have in obtaining positions for those of their students who desire at once to enter the business world or the vocation of teaching. I should also add that this committee is closely associated with the University Committee on Employment of Students and is organized so as to be of service to the general committee of the University, especially in the field of placing students in business. The members of the Committee are Professors Paul F. Brissenden, Frederick C. Mills, and Thurman W. Van Metre, and *ex officio*, Mr. W. Emerson Gentzler, chairman of the Committee on Employment of Students and Miss Clara E. Velting, secretary to the Dean of the School of Business. The Committee in its report calls attention to the fact that the continuance of the depressed business conditions has made placement work extraordinarily difficult. We are all aware of the fact that many have been deprived of their positions and very few have been added to the staffs of business houses because of the difficulties of the times. In fact, large corporations have refused definitely to add to their personnel. It appears, however, that the total number of students in the classes which furnish most of the job seekers was 419 in 1931-32 as compared with 369 in 1930-31. The statistics of the School which I have given in the early part of this report indicate that the enrollment of the School was larger than last year, hence there were more students in need of the kindly offices of the Committee than heretofore as well as many of the alumni who were unemployed or desired to make a change who were registered with this Committee. I insert here a table which indicates the distribution of students registered in this School.

TABLE I

DISTRIBUTION OF STUDENTS REGISTERED IN THE SCHOOL  
(BY SEX AND CLASS)

Class	1931-1932					
	Men	Women	Total	Men	Women	Total
First year . . . . .	81	15	96	76	23	99
Second year . . . . .	71	24	95	82	15	97
M.S. . . . . .	157	31	188	135	31	166
Ph.D. . . . .	47	1	48	31	0	31
Special <sup>1</sup> . . . . .	54	34	88	34	41	75
<i>Total</i> . . . . .	<i>410</i>	<i>105</i>	<i>515<sup>2</sup></i>	<i>358</i>	<i>110</i>	<i>468<sup>3</sup></i>

The following table gives a general summary of the work of the Committee during this academic year. Of course the figures that are here given relate primarily to the activities of the Committee in behalf of students in course. It should be stated, however, that members of the alumni were referred to places, especially where persons with more practical experience than is possessed by the student newly graduated were called for. In looking over the table we see that with a slightly larger number of students graduating than in any other year, the number of placements we were able to make during the year from June 15, 1931 to June 1, 1932, was smaller than most of the preceding years except 1930-31.

<sup>1</sup> Including the group of one year secretarial students taking the course for college graduates.

<sup>2</sup> 288 of these were new students.

<sup>3</sup> 273 of these were new students.

TABLE II

SUMMARY OF WORK OF FACULTY COMMITTEE ON EMPLOYMENT<sup>1</sup>

	1931-1932 <sup>2</sup>	1930-1931 <sup>3</sup>
Number of students graduated . . . . .	138	136
Number of students registered in the School of Business . . . . .	515	468
Number of students registered for employment . .	36	69
Number of students called for by employers . . .	50	93
Number of employers making calls:		
Firms . . . . .	20	37
Educational institutions . . . . .	12 32	19 56
Number of references of students to jobs . . . . .	25 <sup>4</sup>	43 <sup>4</sup>
Number of students referred to jobs . . . . .	21	28
Number of students placed . . . . .	35 <sup>5</sup>	14 <sup>5</sup>

There is indicated a sharp decrease from earlier years in the number of employers who have made requisitions, also in the number of requisitions made and in the number of candidates called for in these requisitions. Thus, the number of employers making requisitions has fallen from 56 last year to 32 in the current year. In like manner the number of students called for dropped from 93 last year to 50 this year. It is a fact that most of the requisitions this year have been for persons of experience, hence the number of references of inexperienced students to jobs is also much smaller, having dropped from 43 to 25. Notwithstanding these facts, twice as many students were placed or found positions this year as were reported placed last year. It is possible also to report now that all but six of the men students of the class of 1931 who were looking for places are reported placed in positions.

In the table given below an occupational classification is given, based on the indicated first choices of students registered with the Committee.

<sup>1</sup> Except where specifically indicated to the contrary the figures cover only the references and placement of students.

<sup>2</sup> The figures here given cover the work of the Committee to June 1, 1932.

<sup>3</sup> The figures here given cover the work of the Committee to June 15, 1931.

<sup>4</sup> Not including any references to alumni; to have included these figures would have destroyed the comparability of the data.

<sup>5</sup> We have not included students who have not reported definitely about jobs, nor have we included temporary placements.

TABLE III  
 OCCUPATIONAL CLASSIFICATION OF STUDENTS REGISTERED  
 FOR EMPLOYMENT, 1931-1932

Teaching . . . . .	7
Research . . . . .	6
Accounting . . . . .	5
Banking . . . . .	4
Statistical research . . . . .	3
Advertising . . . . .	2
Exporting . . . . .	2
Clerical . . . . .	2
Finance . . . . .	2
Investments . . . . .	1
Librarian . . . . .	1
Engineering . . . . .	1
Newspaper . . . . .	1
<i>Total</i> . . . . .	<i>36</i>

In Table IV we find the classification of requisitions made by employers.

TABLE IV  
 OCCUPATIONAL CLASSIFICATION OF REQUISITIONS MADE BY EMPLOYERS

Teaching <sup>1</sup> . . . . .	14
Selling . . . . .	7
Executive <sup>2</sup> . . . . .	4
Accounting . . . . .	2
Research . . . . .	2
Typing . . . . .	1
Statistical . . . . .	1
Secretarial . . . . .	1
<i>Total</i> . . . . .	<i>32</i>

The Committee calls attention again to its recommendation for the establishment of a position of student guidance and placement in the School of Business.

This is the last report which I, as Dean, will have the privilege of presenting. I am therefore considering in a more critical spirit the School of Business which I organized in 1917 and of which

<sup>1</sup> Including one head of a school in a university, one lecturer, and one tutor.

<sup>2</sup> Including two calls for men to act as "right hand" men to important business executives.

I have been the directing head for fifteen years. This piece of administrative work fell to my hands, although my own field was classics and Roman archaeology, particularly because it had been my lot to care for new undertakings of an administrative character, such as the Summer Session and University Extension. I must confess that the assigning of a Professor of Latin to be director of a school of business did seem incongruous and extraordinary. Nevertheless, as the years have gone by the incongruity has not been impressive, particularly because the undertaking was largely administrative and because of the hearty and friendly coöperation of members of the staff who insisted year after year upon my continuing in this important post. I think I should add also that the intention of the President and Trustees was plainly to establish a school of business which would be on the same plane and with the same recognition of cultural values as the other schools of the University. Hence it was not so inappropriate that a Professor of Latin, whose field was naturally cultural, should undertake the organization of a school with such a purpose. The School of Business has never been vocational. In other words, we have not endeavored to produce students who would become shopkeepers. We have, however, desired to train in fundamentals those who enter business and inculcate the idea of elevating that to which they are giving their lives into a profession, cultural in character and worthy of study and scientific investigation. As I look forward to the future, I can only express the hope and indulge in the expectation that the pursuit of this same purpose shall be the guiding influence of the School and its administration. Beyond this, I may say that our plan has also involved the bringing into the University, in its School of Business, of men of scholarly attainment who would be of service not only to the students of the School but to the community, the city, and the nation. That this has been accomplished is evidenced by the records and reports of the Director for the past years.

I have attached to this report, as an Appendix, an occupational survey of the alumni of the School.

Respectfully submitted,

JAMES C. EGBERT,  
*Dean*

*June 30, 1932*

## APPENDIX

### SPECIAL SURVEY OF ALUMNI

This year a special survey was made of alumni of the School of Business, covering the fields of work represented by their activities, and the salaries received. Six hundred and nine cards were returned, out of a total of seventeen hundred and ninety-nine sent out.

Table I is a classification of the reporting alumni according to occupation or field of work. In some cases, decision as to grouping was of necessity arbitrary, since the information supplied was meager and in some cases, even contradictory.

In Table II are shown by occupation and field of work, the median salary, and the highest, the lowest, and the quartile salaries per year received in 1931 by the alumni who reported the amounts of their salaries. No attempt has been made in this table to present the data for alumnae separately.

Data relating to annual salaries similar to those in Table II are given by classes in Table III.

TABLE I  
OCCUPATIONAL DISTRIBUTION OF ALUMNI IN 1931

<i>Occupation or Field of Work</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
I. Executives <sup>1</sup> . . . . .	113	5	118
Banking and financial institutions . . .	23	0	23
Insurance companies . . . . .	9	0	9
Manufacturing establishments . . . . .	24	0	24
Retail trade . . . . .	20	1	21
Wholesale trade . . . . .	7	0	7
Public utilities . . . . .	4	0	4
Executives, not otherwise specified . . .	26	4	30
II. Accountants . . . . .	67	2	69
Self employed, chiefly CPA's . . . . .	11	0	11
In public accounting firms . . . . .	16	1	17
In private business establishments or in governmental organizations . . . . .	19	1	20
Accountants, not otherwise specified . .	21	0	21
III. Secretaries and stenographers . . . . .	2	49	51
Secretaries (private and executive) . . .	2	42	44
Stenographers . . . . .	0	7	7

<sup>1</sup> Not including executive secretaries or self-employed executives.

TABLE I (Continued)

<i>Occupation or Field of Work</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
IV. Salesmen and Buyers . . . . .	40	5	45
Buyers and purchasing agents . . . . .	5	4	9
Department store sales clerks . . . . .	5	1	6
Salesmen or buyers not elsewhere classified <sup>2</sup> . . . . .	20	0	20
Salesmen or buyers not otherwise specified	10	0	10
V. Banking <sup>3</sup> . . . . .	89	11	100
Credit investigation and analysis . . . . .	13	0	13
Security analysis and investment counseling . . . . .	12	3	15
Securities, not otherwise specified . . . . .	14	0	14
Bank cashiers . . . . .	9	0	9
Banking, not elsewhere classified <sup>4</sup> . . . . .	5	1	6
Banking, not otherwise specified . . . . .	5	0	5
Clerks in trust and securities depts. . . . .	2	0	2
Clerks in financial institutions . . . . .	8	3	11
Clerks, not otherwise specified . . . . .	21	4	25
VI. Insurance . . . . .	23	0	23
Insurance, selling . . . . .	9	0	9
Insurance, not otherwise specified <sup>5</sup> . . . . .	8	0	8
Insurance, not elsewhere classified <sup>6</sup> . . . . .	6	0	6
VII. Statistical, Economic and Business Research . . . . .	25	6	31
Financial organizations . . . . .	3	1	4
Economic and business research, not otherwise specified . . . . .	11	0	11
Economic and business research, not elsewhere classified <sup>7</sup> . . . . .	11	5	16
VIII. Professional . . . . .	73	28	101
College and university professors			
Economics and business . . . . .	3	2	5

<sup>2</sup> Not including executives.

<sup>3</sup> Not including executives.

<sup>4</sup> Including one national bank examiner and one national bank receiver.

<sup>5</sup> Not including executives in insurance companies. Some of these persons are doubtless insurance salesmen; some may be self-employed.

<sup>6</sup> Claim examiners, inspectors, etc.

<sup>7</sup> Including business engineers and work as public utility officers.

TABLE I (Continued)

<i>Occupation or Field of Work</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
Accounting . . . . .	3	0	3
Finance . . . . .	3	0	3
Statistics, marketing and geography . . . . .	4	0	4
Professors, not otherwise specified . . . . .	6	3	9
High school instructors:			
Commercial subjects . . . . .	2	9	11
Cultural subjects . . . . .	4	1	5
Teachers, not otherwise specified . . . . .	7	6	13
Lawyers . . . . .	15	0	15
Self-employed: financial enterprises . . . . .	5	0	5
Self-employed: other enterprises <sup>8</sup> . . . . .	18	1	19
Professional, not elsewhere classified <sup>9</sup> . . . . .	6	3	9
IX. Other fields . . . . .	48	23	71
Real estate . . . . .	10	0	10
Advertising, selling . . . . .	5	0	5
Advertising, general . . . . .	7	0	7
Engineering and construction . . . . .	4	0	4
Personnel and training . . . . .	1	2	3
Retired . . . . .	3	0	3
Housewife . . . . .	0	18	18
Student . . . . .	9	2	11
Indefinite . . . . .	9	1	10
<i>Grand Totals</i> . . . . .	480	129	609

<sup>8</sup> Private businesses.<sup>9</sup> Including one minister, one physician, one librarian, one writer, and one social service worker.



TABLE II

RANGE OF ANNUAL SALARIES IN 1931 BY OCCUPATION AND FIELD OF WORK  
(BASED ON REPORTS FROM 530 ALUMNI)

Occupation or Field of Work	Number of Alumni Reporting	Annual Salary				
		Lowest	Q <sub>1</sub>	Med- ian	Q <sub>3</sub>	Highest
I. Executives:						
Male . . . . .	103	\$1,308	\$3,120	\$5,000	\$7,500	\$32,500
Female <sup>1</sup> . . . . .	5	1,710	.....	2,700	.....	5,000
II. Accounting:						
Male . . . . .	64	1,040	1,913	2,825	4,195	15,000
Female . . . . .	0	.....	.....	.....	.....	.....
III. Secretaries and stenog- raphers:						
Male . . . . .	..	.....	.....	.....	.....	.....
Female . . . . .	49	780	1,300	1,560	2,080	4,000
IV. Salesmen and buyers:						
Male . . . . .	36	1,040	2,090	3,210	4,102	13,800
Female <sup>1</sup> . . . . .	4	1,248	.....	1,508	.....	3,220
V. Banking:						
Male . . . . .	84	628	1,560	2,090	3,000	10,000
Female <sup>1</sup> . . . . .	9	1,440	.....	2,000	.....	3,850
VI. Insurance:						
Male . . . . .	20	1,500	2,400	3,000	4,750	10,000
Female . . . . .	..	.....	.....	.....	.....	.....
VII. Statistics and research						
Male . . . . .	22	1,500	1,890	3,000	3,500	7,200
Female <sup>1</sup> . . . . .	6	1,430	.....	2,200	.....	2,340
VIII. Professional:						
Male . . . . .	51	1,500	3,000	3,650	5,200	12,000
Female . . . . .	..	.....	.....	.....	.....	.....
IX. Other fields:						
Male . . . . .	40	360	1,320	2,400	3,550	100,000
Female <sup>1</sup> . . . . .	10	600	1,560	1,785	3,200	4,300

<sup>1</sup> Data probably of little or no significance because of the small number of cases reported.

TABLE III  
 RANGE OF ANNUAL SALARIES RECEIVED IN 1931  
 (BASED ON 528 REPORTS)

<i>Class</i>	<i>Number<sup>1</sup> in Class</i>	<i>Number Reporting</i>	<i>Lowest</i>	<i>Q<sub>1</sub></i>	<i>Median</i>	<i>Q<sub>3</sub></i>	<i>Highest</i>
1931	187 (202)	40	\$728	\$1,040	\$1,300	\$1,660	\$4,500
1930	125 (158)	70	360	1,430	1,714	2,400	6,760
1929	143 (165)	54	960	1,800	2,080	2,600	7,000
1928	136 (165)	42	1,200	1,560	2,300	2,600	8,200
1927	173 (220)	40	988	1,885	2,930	3,250	5,100
1926	136 (166)	44	1,300	2,192	3,000	3,875	9,000
1925	118 (158)	37	1,300	1,895	2,508	3,945	9,640
1924	131 (161)	35	1,508	2,400	3,500	5,500	100,000
1923	154 (198)	31	2,340	3,000	4,128	6,000	10,000
1922	156 (187)	48	900	3,540	5,250	8,000	15,000
1921	116 (149)	42	1,638	3,380	4,600	6,300	20,000
1920	53 (70)	24	1,560	3,200	4,200	5,700	15,000
1919	22 (33)	10	1,950	.....	4,875	.....	32,500
1918	35 (44)	4	1,950	.....	4,100	.....	10,000
1917	7	7	4,500	.....	8,000	.....	11,000

<sup>1</sup> The figures shown in parentheses in the second column under this heading indicate the total number of the members of each class (minus deceased members). The figures in the first column under the heading indicate the number of individuals to whom the questionnaire was sent; due to the fact that we had planned to incorporate this survey in the Alumni Directory, we omitted, for lack of time, foreign addresses. This fact, together with the fact that we have "lost" some alumni and therefore have no way in which to reach them, accounts for the discrepancy in the figures in the two columns.

# SCHOOL OF DENTAL AND ORAL SURGERY

## REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1932

*To the President of the University*

SIR:

I have the honor to present the following report of the School of Dental and Oral Surgery for the academic year ending June 30, 1932.

REGISTRATION	
Undergraduates:	
Freshmen . . . . .	50
Sophomores . . . . .	44
Juniors . . . . .	36
Seniors . . . . .	47
<i>Total</i> . . . . .	<u>177</u>
Number of Graduates:	
August, 1931 . . . . .	23
June, 1932 . . . . .	31
<i>Total</i> . . . . .	<u>54</u>

The balance of the class on the experimental three-calendar-year plan (thirteen students) will finish this August. After this summer, for reasons noted in my report last year, this course will be discontinued. Fifty-five young women finished the course for dental hygienists. Three graduate students received certificates of proficiency in orthodontia. There was an irregular registration of graduate students totaling twenty-eight. Fourteen of these were in oral surgery, which has attracted a large number of visitors as well as students the past year. Visitors often spend several days to several weeks in observation. Because of the financial depression there has been a taxing amount of emergency work in this department. The increased requirement of three years' academic work for entrance, corresponding with that of the College of Physicians and Surgeons, has affected the 1932 registration less than might

have been expected in a time of such financial stringency. There is naturally a notable improvement in the type of student applying.

The Faculty and staff have taken active part in clinics and professional meetings throughout the country and abroad. Seven members report participation in thirty clinics and exhibits. Fifty-seven addresses were given by fifteen individuals.

The financial depression has caused a very great increase in applications to the teaching clinic. At this writing there is more than enough teaching material registered for the coming year, with long waiting lists in all divisions. Except in the section of the clinic for the Columbia University staff and personnel, no new work can be accepted for some time that is not of an emergency nature. Most of this type falls naturally to the division of oral surgery. As was true of last year, the budget is overtaxed to carry the necessary free emergency cases. A large number of those who apply for dental service do not register when they learn we can give them only partial service. Others cannot pay even the small fees we charge. Of those who do register, it is noted that there are fewer requests for free work among the poor classes than from people who were formerly of moderate means.

I am happy to report that the final grant for our three-year coördinated research project in dental caries was made by the Commonwealth Fund, and that it has been possible to extend this work until May 1, 1933. The staff has enlisted Dr. Franklin Hollander, who will work with Dr. Cahn in oral pathology.

We wish again to express our appreciation of the cordial coöperation given by the College of Physicians and Surgeons. Sincere thanks are due to many teachers in the Medical School for their valuable advice and assistance. We are especially indebted to Drs. H. T. Clarke, S. R. Detwiler, C. F. Failey, J. W. Jobling, G. F. Laidlaw, E. G. Miller, A. M. Pappenheimer, F. Pike, P. E. Smith, and H. B. Williams, and to Dr. Kerr of the Department of Mineralogy of Columbia College. Each in his particular field has made very helpful suggestions.

Results of the research are increasingly significant. This was almost a pioneer project, at least in scope. It is gratifying to be able to state that hitherto unsuspected avenues of approach to the question have been opened very recently, with the promise of a possible explanation for this baffling disease.

Several individual research projects, also, have made good progress. Drs. Ziskin and Hirschfeld have started a study of pregnancy in its relation to oral manifestations, to continue for at least two years. Considerable progress has been made in the work conducted on the physical properties of dental materials under Dr. W. H. Crawford. New equipment has been added which makes it possible to obtain results of unquestionable accuracy. The tensile testing machine and the metallurgical microscope are the most noteworthy items. The investigation of amalgams has enabled the clinic to use better materials than formerly, with an annual saving of four thousand dollars. Probably the most important result obtained during the past year concerns small castings. With the coöperation of the teaching clinic it was possible to make a large number of castings for practical cases under carefully controlled conditions. The results obtained have definitely established the amount of gold shrinkage which must be compensated for in order to obtain accurately fitting castings of the various types. Dr. Crawford states that the facilities at the Medical Center for such studies are not duplicated anywhere. The combination of an excellent laboratory and a working clinic in charge of scientifically minded operators is unique. The work in progress on detrimental effects of accidental heat treatment of gold alloys has yielded some significant new information. Results of this investigation will probably lead to the use of an entirely different type of alloy for wrought gold wire. Determination of the physical properties of dental cements is in progress. The study has already yielded much-needed material. To facilitate the progress of work in the laboratory Miss Jane Ford, A.B., has been engaged as assistant.

Outlines of the work done on the various aspects of the coördinated research project are as follows:

For the biochemical phase of the problem Dr. Karshan reports:

By Dr. Karshan:

1. Studies of enamel and dentine extracts to determine the nature of the fluid which has been characterized as "dental lymph" and to ascertain if any differences exist between carious and non-carious teeth. These studies include determinations of the hydrogen-ion concentration, buffer action, calcium, phosphorus, magnesium and  $\text{CO}_2$  (from bicarbonate and carbonate).
2. Studies of whole enamel and dentine to determine if any chemical differences can be found between carious and non-carious teeth.

3. Studies of enzymes, in whole teeth and in enamel and dentine separately, which may influence calcification.

4. Studies of enamel solubility (in collaboration with Dr. Rosebury) to correlate the action of solutions of various pH values with the work of Dr. Rosebury on the acid production of various mouth organisms.

5. Studies on the experimental production of dental caries in the rat (in collaboration with Dr. Rosebury).

By Dr. Frances Krasnow:

1. Methods for the analysis of fluorine as applied to saliva and teeth.

2. Effect of fluorine diets on rats. Nutritional, histological, and chemical studies with a view to the production of dental caries.

3. Study of the several relationships of fluorine in saliva and teeth to the other constituents.

4. The rôle of lipids in dental caries: Methods of analysis for cholesterol and phospholipids as applied to saliva and teeth. Analyses for these substances in saliva and teeth.

Dr. Rosebury outlines work in progress in the Department of Bacteriology as follows:

Studies of the aciduric bacteria found in dental caries, particularly of their acid-producing and resisting properties and fermentation reactions, and the relation of these to their morphological characteristics. Lactobacilli from the mouths of rats with and without caries are being compared with the forms found in human mouths.

Studies of dental caries in rats. (With Dr. Karshan.) A method having been devised to produce typical enamel and dentin caries in young rats at will, studies are now under way to determine the etiological factors involved in the production of this lesion in this animal.

Studies of the solubility of human enamel in acids. (With Dr. Karshan.) Experiments are in progress to determine, if possible, the relation of enamel solubility to the pH and the buffer concentration of the solvent. An attempt is being made to correlate this work with the bacteriological studies in progress.

Assistance to the Department of Dermatology, in the bacteriological phase of a study of the possible allergic interrelation of chronic root infections and rosacea, and to Dr. Ziskin in studies of pregnancy gingivitis.

On the human nutritional phase of the study, Dr. McBeath contributes some very interesting observations. This work has consisted of studies and observations relative to the nutritional control of dental caries. Experimental and control groups of boys and girls, each numbering twenty to thirty, ranging from eight to fifteen years of age, have been under observation from the fall of 1930 to the spring of 1932. Most of the experimental groups were placed on so-called "protective" diets; periodic dental examina-

tions were made about every three or four months. The 1930-31 experiment, which was begun in November, 1930, and ended in June, 1931, demonstrated that the experimental groups showed a greater resistance to dental caries than the control group. In two instances, the susceptibility of the control groups was six and one-half times that of the experimental groups. In the fall of 1931, the same orphanages were used for continued dietary experiments. The same groups of children were selected, but with rôles reversed, i.e., experimentals were used as controls, and controls as experimentals. The last examinations were made the latter part of May, 1932. From present indications, the results of 1930-31 will be even more firmly established. The experiments show beyond any reasonable doubt that there is a definite nutritional control of dental caries.

Some experimental work on a few groups of children was carried on to evaluate the individual factors. Four groups of children, with one large control group, were administered vitamin C from four different sources. The experiment lasted eight months, but the results were not of any significance. Extensive vitamin D work was carried on in the year 1931-32, final examinations being made during the latter part of May, 1932; from present indications vitamin D derived from the action of ultraviolet light seems superior to that from viosterol, and tends to increase the resistance to dental caries, also to improve the general health. Experimental work in human nutrition will be continued through 1932-33.

Professor Walter Eddy and Miss Minerva Kellogg of Teachers College have conducted many animal feeding experiments to note the effects of dietary deficiencies. Jaws from some of these animals have been prepared by our laboratory; one group was found especially interesting. These animals were fed on a vitamin B deficient diet; and they showed definite destruction of the molar teeth. Dental decay developed, however, *only* when the rat on a B-deficient diet chewed lemon pulp, i.e., only when an acid was present in the mouth. Both factors were necessary; one alone caused no effect upon the teeth. The importance of these observations appears to lie in their close analogy to dental decay in human beings.

Dr. Bodecker has further elaborated his method for computing the index of dental caries. Such tabulation shows the percentage of tooth destruction which has taken place in patients of various

ages and sexes. Statistics are coming in from a number of different states. One fact brought out markedly by the study of only a small number of caries indices is the great extremes of dental decay found in persons of the same age and sex. For instance, in a group of females, aged twenty-one, one patient showed a minimum of 1.875 per cent; another, a maximum of 36.25 per cent. Such extremes indicate that there must be other causes of dental decay than the mere lack of oral cleanliness. With the coöperation of Dr. McCastline, a caries index of entering freshmen has been made the last two years. Another group of about five hundred will be examined by Drs. Holliday and Ziskin this fall. It is expected that before long we shall have about two thousand cases as a basis for study.

Very notable work has been done in the histological laboratory. Contrary to the opinion long held by the majority of the dental profession and by many investigators, dental decay seems to be closely related to some phases of the general health. It has been rather widely accepted heretofore that teeth were destroyed only by external means, i.e., food retention, bacteria, and salivary elements. The theory that "a clean tooth never decays," however, has been undermined by clinical experience. (Such observations, by a coincidence, have found strong confirmation in the widely reported dental findings from the remote island of Tristan da Cunha. This isolated community of 163 persons was recently found to be *practically free* from dental decay as well as other diseases; yet the inhabitants never clean their teeth, and there is not a dentist nor a physician on the island. Neither—and here may be the answer—is there any refined food, nor even an overabundance of the primitive foods which form their diet, i.e., fish, eggs, milk, a few vegetables, and potatoes. The examiners reported that the islanders eat only one kind of food at a meal. (Perhaps a little hunger is a useful thing.) Now, as Dr. Bodecker has pointed out, a slowly increasing number of investigators are discarding the old conception of dental disease, after having noted the betterment in dental conditions through improved diets. One able worker, in particular, has changed his point of view as a result of his own recent experiments.<sup>1</sup> Dr. Bodecker himself has long built on a

<sup>1</sup> Sam Karlstrom, L.D.S., D.M.D., "Physical, Physiological and Pathological Studies of Dental Enamel with Special Reference to the Question of Its Vitality," *Svensk Tandlakare-Tidskrift*, 1931, Supplement, No. 1.



biological foundation, working on the physiological connection of the teeth or of dental disease with the bodily economy. In 1905-6 he published a study proving that the enamel of human teeth contains organic or protein structures which permit penetration by fluids from within as well as from without. (This was corroborated by Malleson in 1922; the chemical nature of these structures was defined by Gies in 1924.) If it were true that the teeth are physiologically distinct from the body, constitutional disturbances could not harm them. Research in the histological phase of our study has not only justified the belief that fully formed teeth require nourishment but has led us to believe that a derangement of the dental nutritional system may cause decay, and that the internal factor may prove more important than any others. It is true that among the variety of causes heretofore advanced for dental caries a number may be contributing factors; but it will probably be found that they may all effect some specific change in the dental pulp ("nerve"), to interfere with the nourishment of the tooth, so necessary during youth to a normal development.

Some of the contributing factors most active in youth are various systemic disorders, vitamin deficiencies, calcium and phosphorus deficiencies, hereditary influences, and endocrine disturbances. One or more of these conditions may result in insufficient protection by the pulp against dental decay. Dr. Cahn believes that a hyperemic pulp may cause a decalcification of the tooth. This would further increase the susceptibility of individual teeth to caries. Other possible contributing factors during youth are anatomical defects of the tooth, abnormal saliva, and unsanitary mouth conditions. The *central* factor, however, seems to be a pathological, or improperly functioning, dental pulp. When pulpal abnormality occurs, not only are the teeth robbed of their natural protection, but mineral salts may actually be abstracted by the pulp from the dentin. Then the external agents, i.e., the saliva and the factors resulting from unsanitary mouth conditions, may become strong enough to destroy the weakened tooth from without. The abstraction of minerals from the tooth in the interior by an abnormal pulp probably precedes the formation of a cavity on the surface.

Clinical observations of human teeth also suggest the harmful effects of circulatory disturbances of the pulp. If the pulp is removed from a human tooth, true decay ceases, even though the

destructive process is active elsewhere in the mouth. The theory that an abnormal pulp is the harmful factor in predisposing the tooth to decay makes this enigma comprehensible. With the pulp removed true decay cannot occur—only a slow surface disintegration. While a pulpless tooth is more brittle than a vital tooth and cracks more easily under the force of mastication, it does not disintegrate in the same manner. Future investigation will probably show that the dental tissues composing pulpless teeth have become almost impermeable; hence the watery acid which may be present in the mouth cannot penetrate and destroy the teeth.

That the pulp is the deciding factor in the decay of a tooth as originally suggested by Dr. Cahn is also indicated by the animal experiments of Drs. Blackberg and Berke. These investigators, working in the Department of Pharmacology and in our laboratory, found, through X-rays, decalcified zones in the dentin and enamel of the tooth of a rachitic dog, *previous* to the formation of exterior decay. The inference of Dr. Cahn from this is that mineral salts were first abstracted, thus probably permitting external factors to attack the tooth.

As yet little is certainly known of the function of the dental pulp. Because we do not know its normal mechanism, we can only conjecture its abnormal functions. Dr. Cahn, Dr. Bodecker, and Dr. Hollander expect to work the coming year on these problems, attacking them through the science of physical chemistry. Dr. Hollander has outlined an especially significant project directed toward a broad understanding of some of the physiological processes involved in the normal adult tooth.

This physiological conception of dental caries, which has grown out of our research project, opens a new vista for future research. While some factors have been established by our workers and by other investigators, much remains to be done before we can explain, and possibly eradicate, dental decay. Such an achievement would obviously be of wonderful benefit to humanity. Today less than five per cent of the world's people are free from the ravage of this disease.

The year has seen some exceptional work in oral pathology. This division functions not only in a teaching capacity, but as the surgical pathological laboratory for oral surgery, operative and prosthetic dentistry, diagnosis, and periodontia. It is of obvious

value to diagnosis in these fields, as well as to research workers. A laboratory of this type doing routine work is an unusual and significant development in connection with a dental school. There is daily brought out the absolute necessity for employing in oral practice the same diagnostic methods as in any other field of medicine and surgery.

Dr. Cahn has continued his research on the histopathology of the oral mucous membrane with special reference to fungus infestations of the gum. A study of the minute changes in the oral mucous membrane and gum has long been neglected, although similar studies have been applied to the histopathology of the skin, a closely allied tissue. Findings from the study of the micropathology of the oral mucous membrane have disclosed a number of interesting facts, and have made this study as important to the stomatologist as dermatopathology is to the dermatologist. During the course of the research many different stains were used. With the aid of Dr. Laidlaw, a recognized authority on the use of histological stains, it was possible to bring out a cell, the melanoblast, the presence of which in the gum had not heretofore been described by anatomists, histologists, or pathologists. Melanoblasts have been described in other parts of the oral mucous membrane, but never in the gum. Since they are the chief cellular component of the melanoma, a highly malignant tumor, the knowledge that they are normally found in the gum and can be stimulated into activity through irritation and infection, places yet another responsibility upon the dentist.

The situation in research alone, I believe, demonstrates to the informed person the necessity that the man responsible for the oral field have a full background of medical science and a medical conception of dental disease. Dissatisfaction with the existing situation in American dental education is increasing among educators and others who give the matter objective thought. I am in almost daily receipt of letters which comment on the inadequacy, and not seldom the venality, of present-day education and practice in dentistry. Here and there individuals and groups are actively opposing an extension or even a continuation of the system. This is true of certain foreign countries as well. In the United States, a small group of university dental schools, dissatisfied with prevailing conditions, has effected an informal permanent organization, the Associ-

ation for the Advancement of University Education in Dentistry. Institutions represented at the April meeting were Columbia, Harvard, Illinois, Ohio State, Pennsylvania, Tufts, and Western Reserve. It is planned to have annual meetings, with additional conferences if desired.

Austria, after ninety years of strife between the medical and the technician factions in dentistry, has taken very mordant action. Under a series of decrees, culminating in 1930, it is required that all practitioners of dentistry be graduate physicians. In addition they must have had two years of technical training at a state "dental institute," to cover restorative, surgical, prosthetic, and orthodontic dentistry. The plan is now in full operation. A bare outline of the technical courses is as follows:

1. Restorative dentistry
  - (a) Diagnosis and therapy of the teeth, and of the mouth in so far as these are related to the former.
  - (b) Treatment of carious teeth by various methods.
2. Oral surgery
  - (a) Extractions and anesthesia.
  - (b) Surgery of the mouth and jaw.  
[(a) and (b) on patients or on cadaver.]
3. Prosthetic dentistry
  - (a) Theoretic study.
  - (b) Two technical written examinations.
4. Orthodontia
  - (a) Diagnosis and plan of treatment of anomalies of position, on patient or model.
  - (b) Further on two written examinations (or theses) in the realm of dental technique.

The student under examination is expected to have a "wide theoretical and practical knowledge of these branches."

The Austrian medical course permits students one semester of elective studies. It is possible for the oral specialist to work off one semester of the four semesters' technical training in his elective time. The balance is so arranged that if the student desires it can be taken in one calendar year. Teaching clinics with hospital affiliations are in operation at the University of Vienna, directly accessible to the Dental Institute. The oral station of the First Surgical Clinic also functions as the oral surgery department of the Institute. The major part of oral surgery instruction is

given at the oral station. Therein are an infirmary, an after-treatment section, a fifteen-bed hospital division, aseptic and septic operating rooms, and an amphitheater. Visiting courses at the hospital may be pursued in all vacations. An opportunity is given students who wish to specialize in orthodontia or in fractures of the jaw to participate in additional lectures, practical work, and special courses.

The combination of factors discussed in the foregoing pages has crystallized the thought, modified from time to time by different developments, I have for years been giving to the desirable future of dentistry at Columbia. Research has shown the oral field to have a scope and potential importance greater than was dreamed. Political and professional activities in dentistry reveal deep-seated unrest and dissatisfaction, which, in conjunction with the financial depression, may hasten the changes brewing. Austria, long a center of progress in medical science, has taken a decisive step, which affords us a working model. I feel that Columbia with its special advantages is under peculiar obligation to make as sure as is humanly possible that any change be in the right direction. The grouping of already affiliated hospitals and clinics, with the juxtaposition of the two present schools, is unique in the country. In this regard we are nowise behind the University of Vienna. It is my considered belief that our wisest procedure lies in the direction taken by Austria. I am prepared to recommend that as soon as it is possible from the standpoint of a financially overburdened medical school we become in fact a department of medicine and surgery. The present medical course has one semester of electives. This would permit specialization, as in Austria, on the completion of an additional calendar year of technical studies. Simultaneously, assistants of various types could be trained, in periods of from a few months to two years, for all the routine tasks now included in the practice of dentistry. I have no doubt that before long it would be desirable, in this specialty, to extend the time for elective studies. Perhaps more than in any other field, it is possible to determine early a student's ability to pursue it successfully. The minor matter of the degree could be settled in accordance with developments in the moot question of degrees for all specialties. At the Medical Center we have already facilities both of staff and equipment for putting this plan into effective operation. I believe the matter

of legal requirements could be easily adjusted. It is chiefly a question of adequate financial support. If this can be met, we are in a position to foster, through the "Columbia plan" in dentistry, a development that can result only in great good. Dr. Hans Zinsser, well-known bacteriologist and immunologist, remarked in an address last year,

. . . . We are living in an age in which cheap performance, skilfully vulgarized, may have an enormous advertising value . . . . much work is undertaken today merely to justify expenditure; and, in well-equipped laboratories, many a man and woman is patiently sitting on a lifeless idea, like a hen on a boiled egg. . . .

A constructive effort such as I have outlined would at least insure that this charge could not justly be brought against us.

Respectfully submitted,

ALFRED OWRE,

*Dean*

*June 30, 1932*

## APPENDIX

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# SCHOOL OF LIBRARY SERVICE

## REPORT OF THE DEAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1932

*To the President of the University*

SIR:

I have the honor to present the following report on the work of the School of Library Service for the academic year 1931-32.

The total number of graduate students registered in one or both of the regular sessions was 265, or eleven less than in the preceding year and thirty more than in the academic year 1929-30. Two hundred and fifteen of the 265 took one or more courses in the curriculum leading to the degree of Bachelor of Science, all but a very few being actual candidates for that degree. The policy of admitting only 160 first-year students was adhered to as closely as possible. The excess over this quota as shown by the registration figures was due to the number of part-time students from the staffs of the many libraries of all kinds within a short ride of the University and also to the considerable number of students who after taking two Summer Sessions came for the full Spring Session to complete their work.

These 265 graduate students represented thirty-six states, the District of Columbia, and four foreign countries. Seventy-five gave New York State as their residence, but it must be understood that many of these, especially among the part-time students, are living in New York only temporarily, having come from other states primarily to secure professional library training but finding it necessary to take up residence in New York City in order to earn a part of their expenses. Twenty-two came from New Jersey, eighteen from Pennsylvania, ten from Ohio, nine from California, seven each from North Carolina, Iowa, and Massachusetts. Three came from Norway, two from China, two from Canada, and one from Palestine.

Fifty of the 265 graduate students were registered in one or both of the regular sessions for one or more courses in the curriculum leading to the degree of Master of Science. This represents a slight

decrease from the two years preceding. Thirty-eight colleges were represented by these 50 second-year students. Thirty-eight of them qualified as candidates for the degree, twelve being permitted to take certain courses as non-matriculated students. Their first year's work had been taken in thirteen different library schools; twenty-one at Columbia; seven at the University of Illinois; four each at the New York State Library School and the Carnegie Library School, Pittsburgh; two each at Drexel Institute, University of Washington, Pratt Institute, the University of Michigan, and the University of Washington; and one each at the University of California, Boone University, Chicago, Los Angeles Public Library, and Syracuse University.

One hundred and sixty-nine students received the degree of Bachelor of Science at the University Commencement on June 1, 1932. Twenty-one of these had completed the requirements and received their diplomas in October, 1931, and two in February, 1932. The nation-wide distribution of the student body is also shown by a tabulation of the institutions from which their first Bachelor's degree was received by these 169 graduates. Eight received their degrees from Wellesley, seven from Barnard, six each from Vassar and Randolph-Macon College for Women, five each from Goucher, Smith, and Mt. Holyoke, four each from the University of Michigan and the University of Kentucky, three each from Brown University, University of Minnesota, and the University of Tennessee. Twenty institutions were represented by two graduates each, while 65 members of the graduating class were the sole representatives of their college. Five members of the class received their Bachelor's degree or an equivalent in a foreign institution.

The total number of students registered in University Extension during the Winter or Spring Sessions was 195, of whom twenty-two were matriculated candidates for the professional certificate. This represents a considerable decrease from the registration of the preceding year.

The total number of different persons registered in the 1931 Summer Session for one or more courses in library service was 460, an increase of twenty over the preceding summer. Twenty-four of these were candidates for the M.S. degree. Seventy-one of them were enrolled for the first time as matriculated candidates for the

B.S. degree. The Summer Session registration is composed very largely of candidates for one of the professional degrees or the certificate, who either take four Summer Sessions or two Summer Sessions followed by a Spring Session. Other combinations of Summer and regular sessions are possible in some cases but are not recommended.

In the Home Study courses in library service 170 different individuals were at work during some part of the year, the number of new registrations during the period being sixty-four. The ninety-two students at work on June 30, 1932, were distributed over twenty-seven states, the District of Columbia, Puerto Rico, Hawaii, and four foreign countries. Pennsylvania had the largest number—nine; New York, seven; California and Michigan, six each; New Jersey, Texas, and Connecticut, five each; Massachusetts and Ohio, four each; three states, three each; eight states, two each. The balance was widely scattered. Of the foreign students two were in India, two in Canada, one in Syria, and one in Switzerland.

It is interesting to note that the total number of different individuals taking one or more courses offered by the School of Library Service at some time during the year, including the Home Study Department, amounted to 1,036. Six years ago when the School of Library Service was established any such registration in a library school would have seemed quite fantastic. In view of the unemployment among experienced librarians and recent library school graduates it may seem alarming to some, but a little analysis will show that it should not be so. All of the Home Study students are already employed in libraries and are merely studying to improve the quality of their work. Most of those taking the so-called certificate courses are also holding positions of some kind while getting their professional training. Something like seventy-five per cent of candidates for professional degrees have had experience in library service and a large proportion of them come to the School on leave of absence from library positions. It is clear, therefore, that the huge registration does not mean that the School is bringing into library service large numbers of new workers who are not needed or wanted.

The Florence Woodworth Scholarship, provided by the New York State Library School Alumni Association, was awarded to

Eugenia M. Henry, A.B., Smith College, 1904, B.L.S., New York State Library School, 1906. Roberts Fellowships awarded annually by the University to students born in Iowa and graduated from an Iowa college or university were held in the year 1931-32 by Helen Hurlburt, A.B., State University of Iowa, 1930, and Frances G. Kemp, A.B., Drake University, 1929. The Dutton Fellowship for Library Work with Children was held by Alice Brown, A.B., University of Wisconsin, 1927, B.S., School of Library Service, Columbia University, 1928.

Twelve fellowships were granted by the Carnegie Corporation of New York for the year 1931-32. Six of these Fellows spent the year in residence at the School of Library Service, five of them receiving the degree of Master of Science and one the degree of Bachelor of Science. The five receiving the M.S. degree were: George C. Allez, A.B., University of Washington, 1928, B.S., School of Library Service, Columbia, 1929; Herbert B. Anstaett, B.S., Miami University, 1924, B.S., School of Library Service, Columbia, 1927; Alice R. Brooks, A.B., Smith College, 1923, B.S., Drexel Institute School of Library Science, 1926; Frances H. Henshaw, A.B., Occidental College, 1927, Certificate, Library School of the Los Angeles Public Library, 1929; and Mary R. Lingenfelter, B.S., University of Pennsylvania, 1929, Certificate, Drexel Institute School of Library Science, 1914. R. Russell Munn, B.A., University of British Columbia, 1930, took the first-year course and received the B.S. degree.

The permanent quarters to be provided for the School of Library Service in South Hall, the new Library building given to the University by Mr. Edward S. Harkness, were described in some detail in the report for 1930-31. In view of the difficult and crowded conditions under which both students and Faculty have to work in East Hall, the prospect of moving into a new building in 1933 gave the greatest satisfaction. Keen disappointment was naturally felt over the postponement of the completion of South Hall until 1934, made necessary by the business depression. The steady though retarded progress of the structure throughout the year gives assurance that the School will be installed in its new quarters not later than the opening of the Winter Session in September, 1934.

When the School of Library Service was established in 1926

the general control of its curriculum was vested by the Trustees in an Administrative Board, following the precedent of the School of Architecture, the School of Journalism, and several other departments of the University. By action of the Trustees, effective July 1, 1931, the Administrative Boards of the professional schools were replaced by Faculties. During the past year, therefore, the School has been administered by a Dean and a Faculty after the manner of the older professional Schools of Law, Medicine, and Engineering. The first meeting of the new Faculty comprising, as provided by the University Statutes, all officers of instruction of professorial rank, was held on December 17, 1931. Assistant Professor Isabella K. Rhodes was elected Secretary, and a Committee on Instruction appointed, consisting of Associate Professors Reece, Cleavinger, and Fay.

It is fitting to record here the death of Dr. Melvil Dewey, on December 26, 1931, a fortnight after his eightieth birthday. From 1883 to 1889 Dr. Dewey was Professor of Library Economy and Librarian of Columbia College. In 1887 he established in connection with the College Library a School of Library Economy. When two years later he became Secretary of the University of the State of New York and Director of the New York State Library, the Trustees of Columbia College gave him permission to take the library school with him to Albany. In 1926 it was transferred back to Columbia. Melvil Dewey is therefore to be regarded as the founder of the School of Library Service. From its establishment at Columbia in 1887 until 1906 when Dewey left the state service he was the Director of the School and took an active part in the program of instruction.

The founding of the first school devoted solely to the professional training of librarians was not Dr. Dewey's sole or even his major contribution to the American library movement. He was one of the founders and the first executive of the American Library Association, the founder and first editor of the *Library Journal*, the founder and the first president of the New York Library Club and of the New York State Library Association. He is best known, however, and will perhaps be remembered longest, as the author of the Decimal Classification which is used by ninety-five per cent of the public libraries of this country and in one form or another by libraries in all parts of the world.



Dr. Dewey was one of the speakers at the formal opening of the School of Library Service on October 1, 1926, and had returned on several occasions to address the students. It is now proposed that the School shall hereafter set aside the anniversary of his birthday, the tenth of December, as Founder's Day, to be marked by appropriate exercises which shall serve to acquaint the students with the early history of the School, as well as with his vivid personality and his noteworthy contributions to the development of library service.

Under authority granted by the University Council on October 19, 1926, the School of Library Service has offered through University Extension and the Summer Session a one-year curriculum closely parallel in scope and content to the first-year graduate course, but requiring only one year of college study for matriculation and leading to a certificate granted through University Extension. One year of college study was originally fixed upon as the entrance requirement in order to conform to the standard set by the Board of Education for Librarianship of the American Library Association for Junior Undergraduate Library Schools, to which the certificate curriculum was designed to be approximately equivalent. The certification system for library workers in public libraries established by the New York State Education Department, effective January 1, 1931, required at least two years of college study for the lowest grade of professional librarian's certificate. For this reason, primarily, the Columbia certificate was not acceptable to the state authorities for the certification of public and school librarians. Following conferences with Dr. Frank L. Tolman, Director of the Library Extension Division, and with other officers of the State Education Department the Faculty of the School of Library Service on February 9, 1932, requested the University Council to authorize certain changes in the standards of admission and administrative procedure relating to the certificate curriculum. By vote of the Council taken on February 16, 1932, the professional Certificate in Library Service will hereafter be issued by the School of Library Service instead of by University Extension; all students taking courses in library service, except those registered primarily in some other faculty of the University, will register as students of the School of Library Service; candidates for the new certificate will be required to offer a minimum of two years of college study

in an approved college or university as evidenced by a transcript of the college record; and courses given through University Extension and Summer Session for credit toward the certificate may also be accepted for credit towards the B.S. degree under regulations to be prescribed by the Faculty of the School of Library Service.

Following this action of the University Council application was made to the Commissioner of Education of the State of New York for the approval of the Certificate of the School of Library Service, so that it could be accepted as meeting the requirements for the certification of public librarians and library workers, as well as school librarians. Under date of April 21, 1932, this approval was granted by the Assistant Commissioner of Education. Consequently the Certificate of the School of Library Service has now the same value for certification purposes in the State of New York as the degree. It is not anticipated, however, that the number of candidates for the certificate will increase. The higher entrance requirement will tend rather to reduce the number. Also many college graduates who have heretofore worked for the certificate rather than the degree because they could not take the entire program of thirty points in the daytime graduate classes will now take advantage of the opportunity to obtain degree credit for a limited amount of work done in evening classes.

Within the past two years a serious oversupply of trained librarians, or persons passing as such, has appeared for the first time since Melvil Dewey, over forty-five years ago, began at Columbia College his pioneer work in professional training. It is clear that the comparatively large number of unemployed librarians with professional training is due primarily to economic conditions throughout the country which have brought about drastic reductions in funds available for library service. Although the demand for service from the public libraries has been greatly stimulated by general unemployment, the libraries have had to carry on their work with reduced appropriations. Not only have library administrators found it impossible to expand their service to take care of the increased demand, but in many cases they have been obliged to reduce their staffs. Salaries have been reduced; vacancies have not been filled. This condition has naturally resulted in an unprecedented amount of unemployment, especially among the more recent graduates of library schools.

For the first time since the School of Library Service was established in 1926 some delay in the placement of the entire graduating class was experienced in 1931. Only a little over one-half of the first-year class of 1932 had positions at the close of the academic year. Of the second-year students, however, only one who received the Master's degree was without a position on June 15.

It is true that similar and even much worse conditions of unemployment prevail in most other professions, such as law, engineering, architecture, and teaching; but there is good ground for believing that a part at least of the present oversupply of library workers is due to a too rapid expansion of training facilities beginning about 1926. Of the twenty-six library schools accredited by the Board of Education for Librarianship prior to January 31, 1932, ten had been established after 1925 and several other full-fledged one-year schools not yet accredited had been started within the same period. At the same time a large number of summer schools and library science departments in colleges and universities had come into the field, turning out more-or-less fully trained workers. As a result the number of students graduating from library schools each year about trebled from 1925 to 1931.

The reasons for this sudden expansion are not entirely clear, but certainly a major cause was the wide publicity given to a relative shortage of trained librarians in the years immediately following the War. In its first annual report, for the year 1924-25, the Board of Education for Librarianship of the American Library Association stated that it was "convinced by its survey of the field that the repeated assertions concerning the scarcity of well-qualified librarians are in no way exaggerated"; that assistance of the A.L.A. employment service was being constantly sought in filling positions "at salaries which range from \$1080 to \$10,000"; that library school graduates available at the salaries offered "are placed almost immediately"; that most of the library schools report a demand "far in excess of the supply of available candidates"; and that "teachers' agencies have had such an increasing demand for librarians that several agencies are planning to give special attention to this field." Inevitably the constant reiteration of reports of this kind from the most authoritative sources stimulated the indiscriminate establishment of new library schools and greatly increased enrollments in those already existing. There

seems to be little doubt, even without the business depression beginning in 1929, that by 1932 the market for library school graduates would have been overstocked.

A potent factor in the rapid shift from shortage to oversupply is the brevity of the period of training. If the accepted period of professional training had been three or four years, or even two years, institutions would have given more careful consideration to the establishment of new schools and individuals would not have been so readily tempted to train for a field of service which seemed to offer certainty of employment at good salaries and a high degree of security of tenure.

Whatever may be its cause, a large amount of unemployment in any profession puts upon its training schools the responsibility of attempting to analyze the situation and of adopting whatever policy seems most likely to be of greatest benefit in the long run to all concerned. Specifically, that is the problem which now confronts the administration of the School of Library Service and of all other schools of the same kind.

There are at least three possible lines of action that can be taken: (1) Close up altogether until the demand for trained librarians again equals the supply; (2) drastically and arbitrarily curtail the number of students admitted; (3) proceed cautiously without radical change in regard to the number of admissions, paying special attention to the quality of applicants admitted and relying on publicity to curtail the total number of qualified applicants in the country as a whole, as it so effectively increased the supply after 1925.

Several schools have already chosen the first alternative and have closed their doors either permanently or temporarily. Others are apparently planning to limit their enrollment, setting themselves a definite quota for the first time. The stronger and older schools will apparently follow the third course.

The School of Library Service set for itself in 1927 a definite number of first-year students which it would accept, and has since adhered to that quota as closely as possible every year, rejecting many late applicants and others who were technically qualified for admission but did not measure up to the standards set for its student body. The selective system of admission followed by the School was discussed at length in the report for 1929. Until

it is apparent that a fair balance between demand and supply has been established this system of selection will be applied even more rigorously than in the past, even though the number admitted falls below the established quota. It would not help the unemployment situation to refuse to accept qualified applicants who have leave of absence for a year's study. Often such an arrangement gives employment to a librarian without a position or relieves a difficult budget situation. It would also be unfair merely because of a temporary condition of unemployment to refuse admission to a person on the ground that he is inexperienced or without a position, although he may have the necessary ability and aptitude and has been planning for years to enter library service.

The idea of determining scientifically how many professionally trained librarians are needed and then limiting the total output of the schools to that number is an alluring one, but from the first step to the last of putting it into practice it bristles with difficulties. In no profession is there as yet any precedent for such an undertaking. Moreover, it would be especially difficult in the library field because a definite standard of professional training is so seldom a prerequisite for employment and because library workers are so readily absorbed by types of work closely related to library service.

Nevertheless, if the training agencies which attempt to do more than meet a narrowly local demand should undertake by concerted action to limit the number of admissions to the estimated need for trained librarians, the correct procedure would seem to be to set up a coöperative board of admissions to pass on all applications. Each school should agree to admit no one not approved by such body, but no school should be obliged to accept an applicant because he had such approval. After the applicant receives permission to enter the profession via a library school course, he should be permitted to choose freely the school he will attend. Although such a system would be exceedingly difficult to administer it would be much less unworkable and less unfair to all concerned than the assignment of any definite quota to each of the several schools, as has been seriously proposed in some quarters. It is believed that only by means of some such plan as the one here suggested can the total number of library school graduates be limited to a predetermined number and anything like uniformity in standards of admission be secured.

If the present lack of balance between supply and demand were due wholly to the business depression the inevitable return of prosperity could be relied upon to apply the corrective without much change in the total output of the training schools. The disturbing factor in the situation is the apparent oversupply of training agencies in most sections of the country. The word *apparent* is used advisedly. There is no reason to suppose that library development is to be permanently arrested by the present period of depression. Indeed it may well turn out that after normal business conditions are restored the demand for library service will speedily catch up with the capacity of existing training agencies. But if drastic curtailment of library school output becomes necessary, it must be applied locally for in the main it is a local or at most a regional problem.

The School of Library Service is the only professional school in the University without a building especially designed and constructed for its use and well equipped with classrooms. It has consequently had, during the six years since its establishment, to use whatever rooms were available on any part of the Campus. In the regular sessions a large proportion of the classes have been held in the School of Business building. Unsatisfactory as such an arrangement is in many ways, it might have been much less satisfactory except for the courtesy and efficiency with which the Room Service of the Registrar's Office has done the best that was possible to meet the heavy demands of the School of Library Service for classrooms. Thanks are due also to the School of Business and to other departments for their courteous attitude toward the invasion of their buildings by numerous classes of library school students.

The libraries of the University are the laboratories of the library school. Although the School has its own reading rooms and technical and professional collections, the nature of the curriculum requires the students to make heavy use of the General Library and of many of the departmental libraries. It is always a pleasure to record the uniformly sympathetic coöperation of the staff of all departments of the University Library.

Respectfully submitted,

CHARLES C. WILLIAMSON,

Dean

June 30, 1932

# UNIVERSITY ADMISSIONS

## REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1932

*To the President of the University*

SIR:

I have the honor to present herewith my report for the academic year 1931-32.

Important changes in the requirements for admission have been made in several of the schools of the University. A year ago the Schools of Medicine and Dentistry, which have identical entrance requirements, advanced their minimum requirements from a little more than two and one third years of college work to three full years. In the case of the School of Medicine this change was not so great as might appear since very few applicants were admitted upon the minimum requirements. In the present academic year changes have been made in the content of the entrance requirements of each of these schools. It has frequently been asserted that the requirements for admission to schools of medicine and to some schools of dentistry have been open to criticism on the ground that the requirements in certain fields were too exacting with consequent undesirable narrowing of the training received by most candidates for admission. While still advising applicants to meet the maximum requirements in chemistry, physics, and biology, the College of Physicians and Surgeons and the School of Dental and Oral Surgery have adopted a plan which makes it possible for a candidate exceptionally well qualified in other important respects to enter with less than the maximum requirements in those three subjects and without meeting the former specific requirement in French or German or the former requirement of a second year of college English. A minimum of six semester hours in physics, biology, and English, respectively, and a minimum of twelve semester hours in chemistry will still be required. These changes will not only give the prospective medical or dental student opportunity for a broader college course; they will remove undue obstacles

from the path of the applicant who has finished all or the greater part of a college course before having decided to study medicine or dentistry. In the past a student who did not begin his college work with the definite intention of studying medicine or dentistry sometimes found it impossible at the conclusion of his course to fulfill the entrance requirements of the professional school without spending from one to two years in additional preparation in the sciences.

The School of Library Service has increased the requirements for admission to the course leading to the Certificate of Proficiency in Library Service from one year of college work to two years.

The School of Journalism in connection with its adoption of a revised and most interesting plan of study has increased the requirements for admission for candidates for a Bachelor's degree from two years of college work to three years. The course of study for the degree will cover two years of work as in the past.

Teachers College has entered upon a new experiment in its New College. Heretofore admission to Teachers College as an undergraduate for a two-year program leading to a Bachelor's degree has presupposed the completion of at least two years of college or normal school work and in addition, in most departments, two years or more of practical experience. This new division will accept students on the basis of secondary school preparation and without the requirement of practical experience. It will direct its attention to the initial preparation of teachers for nursery schools, kindergarten, elementary and secondary schools. A program of indeterminate length is offered leading to a Bachelor's degree. The entrance requirements call for graduation from a high school but include no prescribed subject matter. It is obvious, therefore, that the School is not in competition with Columbia College and Barnard College.

Applications for admission to the several schools of the University for the academic year 1931-32 showed increases—in some cases very large increases. The entering classes, particularly in the School of Law, the Graduate Schools, and Teachers College, were markedly larger than in the previous year. A number of the students admitted in any year always fail to register. In certain schools this shrinkage was larger than usual in 1931. In spite of this, the number of new full-time students was, on the average,



normal. There was, however, a marked falling off in part-time students in University Extension Classes.

Statistics of enrollment in colleges and universities throughout the United States for the beginning of the present academic year showed the smallest increase in any recent year. After the large growth in the earlier years of the last decade increases fell to 2 per cent in 1928 and to  $1\frac{1}{2}$  per cent in 1929. In 1930 with a dearth of opportunities for employment the increase rose again to  $3\frac{1}{2}$  per cent. Coincident with depletion of savings the increase for 1931 was extremely small—only .62 of one per cent—the total number of women students decreasing by 1.6 per cent.

There are indications that there may be a substantial loss in total enrollments in the coming year. In 1931 the number of institutions showing some increase was somewhat greater than the number showing a decrease. This was particularly true in institutions numbering between one thousand and three thousand students.

Even with a much improved economic situation it is improbable that there would be much increase in enrollment in the near future. Most of those who can obtain positions will feel obliged to work and many of those who cannot will be financially unable to go to college. The results will not be the same in all institutions. Municipal institutions charging no tuition fees had large increases of enrollment in 1931. For students living at home attendance at such institutions involves only a very small financial outlay. The immediate prospect is that enrollment in the strongest institutions will not change materially but that smaller or less strong colleges, particularly those in rural localities, will have smaller enrollments.

Our own early applications show no falling off. Indeed, in several schools, including Columbia College, the number of applications received by June 30 was as great as the number received by the middle of August a year ago. So far as can be seen at present, there is no reason to expect any large falling off in the enrollment of full-time day students next year.

Respectfully submitted,

ADAM LEROY JONES,  
*Director*

*June 30, 1932*

# REPORT OF THE UNIVERSITY MEDICAL OFFICER

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1932

*To the President of the University*

SIR:

It is with pleasure that as University Medical Officer I make the following report of services rendered the University community during the academic year 1931-32.

During the past year the larger part of the time and effort of the medical staff has centered about the solution of problems of actual sickness. The year, however, has been an outstanding one so far as freedom from widespread illness is concerned. The mild, open winter with its more generous supply of sunshine was doubtless an active factor in assisting to build up an excellent community record. The usual epidemic of coughs and colds did not develop during the late winter and early spring weeks. As compared with other years our infirmaries were called upon to care for fewer patients ill in bed with grippe and bronchial infections. As will be seen by a study of the Addendum, our office practice, nevertheless, was active.

The following summary gives a numerical survey of our medical service. The Addendum<sup>1</sup> will convey to your mind the varied aspects of the field that has been covered.

## SUMMARY

### OFFICE CONSULTATIONS

University Office . . . . .	30,048
Barnard Office . . . . .	9,443
Johnson Infirmary Office . . . . .	4,790
John Jay Infirmary Office . . . . .	1,364
<i>Total</i> . . . . .	<hr/> 45,645

<sup>1</sup>On file in the Secretary's Office.

## NUMBER OF INDIVIDUALS RECEIVING OFFICE SERVICE

	<i>Men</i>	<i>Women</i>	<i>Total</i>
University Office . . . . .	4,021	3,077	7,098
Barnard Office . . . . .	....	1,254	1,254
Johnson Hall . . . . .	....	501	501
John Jay Hall . . . . .	376	....	376
<i>Grand Total</i> . . . . .	....	....	9,229

## INFIRMARIES

	<i>Bed Patients</i>	<i>Infirmary Days</i>	<i>Average Length of Treatment</i>
Johnson Hall . . . . .	430	2,070	4.81
John Jay Hall . . . . .	277	1,345	4.85

## ORAL HYGIENE, CAMPUS CLINIC

Patients . . . . .	1,593
Treatments . . . . .	1,983

The year has given to the University Medical Officer an opportunity to coördinate more closely his program of health building with the activities of the Department of Physical Education. This responsibility is one of the most important obligations assumed in recent years by our health service organization. It centralizes completely the medical supervision of the College men and makes possible the development of an effective coördination between two important branches of health service. Following the reorganization at the beginning of this present academic year of the Athletic Association and of the Department of Physical Education, the University Medical Officer assumed responsibility for the medical care of students active in the various groups of competitive athletics and of those who are required to take part in the regular program of activities under the control of the Department of Physical Education. This procedure is in direct accord with the policies established three years ago when the medical service department assumed control of the freshman medical examinations. Until the fall of 1929 the Medical Director of the University Gymnasium

was responsible for the entire medical régime connected with the physical activities program of the college students. Since the fall of 1929 these divisions of medical supervision have gradually been brought into the organization of the Department of University Medical Service. Experience has demonstrated that the entire health program of the student may be more wisely supervised if the record of his medical examinations and his health code ratings for college program, physical activities, and work for income are all filed in the Medical Office, where is also kept a record of his illnesses and their treatment. No constructive medical supervision program can be carried forward unless accurate and complete records for each student are available and easy of access.

Our freshman medical examination division is well organized and is functioning smoothly and efficiently. We have a staff of twenty-five physicians that assembles every fall at the opening of the academic year to make these medical examinations. The follow-up supervision program is carried by our regular medical service staff and is active throughout the entire academic year. This work will be discussed more fully later in this report.

The two new divisions of medical work assumed by the University Medical Officer this year were formerly responsibilities respectively of the Graduate Manager of Athletics and of the Medical Director of the University Gymnasium.

The medical care of students injured while active members of a team managed by the Athletic Association, was a direct responsibility of the Graduate Manager of Athletics. Injuries received while participating in gymnastic or athletic activities, prescribed by the staff of instructors in the Department of Physical Education, were a direct responsibility of the Medical Director of the University Gymnasium. All of this work now is done by members of the staff of the University Medical Officer. Accurate records of all injuries and of illnesses treated by these physicians are filed in the Medical Office. This plan of staff organization assures the patient of prompt and efficient treatment and makes it practically impossible for a case to be dropped from active medical care until such time as it is safe and proper to do so.

Dr. Rudolph N. Schullinger, a surgeon at the Medical Center, was appointed Assistant to the University Medical Officer and was assigned to the surgical care of students who are members of the

Varsity teams. Dr. Schullinger's major responsibilities are with the members of the football squad. He has been able during the past year not only to give expert surgical treatment to those who, unfortunately, were injured on the field, but also to do many valuable things for the players from the standpoint of improved health through the careful study of individual problems. Dr. Schullinger has shown also that the scientific viewpoint of the surgeon does not necessarily run counter to the judgment of the coach. The coach is the field marshal, whose chief aim is the winning of the game. He cannot always concentrate too closely upon the individual; his team must meet the opposition and in so doing occasionally a player is sacrificed in an effort to stop the aggressive tactics of the opponent. A coach may fear the surgeon's advice lest a man of unique ability be taken off the field when exigencies demand his presence. During the past year our head coach, Lou Little, has coöperated with Dr. Schullinger in much the same spirit that prevails among medical men in their teamwork with the problems of a patient. When a difference of opinion has arisen between the coach and the surgeon, regarding the program of a player, a consultation has been all that was necessary to bring about accord.

Dr. Elliott, Director of Athletics, has instituted many changes in the care of the Manor House that will contribute to the health of the students who live there during the football season. One of the most valuable innovations was the placing of the food service and housekeeping under the direct management of Miss Mabel Reed. Miss Reed is an expert in this field and is most interested in giving the men a well-balanced diet and in serving the food under conditions that make the dining room an attractive place. The house furnishings too will be kept neat, clean, and in good repair. The Manor House, during the football season, is a home for our athletes, a place where they eat, study, and sleep as well as their clubhouse for recreation between periods of field work and study. Every effort should be made to make it attractive and comfortable, with an atmosphere of orderliness.

The following is a summary of the injuries sustained by members of the Varsity team during the football season:

## FOOTBALL SEASON, 1931

## VARSITY SQUAD

## SUMMARY OF INJURIES

Uninjured during football season . . . . .	13
Injured during football season . . . . .	25
Number who sustained one injury . . . . .	13
Number who sustained two injuries . . . . .	5
Number who sustained three injuries . . . . .	5
Number who sustained four injuries . . . . .	1
Number who sustained eight injuries . . . . .	1

## ONE INJURY

<i>Player</i>	<i>Position</i>	<i>Injuries</i>
A	Back	Semimembranosis, strain
B	Center	Contusion, head, no fracture
C	Guard	Contusion, chest
D	End	Contusion, leg, no fracture
E	Back	Fracture, 8th costal cartilage
F	Center	Contusion, head, no fracture
G	Guard	Contusion, knee, no fracture
H	Quarterback	Pulled muscle, thigh
I	Tackle	Sprain, ankle, no fracture
J	Back	Strain, shoulder, no fracture
K	End	Sprain, thumb
L	Center	Pulled muscle, thigh
M	Guard	Sprain, wrist

## TWO INJURIES

<i>Player</i>	<i>Position</i>	<i>Injuries</i>
N	End	Hematoma, leg, infected Contusion, elbow, no fracture
O	Back	Contusion, foot, no fracture Fracture, toe
P	Tackle	Contusion, rib, no fracture Strain, back
Q	Guard	Fracture, ankle Contusion, ankle, no fracture
R	Back	Bruise, trapezius muscle Contusion, leg, no fracture

## THREE INJURIES

<i>Player</i>	<i>Position</i>	<i>Injuries</i>
S	Back	Contusion, knee, no fracture Contusion, knee, no fracture Contusion, leg, no fracture
T	End	Sprain, sterno-mastoid muscle Sprain, ankle Sprain, thumb
U	End	Semimembranosis, strain Contusion, leg, no fracture Pain in side
V	Back	Torn muscle Contusion, head, no fracture Fracture, ankle
W	Tackle	Strain, shoulder, no fracture Contusion, elbow, no fracture Contusion, nose, no fracture

## FOUR INJURIES

<i>Player</i>	<i>Position</i>	<i>Injuries</i>
X	Quarterback	Pulled muscle, thigh Contusion, thigh, no fracture Torn muscle Fracture, 8th costal cartilage

## EIGHT INJURIES

<i>Player</i>	<i>Position</i>	<i>Injuries</i>
Y	Guard	Contusion, forearm, no fracture Contusion, shoulder, no fracture Contusion, shoulder, no fracture Contusion, knee, no fracture Contusion, nose, followed by infection Contusion, nose, no fracture Fracture, nose Contusion, chest

## UNINJURED

<i>Position</i>	<i>Number</i>
Tackle . . . . .	5
Guard . . . . .	3
Back . . . . .	2
End . . . . .	2
Center . . . . .	1

Dr. William F. Bender, a member of the University Medical Officer's staff, was assigned the post of Medical Supervisor of the University Gymnasium. He was on duty daily at the office of the Gymnasium from 3:30 to 6 p. m.: (1) to hold conferences with the college men on matters of health in the field of physical activities; (2) to reëxamine all candidates who wished to qualify for competition in major athletics and games and who had not received the requisite A rating at their earlier examinations; (3) to examine and supervise all students requiring a modified program of exercise because of some abnormality, weakness, or recent illness; (4) to give treatment to any student who met with an accident in the Gymnasium, swimming pool, or on the game courts.

During the year Dr. Bender examined approximately three hundred men to classify them as to physical fitness to participate in competitive athletics or games. He examined 123 students whose conditions required modification of their physical activities programs because of recent illness, chronic cardiac conditions, hypertension, or surgical operations; forty-one men received treatment for injuries sustained while participating in their required gymnastic, athletic, or aquatic activities.

Daily reports were filed by Dr. Bender in the Medical Office so that all cases requiring further treatment might be placed under immediate supervision. Each day, on his way to the Gymnasium, Dr. Bender called at the Medical Office for instructions relative to cases that were referred to him; to collect the records of boys with whom he was to have conferences or whom he was to examine; and to receive special reports prepared for him by the University Medical Officer. Through this procedure a daily contact was maintained between the executives of the Department of Physical Education and the Medical Supervision Department. When medical reasons indicated a modified program in the physical activities of a student, a full report of his case was carried by Dr.



Bender to the executive officer of the Department of Physical Education. This direct method has given to the representatives of both departments an opportunity to prepare at once a substitute program that would meet the medical needs of the patient and at the same time preserve the academic credit which he must secure in order to satisfy the requirements for his Bachelor's degree. Dr. Bender, because of his past experience as a teacher and administrator in the field of physical education, has been of great help to the students. His medical experience and his sympathetic attitude toward the student presenting difficult problems have made him a valuable adviser in this particular situation. The medical staff has found this close coöperation with the office of the Gymnasium a most helpful partnership and one that promises to increase in usefulness. The University Medical Officer wishes to express his appreciation to Dr. Schullinger and to Dr. Bender for the excellent records that they have made in their respective fields of responsibility.

All athletic meets held in the University Gymnasium, throughout the winter, were attended by Dr. Torrens, a representative of the Medical Service Department. Through the infirmary service a nurse was always on duty to receive emergency calls from the physician in the Gymnasium and to carry out his instructions for aid, such as calling an ambulance, securing a wheel chair or a stretcher, or calling in additional medical or nursing assistance. Every effort has been made to develop an organization that will function quickly in meeting emergencies that occur on our Campus. Though striving to reduce our expenses to a minimum we have endeavored not to decrease in any way the efficiency of our organization.

The School of Business and the McMillin Academic Theater are busy centers practically every night throughout the academic year. Beginning in the fall of 1931 we have had on duty, in the rest room of the McMillin Theater, a trained nurse to meet emergencies that may occur among patrons of the Institute of Arts and Sciences or among the students attending classes in various departments of University Extension.

The duty of this special nurse is to care for emergencies and she is not permitted to act as an adviser to the evening students or to those attending evening lectures and concerts at the McMillin Theater. She reports directly to the University Medical Officer

and at all times is in touch with the infirmary nurse who is on telephone call duty for the night. When the nurse is called away from her post in McMillin Theater the infirmary nurse is notified immediately, and takes care of all further calls for medical assistance until the McMillin nurse returns to her desk. In this way, during the busy evenings of the academic year, the Campus is constantly protected.

Each year since the organization of Seth Low Junior College, the University Medical Officer has supervised the health of its students. We have held to the same rigid medical program that is required of students who apply for admission to Columbia College. The same preregistration health forms, A and B, used for Columbia College applicants are used for prospective students of Seth Low Junior College. The medical examination reports are read and approved by the University Medical Officer. All students who show questionable conditions of health are required to report at Earl Hall for further examination. All cases that require constant supervision are requested to report to the Earl Hall office at definite periods throughout the year. Full reports on the health rating of all students are sent to Director Allen and when necessary, in special instances, to the supervisor of the Department of Physical Education. Owing to the distance between the schools it is difficult to carry on an extensive health supervision program; therefore, only those students who need very special care are required to report at the Medical Office. Director Allen and Physical Instructor Howard have been most helpful and have shown good judgment in referring students to determine any desirable changes in their academic schedules. When the Seth Low budget permits, the appointment of a local medical man to take over the medical supervision of the Junior College will strengthen and advance the work that we are doing now under more or less of a handicap. This physician must of necessity be on the staff of the University Medical Officer in order to correlate the health programs of Seth Low and Columbia Colleges.

During the year, 473 students received medical examinations upon their admission to Columbia College. A study of these medical records resulted in the following recommendations: Only two of the 473 were reported to Dean Hawkes as showing physical conditions that might necessitate a modified program. To the Secretary of Appointments we were able to recommend 405 for full-time jobs of any type; seventeen for part-time jobs of any type. The physical

condition of twenty-eight students made it desirable for them to seek full-time jobs in clerical fields, tutoring, or manual work that could be classed as not strenuous, and five students were limited to part-time work in these same fields. Nine men, because of definite disabilities, were limited to full-time clerical or tutoring jobs, and three to part-time clerical work or tutoring. In certain cases the Appointments Office was unable to follow the recommendations made by the Medical Office because of urgent financial need. In these cases the student was given permission to take the only job available for him at the time, and he was then placed under medical supervision so that his health and his scholarship might be watched and his program modified when necessary to protect his health or improve his scholastic standing.

The medical examinations of the incoming freshmen are found especially useful in adjusting to the individual student the required program of activities under the control of the Department of Physical Education. Credit for these physical education courses is required for a degree. If physical disabilities are present, upon recommendation of the University Medical Officer, modifications of these requirements may be made by the Committee on Instruction of the Columbia College Faculty. During the examination the physician makes careful observations and passes judgment upon the ability of the student to do the required work in physical education and rates him accordingly. The Professor of Physical Education makes his class assignments for the student on the basis of these ratings. Students who are classed as A are permitted, without further examination, to participate in competitive athletics and competitive games. They are permitted, if they qualify, to accept membership in Varsity teams. Of the 473 men examined, ultimately 324 were so classified. As a result of the first examination 283 qualified, and in the course of the year forty-one others were added to the A group, after further test showed that their physical condition had improved to the point where they could meet the requirements for membership in this group. For various reasons 123 men were permanently coded as B for the academic year. These men qualified for the required courses in physical education but were not permitted to enter competitive sports. Twenty-one students were given a rating of C. Membership in this group indicates some temporary or permanent disability, such as paralysis, circulatory disturbance, convalescence from an acute illness, etc. These men are assigned special programs that

satisfy the requirements of the Department of Physical Education and full academic credit is given for this work. Men who are given the classification of D are required to drop all physical education. These men have disabilities that contraindicate all activity. A special recommendation to the Dean of the College, is made for each member of this group, which this year included five men.

The examination of the eyes of the incoming students is always of importance and interest. Too much stress cannot be placed upon this observation as a student's success in college may be hazarded by an undiscovered error of refraction or by the use of glasses that do not properly correct his error. A study of Professor Treleven's report on the refractive examinations gives the following interesting summary:

Refractive assistance not indicated . . . . .	254 students
Refractive assistance indicated . . . . .	46 students
Refractive assistance urgently advised . . . . .	3 students
Present glasses satisfactory . . . . .	99 students
Present glasses questionable . . . . .	3 students
Change of glasses indicated . . . . .	37 students
Change of glasses urgently advised . . . . .	6 students
Wearing of glasses optional, error so slight . . . . .	11 students
Did not report for examination . . . . .	14 students

Only seven of the 473 showed definite color blindness on the test given.

It was found advisable to place 264 men, out of the 473 examined, on the medical supervision list. The conditions found were not such that scholarship might be affected but health and physical efficiency, now or later, were in each case a definite consideration. To this college group of 1931-32 were added thirty-four students who have been under medical supervision since 1929; eighty, since 1930; ten boys from Seth Low Junior College and three from the School of Journalism, carried over from 1930-31. This gives a total of 391 men under constant supervision during the year. A detailed summary of the types of cases under supervision is included in the Addendum.

Considering the number of men who use the Gymnasium, the courts, the showers, swimming pool and athletic field for general activities, the number injured is comparatively small. The following classification of injuries received during participation in the various group activities is interesting:

## CLASSIFICATION OF INJURIES

<i>Activity</i>	<i>Injuries Received</i>	<i>Individuals</i>
Baseball	Dislocation, elbow . . . . .	1
	Fracture, finger . . . . .	1
	Fracture, hand . . . . .	1
	Fracture, ribs . . . . .	1
Basket ball	Abrasion, foot . . . . .	2
	Dislocation, finger . . . . .	1
	Dislocation, shoulder . . . . .	1
	Fracture, nose . . . . .	1
	Laceration, eyelid . . . . .	1
	Sprain, ankle . . . . .	4
	Sprain, foot . . . . .	1
	Sprain, wrist . . . . .	1
	Traumatic injury, eye . . . . .	1
Traumatic injury, kneecap . . . . .	1	
Boxing	Dislocation, finger . . . . .	1
	Dislocation, shoulder . . . . .	1
	Traumatic injury, eye . . . . .	1
Handball	Laceration, eyelid . . . . .	2
	Splinter, leg . . . . .	1
	Sprain, ankle . . . . .	1
	Sprain, elbow . . . . .	1
Horizontal bar	Traumatic injury, abdomen . . . . .	1
Indoor golf	Laceration, eyelid . . . . .	1
Swimming	Laceration, nose . . . . .	1
	Traumatic injury, eye . . . . .	1
Wrestling	Abrasion, forehead . . . . .	1
	Abrasion, thigh . . . . .	1
	Contusion, lip . . . . .	2
	Contusion, ribs . . . . .	1
	Dislocation, elbow . . . . .	2
	Laceration, eyelid . . . . .	1
	Sprain, elbow . . . . .	1
	Traumatic injury, chest . . . . .	1
Traumatic injury, knee . . . . .	1	
<i>Total . . . . .</i>	<i>. . . . .</i>	<i>41</i>

Thus during the entire academic year, with hundreds of men participating in gymnastic and athletic sports, only forty-one students sustained injuries. In all, twenty-five different types of injuries were recorded. We feel that this is an excellent record for the year. We have found no case where the required work in physical education was shown to be detrimental to the student.

Our medical examinations of the incoming students give us an opportunity to eliminate all candidates who are not physically fit to qualify for these required activities. The normal boy of college age enjoys exercise and especially does he enjoy the thrill of competition. It is therefore of vital importance that we protect him, when advisable, from his natural desire to measure his speed and endurance with that of others of his own age. The average boy is more eager to participate in games and athletics than he is to sit on the sidelines, so it is often difficult to persuade him to accept a modified program when it is indicated. We strongly advocate the program of intramural activities inaugurated by Dr. Elliott, Director of Athletics. A program of games and athletics that would give the majority of the college men an opportunity to feel the satisfaction of stimulating competition would do much to improve health as well as college spirit.

We have reviewed the injuries occurring in the Gymnasium, in the swimming pool, and on the athletic field among those who were out for exercise to keep themselves physically fit. Let us now review the record of injuries sustained by the members of Varsity teams. During the season ten games of basket ball were played. Our records show but three men injured throughout the season. Two were members of the Columbia squad and one a member of a visiting team.

Dislocation, knee . . . . .	I
Laceration, face . . . . .	I
Sprain, ankle . . . . .	I

The wrestling team held six home matches. During these wrestling bouts three Columbia men and one visiting team member were injured.

Abrasion, face . . . . .	I
Contusion, face . . . . .	I
Concussion, brain . . . . .	I
Traumatic injury, shoulder . . . . .	I

The swimming team held seven meets during the winter season. Two men received mild injuries: one, a contusion of the eye; one, a laceration on the back.

These are interesting records, showing that even in the most vital and strenuous of college battles, where the excitement and emotional strain are at a maximum, the number of injuries is few, owing to the fact that the players who are expert enough to qualify for a Varsity team have reached a degree of muscular coördination in speed and accuracy that protects them from the constant possibility of injury.

The medical work at Barnard College has gone forward during the past year, under the excellent leadership of Dr. Gulielma F. Alsop, the College Physician. Every student in Barnard is under Dr. Alsop's constant supervision. This separate college unit, of which a rather fixed proportion changes every year, is comparatively simple to organize and administer in respect to a progressive health program. Dr. Alsop has continued her open-air rest classes on the roof of Barnard Hall with excellent results. The students have been given every opportunity for personal conferences and an effort has been made to make these of real value. Office hours, for the treatment of illness, have been held regularly throughout the academic year. The Medical Office has been open from nine until six and when Dr. Alsop was not on duty a trained nurse was always in the office to meet emergencies or to hold conferences with students.

Since 1902 the medical service at Teachers College has been under the direction of Dr. Thomas D. Wood, College Physician and Professor of Health Education. Before coming to Teachers College Dr. Wood had organized a similar department at Leland Stanford University. He is one of the pioneers in this country in the field of medical care for college students as well as for the children of our primary and secondary schools. Much of the progress in the development of college programs for the instruction of undergraduate and graduate students in physical education and hygiene has been brought about by his advanced thought in these fields. Health education, as it is incorporated today in the curricula of schools and colleges, is to a large degree the unfolding of ideas that Dr. Wood has cherished and expounded since his Leland Stanford days. For his long and productive service in this field

much credit and appreciation are due him. In February of this year Dr. Wood retired from active service as physician at Teachers College. The University Medical Officer and the Teachers College Physician have been associated for many years in a joint program of health service. Since Dr. Wood's retirement, and in accord with his desire, the Teachers College unit has become a division of the University Health Service Department and is now a part of the responsibility of the University Medical Officer. Dr. Asserson, who since 1912 has been associated with Dr. Wood as Assistant Physician, has been appointed Assistant University Physician. Dr. Asserson will continue to hold consultations in her office in the Thompson Building at Teachers College, but will be a member of the University staff and will organize her work as a unit of our general medical service. This union of the two divisions of medical service will enable us to eliminate duplication of effort and will give us an opportunity to increase our usefulness without adding to our equipment and budget. The reorganization of the Teachers College medical service, both office and infirmary divisions, will go forward with a view to complete unification but the work will be so adjusted that no radical changes will be made to disorganize an efficient service that has been years in the making.

Certain situations have developed on the Campus, which have made it advisable to reorganize a committee of students which under similar circumstances in the past proved a helpful link between the health service and other departments of the University. Late in the spring the University Medical Officer therefore appointed an advisory committee to consist of two men from each of the four classes in Columbia College. The University Medical Officer is eager to understand more fully the student point of view and thus more intelligently, with other officers of administration and members of the Faculty, to bring into harmony matters affecting his work and that of other departments of the University where the responsibilities would seem to converge.

In closing this report I wish again to express my appreciation and gratitude to the members of my staff for their loyal support and for their continued interest in pushing forward our health program. No executive could have more effective and constructive coöperation than I have had from Dr. Boese, Dr. Brown, Dr. Lewis, Dr. Dinegar, Dr. Fry and from the members of the nursing and



secretarial staff. Each member has had a definite responsibility and the year's history shows that all stations have an equally fine record.

Once more the University must give expression to its deep appreciation for the services rendered to its community by St. Luke's Hospital, Presbyterian Hospital, Neurological Institute, Psychiatric Institute, Vanderbilt Clinic, and by our Dental School. Without their aid it would be difficult for our health service to function.

Respectfully submitted,

WILLIAM H. MCCASTLINE,

*University Medical Officer*

*June 30, 1932*

# INSTITUTE OF CANCER RESEARCH

ENDOWED BY GEORGE CROCKER

## REPORT OF THE DIRECTOR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1932

*To the President of the University*

SIR:

I have the honor to submit the nineteenth annual report of the Institute of Cancer Research.

Our work in the Institute has continued along the general lines laid down in last year's report. Professor William H. Woglom has continued the study of tumor immunity. Mr. Leonard B. Brabec has made a quantitative investigation of the vitamin G content of tumors. At the same time a comparison was made of the occurrence of this vitamin in other tissues, such as liver, spleen and kidney, in normally fed adult rats with growing tumors and also those without neoplasms. The tested animals were placed on a diet free from vitamin G and were fed fresh tissue whose vitamin content it was intended to study. The results of the investigation show that rat sarcoma 39 has a very low vitamin G content, only one-seventh as much as the liver. Liver tissue taken from healthy animals without tumor seems to be as rich in vitamin G as in animals with tumors. The investigation has distinctly shown not only a low vitamin G content for tumor tissue, but also proves that organs such as liver, spleen and kidney are not influenced in vitamin G storage by a growing tumor.

Professor Woglom has also been working in collaboration with Mr. Leonard B. Brabec on the relation between acidosis or alkalosis and tumor growth. The animals (using R 39) after inoculation were placed on diets containing large quantities of acids or alkalies and the carbon dioxide content of the blood determined by the Van Slyke method at Saint Luke's Hospital through the kindness of Dr. Otto F. Krehbiel who has charge of the chemistry of that institution.

While it was possible to alter somewhat the combining power of the blood by the feeding of acid or alkaline diets, there was no

observed effect on the growth rate of the tumors as compared with controls. This confirms some work done by Professor Woglom some ten years ago with another tumor and makes it difficult to believe that the claims which have been published, derived either from animal experiments or the treatment of human beings, have any foundation at all.

Another piece of work has been the investigation of the published statement that a high liver diet was stimulating to tumor growth. Rats inoculated with a variety of tumors have been fed large quantities of liver without the slightest influence being observable on the growth rate of the tumor.

Another recent statement by a prominent German cancer investigator that the embryos of animals bearing tumors contain inoculable cancer cells or some hypothetical virus has been tested with the result that the inoculation of these embryos into healthy animals has so far produced no tumors. This result might have been expected as women not infrequently have active cancer while still carrying a child and yet children born under such adverse circumstances have never been known to develop the type of cancer which the mother was carrying, as one would expect if the tumor cells could grow into the child's circulation from the mother.

This type of uncritical research is very discouraging. It takes men's time away from more important studies and yet these alleged discoveries are announced with such an air of certainty and bear the names of such well-known institutions that they not infrequently are carried in the press and necessitate thorough rechecking in order to influence people against taking perfectly useless forms of treatment. For example, there has appeared in the press lately the story of a patient who is alleged to have been cured of cancer of the stomach by the production of blood acidosis by the prolonged inhalation of a mixture of oxygen containing five per cent carbon dioxide. It happens that proof is now available that the patient never had cancer of the stomach but another condition not related to cancer. The best proof is that she is now living and well, which she would not be if she had had cancer of the stomach. No doubt many patients are receiving treatment on the basis of this newspaper story. Certainly many inquiries concerning the efficacy of the inhalation of oxygen and carbon dioxide mixtures have been received at this laboratory, based upon

this single human case, while the more important fact that the method is entirely futile with animals has apparently not been noticed even by the medical profession.

The investigation of a report which recently appeared in a prominent German journal devoted to cancer has also resulted in disappointment. An article in this journal was printed stating that tomato juice injected into the abdominal cavity or fed to rats gave rise to a large number of malignant growths. Fortunately this escaped the notice of the newspapers, otherwise the tomato business might have suffered. But for the comfort of those who enjoy this excellent vegetable it was shown that in this country, at least, no danger lies in the eating of tomatoes, for Dr. Otto F. Krehbiel repeated the experiment with great care on a large number of rats and no cancer resulted. Of course the practical man will remember that tomatoes have been eaten for two hundred years and that sarcoma of the peritoneal cavity of human beings is practically unknown. Perhaps the acceptance of the original experiments may have its origin in one of those persistent superstitions which still live in certain strata of the population, for the tomato, which was brought from Peru to England by some of the early Spanish adventurers, is still regarded by some people in England as rather under suspicion as an exotic food, just as in Dr. Johnson's day oats were said to be food for horses in England and for men in Scotland. About the same time there was the antipathy against potatoes which men regarded as good enough for the Irish but of doubtful value to the English. And going further back we meet King James' counterblast against tobacco.

Dr. Otto F. Krehbiel also tested a number of alleged cancer remedies and checked a number of synthetic lead preparations in regard to their toxicity and effects on the growth of tumors at the request of Dr. William H. Kraemer of the Jefferson Hospital Cancer Clinic in Philadelphia. A very large series of organic and inorganic lead compounds have been tested for this clinic in an endeavor to find some suitable types for use on patients, the chemists of the du Pont Company having undertaken the preparation of compounds of this sort for investigation. Thus the facilities of the Institute are placed at the disposition of those who have problems to solve but have not the experience nor the equipment for the satisfactory testing of such compounds.

Dr. Frederick Prime has been studying the alleged favorable effect which certain aniline dyes are supposed to possess when used in connection with X-ray therapy. So far he has obtained no results which would indicate that such a combination is of any value. The reports which were made were based upon the study of human patients. As every human tumor differs from every other human tumor, it is impossible by the study of clinical material to avoid attributing slight differences in tumor growth to the effect of the substance used. The psychology of the observer also plays a part, as is well known. One's own child is always the best. But in the Institute of Cancer Research no one is permitted to chart his own tumors. The measuring and recording of the size and growth is done by a technician who has no knowledge of the experiment. There are therefore no psychic errors, and the worker has to accept these records as final. When the case is presented before such an impartial court, hope of a successful result can play no part. It may be that this is the reason why the Institute of Cancer Research has yet been unable to produce a cure or to confirm the claims of any of those who think that they have one.

Dr. Frederick Prime has also been rechecking the lethal dose of radiation for some of our tumors on which this test was made fifteen years ago, and finds that the death point is still what it was when the original tests were made, thus proving that the transplantation of a tumor from one animal to another preserves the biological qualities of a neoplasm with extraordinary fidelity.

Dr. Frederick Prime has also been investigating the possibility of the production of an immunity against mouse sarcoma 180, a phenomenon which has not hitherto been observed with this neoplasm.

Dr. Charles Packard, in collaboration with Mr. Frank M. Exner, has been studying the effect of very soft X-rays on the eggs of the fruit fly *Drosophila*, with the result that when the doses are measured in the international unit called the roentgen, the effect of radiation by a wave length of  $1.5 \text{ \AA}$  is the same as that of a very short wave of  $0.05 \text{ \AA}$  provided all scatter from the radiation is eliminated. The greater part of the year has been spent, however, in determining with this biological method the effectiveness of X-rays at different depths below the surface, using water, which is nearly equivalent to the tissues as the scattering medium. Although

this subject had already been extensively investigated by ionization chamber methods, the results obtained by different experimenters vary and a careful reëxamination of the whole subject is needed, using a biological instead of a physical indicator of the X-ray energy at a given point.

The work thus far has been done with low voltage rays at 110 k.v. *Drosophila* eggs were radiated while supported at varying depths below the surface of a water phantom. Their death rate accurately indicates the intensity of the beam at each point. The general conclusion reached thus far is that when the portal is small (50-100 sq. cm.) the intensity at various depths is about the same as that determined by the best physical methods. But under a large portal of 400 sq. cm. the intensity is greater than had been supposed. This is because of the large amount of scattered radiation, especially at depths down to 5 cm. It is planned to study the effectiveness of higher voltage radiation as soon as possible.

Mr. Frank M. Exner has made a thorough study of the means of measuring soft X-rays and discovered a number of sources of error which have hitherto been neglected. For example, these soft rays are absorbed to a very considerable degree by the argon which is present in the air, a fact of which the international unit committee has hitherto not taken cognizance, for the radiation which is ordinarily used in making diagnostic films or for treatment of patients has a wave length so short that the argon absorption can be neglected. Mr. Exner has also been collaborating with Dr. Packard on the determination by physical means of depth doses for which the *Drosophila* eggs are also being used. The somewhat higher figures obtained by the eggs point to the presence in the medium of very soft radiations which are formed as a terminal result of the Compton scattering which is very marked at higher voltages. This scatter is from the atoms of low atomic weight in the tissues and therefore should have long wave length. It would be expected that the ordinary methods for measuring X-rays would miss this extremely soft radiation, which can scarcely penetrate more than a few cells, while the *Drosophila* eggs would absorb it and be killed. The subject, however, is very complicated, and will bear a great deal of investigation, though for practical purposes the ordinary physical estimation of the amount of X-ray reaching tissues at a considerable depth is sufficient.

Drs. Frederick D. Bullock, Mayne R. Curtis, and Wilhelmina Dunning are continuing their experiments with *Cysticercus* disease of the rat and the associated sarcoma of the rat liver. They are completing a statistical analysis of the occurrence of *Cysticercus* sarcoma from the pedigree records of their rat colony which was established in 1920.

The foundation stocks of this colony were the animals purchased for the original *Cysticercus* experiments from five independent breeders each of whom had for several years sold rats of his own stock to the institution. Later two other independent stocks were added.

All of the matings which were made up to January, 1930, were completed in June, 1932, that is, the few surviving progeny of the matings were killed and autopsied. The living colony on which the experiments are being continued arose from matings made in January, 1930, and later.

The statistical data now being analyzed include the records of 13,271 animals which were successfully infested with *Cysticercus fasciolaris* and survived for at least eight months, which is approximately the minimum period of infestation observed for rats which developed *Cysticercus* sarcoma of the liver. These rats were from 3,919 different matings and 25 per cent (3,285) of them developed *Cysticercus* sarcoma. Of the seven foundation strains five were represented by more than 900 tested individuals. In these strains the percentage of *Cysticercus* sarcoma among the tested rats were respectively 15, 16, 22, 23, and 56. A strain which arose from a cross between two of the original strains and has since been inbred is represented by 514 tested individuals, 61 per cent of which had *Cysticercus* sarcoma. Detailed data on the hosts of 3,772 *Cysticercus* sarcoma are also being analyzed. The complete reports of these analyses are being prepared for publication and will be read in abstract at the December, 1932, meeting of the American Association for the Advancement of Science.

Facts are being accumulated on the mode of inheritance of susceptibility to a tumor of the thymus which is confined to one strain and crosses which involve it, and to a sarcoma of the mesenteric lymph nodes which occurs with a comparatively high frequency in one family of another line. These two types of tumor have been successfully transplanted and are being propagated for the purpose of studying further their morphology and biology.

Experiments on inherited susceptibility of the different inbred strains and lines to transplanted *Cysticercus sarcomata* and other transplanted tumors are being continued.

Free viable larvae have been obtained by digesting *in vitro* the shells of the eggs of *Taenia crassicollis* and after washing repeatedly with a phosphate buffer solution the onchospheres have been injected into the blood stream of a few young rats. The larvae were not sterile and only one of the injected rats survived. In this animal several small encysted larvae were found in the lungs. From this observation it appears probable that larvae injected into any part of the blood stream will be strained out in the nearest capillary system and will live and become encysted in any tissue in which they are lodged. Previous experiments have shown that sarcomata may arise in *Cysticercus* cysts in the liver and in the subcutaneous tissues of the groin. The important steps now are to determine whether or not cysts in other tissues will develop these tumors and whether they can be induced by sterile parasites.

The report of a study of the effect of X-ray radiation on the occurrence of abnormal individuals, mutation rate, viability and fertility of the parasitic wasp *Habrobracon juglandis* (Ashmead) has been published by Dr. W. F. Dunning. Studies of the genetic and morphological aspects of some of the new mutant characters have been continued with the expectation that they will yield some evidence relative to the sex-determining mechanism of the species and the relationship of mutations which arise in response to X-ray radiation to those which occur spontaneously.

Mr. William W. Mendelsohn has for two summers volunteered as a research worker in the tissue culture laboratory at Saint Luke's Hospital. Studies were made on *in vitro* cultures of two *Cysticercus* tumors, IRS 146 and IRS 1548; many *Cysticercus* cysts, four to six months old, and many fifteen days old liver vesicles harboring the developing larvae. The cover slip hanging drop technic was employed with heparinized chicken blood plasma as the nutritive medium.

The cell growth characteristics of IRS 146 and IRS 1548 were found to be essentially the same. Each tumor was characterized by the presence of a cell which could be distinguished from any normal cell found in tissue cultures. This cell possessed a large coarsely granular nucleus and a coarsely granular cytoplasm. It



was observed only in the cultures of the tumor tissues and appears to be the malignant cell. The tumor cell of IRS 146 is strikingly similar to the tumor cell of IRS 1548 and can rarely be distinguished from it in the living and the fixed and stained tissue cultures. In addition to these abnormal cells, the growth in tissue cultures consisted of connective tissue cells, endothelial cells, mononuclear blood cells, and macrophages. The walls of the *Cysticercus* cysts were also grown to see if an early recognition of any tumor cells could be made. The growth of the four to six months old cyst wall in tissue cultures was found to contain largely connective tissue cells and also mesothelial cells, mononuclear blood cells and macrophages. Tissue cultures of the fifteen days old liver vesicles showed active migration of endothelial cells, mesothelial cells, mononuclear blood cells, macrophages and particularly certain large altered cells. The identity or significance of these large cells was not determined. No tumor cells were observed.

In the tissue culture laboratory at Saint Luke's Hospital Dr. Johannes P. M. Vogelaar has continued his work on the cultivation of human tissues and has in press a paper on certain standard procedures for such cultivation. It is obvious that if it were possible to make up a large amount of a standard medium and thereupon different types of growth were obtained, some correlation could be drawn as to the viability of cells which would not be possible in the usual growing mixtures which are made up in small quantities and have not constant composition. The use of such solution has indeed revealed that in the same human organ such as the thyroid, the connective tissue supporting cells grow at very differing rates; some scarcely at all, others very freely. This gives additional support to what has long been suspected, that there may be tissues in the body which are apparently of the same nature but which may possibly contain cells with very different growth capacity. If this could be generally demonstrated we would have an explanation for some of the phenomena observed by Drs. Bullock and Curtis. They have succeeded in producing some seventeen different varieties of tumors by the irritation of the rat's liver with exactly the same chemical substance derived from the *Cysticercus* growing in the organ. Evidently some of the cells which were irritated by the chemical products from the living worm were of one variety and others of vastly different variety, for there have been produced by such irritation simple small spindle cell sarcomas at one end and

so complex a tumor as an osteogenic sarcoma at the other. One cell must be assumed to have been an ordinary connective tissue cell of the liver, the other a cell with high potentialities for differentiating into bone and cartilage, a type of extreme differentiation which has hitherto been unsuspected, at least for liver connective tissue. It is obviously expected in the connective tissue of the bone where such tumors are regularly found, but certainly not in connective tissue of the liver. Thus two such widely separated methods of research as the cultivation in glass dishes on beef plasma of the connective tissue cells of the human being and the production in the rat of sarcoma by the irritation of a *Cysticercus* derived from the cat tapeworm, have illuminated each other, so to speak, by offering an explanation for similar facts observed in each investigation.

Dr. Cushman D. Haagensen has been studying: (1) the effects of thio-acroline on rats bearing tumor 256. The highest dose of the chemical compatible with life when injected into the tail vein of the rat was determined. Two series of twelve rats each, bearing rat tumor 256, were then treated in this manner, four doses over a period of ten days being given. The treatment had no apparent effect on tumor growth, hence it may be assumed that the tumor cells have reached their maximum rate.

(2) He has studied the effect of the addition of a filtrate from rabbit testicle to tumor pulp which was being injected into rats. Rat tumor 8 was used. In two series of twelve animals each there was no appreciable effect on tumor growth.

(3) The experiments of Gardner and Hyde (*American Journal of Hygiene*, 13: 649, 1931), in which it was claimed that heparinized chicken blood when injected intraperitoneally into mice produced immunity to the inoculation of rat tumor 256, were repeated. Three series of twelve animals each were used but no immunizing action could be demonstrated.

(4) A series of experiments to determine the effect of varying the time factor on the curative dose of roentgen rays for the Brown-Pearce rabbit tumor were carried out. The experiment has not yet been completed. At this time it is possible to say only that the tumor is a comparatively radio-resistant one. An unexplained variability in the natural resistance of the rabbits to this tumor may eventually make it impossible to draw definite conclusions from this experiment.

(5) An investigation of the fact that a sample of the Marsh

strain of spontaneous mammary cancer mice has failed to develop tumors, when propagated in the Institute, has been undertaken. New samples of the strain have been obtained. It is planned to control as many as possible of the environmental factors which differ in this laboratory from those in Dr. Marsh's laboratory. It would be interesting to discover that the frequency of breast cancer in this well-known strain depends upon the social habits of the mice rather than upon hereditary susceptibility. There are many statistical hints that this is the case with the human female.

Dr. Jacob Heiman has been continuing his experiments with the slow-growing tumor with which he has been working for many years. One strain of fibroadenoma of the rat (tumor 308) has been developed into sarcoma and has been successfully transplanted with 100 per cent takes for six generations as such. The original fibroadenoma assumed malignant characteristics in the twenty-ninth generation of transplant.

The question of immunity to benign tumor implants is now under investigation.

Mr. Robert V. Ingram has been engaged in certain delicate spectrographic analyses of a variety of animal tumors and tissues to determine the constancy of occurrence of traces of certain unusual elements which probably play no important part in the chemistry of the cells of these tumors but are merely accidental and transitory inhabitants. For example, lead has been found very constantly in minute traces, derived both from the vegetables upon which the animals are fed, and the drinking water, for the Croton water of the laboratory has been found to contain minute traces of lead. A strange constituent of the tumors is a trace of silver. Occasionally chromium is demonstrable, though not constantly. Of course iron, titanium, manganese, silicon, boron, magnesium, sodium, calcium, and copper are constant constituents of the body, as has long been known; but strontium, rubidium, and lithium are present with some regularity, probably derived from the vegetables of the animals' food.

The Director, Professor Francis Carter Wood, has been active during the year as President of the American Association for Cancer Research, of the Radiological Society of North America, as a member of the Advisory Board of the International Cancer Research Foundation, and as editor of the *American Journal of Cancer*. He has contributed the usual articles on cancer for the

*Americana Annual*. He gave a course of lectures and clinics at the Postgraduate Medical Course of the University of Washington, Seattle, Washington. He addressed the William Harvey Society of Tufts College on the subject of cancer, and delivered the Carpenter Lecture at the Academy of Medicine for the Fifth Annual Graduate Fortnight. He gave lectures and clinics at the annual meeting of the Kansas City Southwest Clinical Society, in Kansas City, Missouri, made an address on cancer to the students of the Graduate School of Medicine of Syracuse University, and gave a number of popular addresses elsewhere.

Professor Woglom gave a course in the morphology of tumors at the Institute during the Summer Session, and also delivered a lecture to the students of the College of Physicians and Surgeons, Columbia University.

The *American Journal of Cancer* continues to be published by the Institute. The amount of material acceptable for publication has increased so greatly that it has become necessary to change from a bimonthly to a monthly publication for 1933. The reception of the journal by the scientific world has been very favorable and the subscription list is increasing constantly.

The Institute continues to furnish a large number of animals to various workers and research laboratories.

A list of the most important publications of the members of the laboratory staff during the year follows. It happens to be unusually small, as many papers will appear in the early part of 1933, the work on which was done in 1932. The great demand for space in the *American Journal of Cancer* has prevented our printing our own papers as promptly as heretofore.

"The Biological Effects of Short Radiation," *Quarterly Review of Biology*, 6: 253-280, September, 1931, by Charles Packard.

"A Study of the Effect of X-Ray Radiation on Occurrence of Abnormal Individuals, Mutation Rate Viability and Fertility of the Parasitic Wasp *Habrobracon Juglandis* (Ashmead)," *Genetics*, 16: 505-531, 1931, by Wilhelmina F. Dunning.

"Liver Diet and Tumor Growth," *American Journal of Cancer*, 16: 564-567, May, 1932, by William H. Woglom.

"Cancer," *Americana Annual*, 1932, p. 140, by Francis Carter Wood.

*American Journal of Cancer*, Francis Carter Wood, editor.

Respectfully submitted,

FRANCIS CARTER WOOD,

Director

June 30, 1932

## REPORT OF THE LIBRARIAN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1932

*To the President of the University*

SIR:

I have the honor to submit the following report for the year ending June 30, 1932.

Perhaps the first place in this report should be given to the two commemorative exhibitions held during the year in Avery library, both of which had a distinguished visitor with personal associations. In the case of Dr. Gerhart Hauptmann, the presence of the author himself and his family made the occasion one of direct homage. The exhibition was arranged with very great care by Mr. Frauenfelder and Professor Heuser. Dr. Hauptmann expressed his satisfaction with the setting out of the books and manuscripts.

The exhibition to commemorate the one hundredth anniversary of the birth of Lewis Carroll owed its inception to the happy thought of Professor Zanetti. A suggestion was later made that an invitation be sent to Mrs. Hargreaves to come over. Mrs. Hargreaves was one of the three Liddell children, and the original—so far as there was an original outside of Dodgson's brain—"Alice." The first plan was to open the exhibition on the day of Carroll's birth in January, but it was postponed since Mrs. Hargreaves was not anxious to cross the Atlantic in winter. A date on which to center the exhibition, May 4, was chosen, which was the eightieth birthday of Mrs. Hargreaves. The whole proceedings went along without difficulty; the people who owned books and documents were most generous in their willingness to lend them for our purpose, and items came from forty sources to be placed in the Avery cases. The British consul general in New York spoke at the opening, and at a general ceremony on May 4, Professor Beveridge conducted a joint choir and Professor Ayres delivered an address that was exactly right in temper. The exhibition was well attended, and those who came all seemed to stay longer than they had intended. It was in keeping with the life and character of Lewis Carroll that a celebration of this kind should be held in close academic connection. Further, his books were written for children, and this

particular exhibition was full of meaning for those who are being trained at Columbia as teachers or as librarians for children's libraries.

The pleasant memory of Mrs. Hargreaves' visit is not merely one-sided, for she appreciated the welcome that was given her, and she returned to England with no regrets for her brave resolve to make the trip. In particular, the consideration and courtesy of the New York reporters, whose duty it was to interview her for impressions and "reactions," were most marked. It was probably the one part of the adventure that she had dreaded the most, and yet when the time actually came, she found nothing but thoughtfulness on the part of these busy people for an old lady who had come a long distance to take her share in a tribute to one who had been a friend of hers in days gone by.

During the period of these exhibitions the Avery library and its staff were unavoidably busied with visitors and their inquiries. A distinct benefit to the library came, for after extensive experimentation on the part of the electrical department of Buildings and Grounds, a way was found to install special lighting for the cases and screens. Unfortunately this installation was a temporary expedient and the fixtures had to be removed and stored for future use at the close of the exhibition. This successful result was obtained by attaching floodlights to the back of each screen, which light was reflected from the ceiling to the cases and screens. The improvement was especially noticeable in the section usually occupied by the catalogue case which has been very poorly lighted. It is greatly to be desired that some permanent method of lighting this particular section may be devised.

The work of reclassification of the Avery books has gone along steadily during the year, and all books on architectural subjects are now reclassified, except those shelved in "Classics," and a small number of unimportant books in the basement. This leaves only the northeast balcony of books on painting and miscellaneous subjects still to be done. Thanks to the generosity of the University administration in the provision of increased funds for rebinding the Avery books, the appearance of the shelves is noticeably improved. A total of 1,759 books was sent to the bindery, and of this number 1,400 were rebinds for Avery—a remarkable increase over previous years. The fact that practically all of the large

folios have been both reclassed and rebound is a matter of great relief to the staff. As to the use of the Avery library, the most promising step is a serious attempt at coöperation with the fine arts instruction at Teachers College, through the mediation of the library of Teachers College. It has long been unsatisfactory to feel that there were books in the Avery library that were not consulted by students at Columbia University as readily as they might be.

In the library of Barnard College an interesting bit of work has been undertaken. Miss Rockwell is attempting to gather together the published writings of Barnard authors. A form letter was sent out to all of the alumnae who had published something, as revealed by checking the lists in the old alumnae bulletins. One hundred letters were sent out, and responses were received from about sixty. Nearly all of these wrote friendly little notes to accompany their contribution. Much came in paper covers, and we have put it in the protection of binding. One hundred and nine Barnard alumnae are now represented. A separate catalogue is kept for this material and it is hoped to have it sometime in a separate room or alcove.

There is a decrease of use to be recorded in the group of applied science libraries, where the statistics for the year show a decrease of 9,739 in total use. This decrease comes in the combined engineering and Egleston libraries, for both physics and engineering catalogue libraries show a slight increase. This decrease was anticipated when the engineering library was moved to the Mines building, away from the main center of use. Since the use of the bulk trade-catalogue collection is compulsory, the use of the trade-catalogues was not affected, and the accessibility of the reference trade-catalogue collection in its present arrangement, as compared with the previous use of locked cases in the dark corridor in the Engineering building, has caused some increase in the use of this material by the students, as well as by the officers and engineering companies.

What the library has lost is not the student who comes to the library with a set task in mind and who may work continuously for half a day on his special piece of work, but the large number of students who, when the library was adjacent to the classrooms, drifted in between periods to skim the current periodicals and read the latest developments in radio, aeronautics or motor boating. It was notable that the students who complained about the inaccessi-

bility of the library were the old students. The incoming freshmen took its location for granted, and there is reason to believe that as time progresses and the students who regret the old arrangement either reconcile themselves to conditions as they are, or leave the Campus after graduation, the use of books will increase again.

The library system at Columbia is not a simple unit to which can be applied one set of regulations to govern every possible contingency. It is a combination of libraries and reading rooms, and just one regulation holds good for all of them, that the books be available for as many people for as long as possible. There is an obvious advantage in this decentralization, for it makes for meeting different needs in different ways. There must be flexibility if the library is to provide individual service, and it should never be forgotten that all library service is individual service. Of course this does put more burden on the intelligence and the tactfulness of the library staff, but as a whole I think we can claim that they do live up to their responsibilities. Naturally it would be easier to have on hand a neatly printed and neatly numbered set of library rules to which in case of any difficulty reference could be made by chapter and verse. Dependence on inflexible authority is a comforting support for the uncertain and the disobliging, but it should not be necessary to have such support in a university library. Our department librarians have the knowledge and the experience to run their rooms to suit the readers, and they have the necessary judgment to ask for advice and for decisions in the unusual occurrence. Each room has to meet a slightly different set of circumstances, and each room, and each department catalogue should reflect careful regard to these circumstances. We have a coördinated group of libraries with reference librarians with a good knowledge of the literature of their subject, and some of them quite special subjects; it would be a waste of the abilities of these department librarians to attempt to prescribe their activities and to keep their endeavours into a definite routine.

In the combining of two reading rooms into the Egleston library, every possible measure was taken to lessen the disadvantages and to make the new facilities known. A letter was sent to the officers early in the term, offering a page service to carry the books to them in their offices and this service was extensively used. The library shifted its opening hour to eight-thirty, by a staggering



of work schedules, in order to make it more convenient for students to return books before a nine o'clock class. The library was open for the first time from seven to ten in the evening.

Professor Campbell kindly loaned the Egleston library a series of interesting exhibits of coins, medals, and examples of fine metal working. Professor Finch loaned appropriate selections of picture and autograph letters for exhibition both in Egleston and physics. A special exhibit in both libraries paid tribute to Thomas Edison, and the centenaries of Thomas Egleston and Alexander Lyman Holley were duly observed.

The main work of the physics reading room during the year has been the building up of a working collection for the astronomy department, now under the active leadership of Professor Jan Schilt. Sets of periodicals and numerous books were transferred from the main library, and the astronomy collection now totals 1,136 volumes. File cases were obtained for the astrographic charts and the collection, trimmed, pressed, numbered, and put into as good condition as possible, is now in order in the file and there remains the task of filling up the gaps. The astronomy duplicates that have for many years occupied boxes in the sub-basement have been unpacked and arranged on shelves. They have been listed and checked with the catalogue. Professor Schilt then examined the files and chose those which he thought should be duplicated in the University. Steps are now being taken to dispose of the balance by exchanges for material that we need.

The engineering catalogue section is requesting as many catalogues as usual and requesting two and three times, but many of the manufacturing companies are feeling the depression and are not able to supply their bulletins. 18,043 catalogues were added to the bulk collection during the year and 3,372 to the reference collection. The house organ check list was stringently revised and the list of available house organs posted on the bulletin board and circulated to professors. This collection is much more accessible now and is having increasing use, although publication of many of the bulletins on the list has been suspended, due again to the depression.

Another effect of the economic conditions is shown in the increased use of books in the College Study, where the fact that the college student has less money to spend for his pleasures has created

a new leisure which he has seemed to spend in deeper study and wider reading.

A letter from one who has been a very regular and very thoughtful benefactor of the University Library recalls the name of one who has passed on during this year. He wrote:

Early in my freshman year the librarian, Dr. Dewey, gave the class a short address on his decimal system. This was too high mathematics for freshmen and was promptly forgotten. But his concluding remark I have always remembered, that if we had any old books we did not want, please send them to the library, there might be something it would like to have, and if not, it would be no more trouble to the library staff to throw them away than it would be for us.

Unfortunately the letter came too late to let Dr. Dewey know of the result of this seed he so wisely sowed.

One attempt, successful on the whole, to stop the theft of books from the Library was carried out during the year. The authorities of the New York Public Library had put in a great amount of careful, quiet work on investigating the business. The thieves themselves were obviously working for some definite person or persons, who kept themselves prudently in the background, and it was this instigating firm that was the real danger. Many preliminary steps were taken in different states, and when finally the time arrived, the cases against two booksellers were clear and incontrovertible. They pleaded guilty, and jail sentences were imposed, and it can be reasonably expected that it will be several years before the discouragement of the whole wretched business will be forgotten. Much credit should be given to Mr. Berquist, of the staff of the New York Public Library, for his persistency and his thoroughness.

It should be stated that the shady section of the secondhand book trade is relatively small, and that secondhand bookmen are, as a matter of personal experience, most careful when a book with a library mark in it comes into their hands or is offered to them for sale. Of course, there will never be any such thing as absolute safety. Any general library which never loses a book, is a library which is organized as a museum and not a library. It is an exaggeration, with a large proportion of truth in it, to say that where books can be used, books will be stolen. And conversely, that where books are not stolen, books are not used. If the right books are in convenient places, some will certainly disappear.

The arrest of a book fence is without doubt the most important action possible to protect books of a library, since with due publicity, it does break down temporarily the organization of this particular crime. Still there is always the mutilation of library books or their defacement. Books are mutilated for purposes of convenience by readers whose disinclination to take the trouble to copy a reference is greater than their sense of fair treatment of the property of an institution.

The motives that are behind the actions of those who deface library books are not so simple. Books are books, and there is a long and distinguished list to be made of those who have argued with the author on the margin. Poe says of such notations that it is a thought, flippant, silly, trivial, but a thought; not a thing that might have turned into a thought. He enjoyed such notes and found himself at length forming a wish that it had been some other brain than his own which had so bedeviled the books. Luther could hardly have called Aristotle a rancid philosopher, except on a margin. Voltaire grows direct and angry, and argues consistently, and through the margins of the collection of his books at Leningrad, it is possible to follow the course of Voltaire's mind. Tasso's remarks on the margin of his copy of the *Ars poetica* of Horace one would not wish erased; Coleridge is a famous margin writer, but his marginalia, it is to be suspected, were frequently meant for eyes other than his own. Gabriel Harvey's volumes bear entries done in a spirit that seems truer to the medium of expression, and the Reverend Andrew Moore, about 1700, sets the real type in his copy of *Reliquiae Baxterianae* when he disagrees with the author, "Ah, Richard, thou poor soul."

There was a time when through the scarcity of parchment or paper, the margins were valuable as blank space for the recording of events, and there is always the consideration of the margin as an essential part of the typographical beauty of the page. There is a margin to be written upon and there is a margin to be left severely vacant. But the marginal annotations of a vigorous mind have an instant, spontaneous quality of their own.

All the instances of marked books now carefully cherished in libraries do not of course affect in any way the definite evil of marking up a library book. Any library can show examples of indignant partisanship of some racial or religious cause, and often it is possible

to trace through several libraries a concentration of effort against a certain article in a current magazine of opinion. It is possible to defend the correction of a misprint or of a faulty page reference, but the practice is dangerous. An error of fact in a book is in general to be regarded an integral part of the book itself, and in some ways it is harder to correct the written than to recall the word that has been spoken. There is both precedent and excuse for those who wish to correct errors in books, but when the volume is in a library, the simple certain way of a note in the margin is, in general, a definite error on the part of the emendator. There is an undoubted place for authoritative emendations, with dates and initials that give responsibility, possibly made by the library at the request of the author himself, but such cases are infrequent and hardly touch the usual example. A marked-up library book is sour to the eye. It bears the traces of abuse at the hands of those who know enough to read; it is an unhappy example of the cruelty of civilization.

Miss Elizabeth Sayre of New York City has been appointed Assistant Curator of the Greek Papyri collection of the Library under the direction of Professor Westermann. The new purchases of papyri of this season have been made in behalf of the Library by Professor A. E. R. Boak who has been conducting the excavations of the University of Michigan at Kom Ushim, the ancient city of Karanis, in the Fayum during the winter season of 1931-32. These new purchases will not be available until the return of Professor Boak during the coming summer. He reports that both the native papyrus diggers and the city dealers maintain their stiff prices, but that the new lot purchased for the Columbia Library includes a number of documents of economic interest, notably a contract relating to slaves; one large literary fragment, which will be a welcome addition to the rather weak representation of literary documents in the Columbia group; and a very fine, large sheet, found in the Fayum, of the Byzantine period which deals with the question of Christian heresies. This document may well prove to be of major importance in early Church history.

The work of deciphering and publishing the papyri now in the Library goes forward slowly. The bank rolls of the second Christian century, noted in the report of last year, have been edited by Professor Westermann and Professor Keyes and published in admirable form by the Columbia University Press. They included a

group of nineteen receipts for money paid out to transport workmen, that is, donkey drivers and camel drivers, and to policemen by a branch of the state bank, called the Bank of Sabinus and Company, located at Theadelphia in the Fayum. In the first half of 1931 a part of the same roll from the Berlin Museum, including the same type of receipts and from the same bank, were edited by Frisk at Oslo, Norway. Frisk's group of receipts are from the month just preceding that of the Columbia receipts. Since the two sets of documents were edited quite independently there will be an interesting possibility offered of comparing the soundness of American scholarly work in the reading and historical interpretation of papyri with that of scholars in European universities.

The library of the School of Business has had an active year, and in coöperation with Professor Bonbright has started to build up a collection of the different types of stock and bond certificates, now fairly complete, together with brokerage and underwriting forms. This material is intended to be used to give the students a more concrete idea of the forms employed in corporate financing and in marketing of securities, and should serve a very useful and interesting purpose.

With the present recession, as with most of the others, has appeared a deluge of suggestions for improving the business situation. Some of these are curiously reminiscent of '73 and '93. At any rate the Library has been preserving them and now has a small group that may assist the student, say of 1950, to picture the present reaction.

Many of the current letters of foreign and American banking houses seemed to be of sufficient importance to warrant our collecting them, and a series of requests was sent out with quite a generous response. Subsequently these letters have been in sufficiently constant demand to justify this action.

About six thousand volumes on banking and currency, mostly historical in interest, have been transferred from the General Library, thus further consolidating material in a field largely covered by courses in this school.

The library of the School of Business has graduated from the status of a mere reading room, and it is attempting to build up such service as might be given in a corresponding special library, with a gratifying degree of success.

No special exhibitions in Columbiana were held during the year, but the room was set in order and the material in the cases changed for Alumni Day and Commencement; on the latter occasion, the largest attendance in years occurred, considerably over two hundred people having visited the room. During the year a gift of unusual importance was received from W. Scott Watson, of Woodcliff, New Jersey. Mr. Watson, though not himself a Columbia man, began to clip items regarding Columbia when his son Cuthbert M. Watson, '13, entered the University in 1909, and continued until about 1920. The collection numbered several thousand items, and each clipping was carefully cut, folded and dated. The particular value of this collection lies in the fact that it covers the entire war period, and that it was a period during which no consistent clipping of Columbia items from newspapers was carried on.

During the year, the set of the *New York Columbian*, a daily newspaper, extending from 1810 to 1820, in the collection of S. Whitney Phoenix, '50, was gone through by the Curator of Columbiana, page by page, and the obituaries of Columbia men were copied. Several other items, such as accounts of Commencement, were photostated.

In the course of the year, an index of some six thousand cards has been made of the obituary notices in the *Columbia University Bulletin*, the *Columbia University Quarterly* and the *Columbia Alumni News*, from 1890 to the present time. The need for this has been shown in the almost daily use of the material since it has been compiled, and it has been decided to typewrite the material in book form in order to increase its usefulness. In checking these cards against the proof sheets of the *Alumni Register*, several hundred corrections were made in the latter.

Photostats were made of Richard Henry Greene's biographies of the alumni of Kings' College, which appeared in the *New York Genealogical and Biographical Record* in the '90s, and the photostats, mounted on sheets, are now filed with our general biographical collection.

The index of the general manuscript letter file has been increased by 86 cards and that of the De Witt Clinton papers, by 1,729 cards, making a total of 1,815 cards.

Twenty volumes of the De Witt Clinton papers are now indexed and the last four volumes will be finished by Christmas. De Witt

Clinton had a crowded political career as mayor of the city, state legislator, governor, and president of the board of canal commissioners, and it is in his latter capacity that he became nationally known. Construction of canals was the absorbing topic of this time, and every state wanted one. Requests came from all quarters to De Witt Clinton asking him for advice on making surveys, engaging engineers, financing the projects, and in fact on all canal questions. To these he never turned a deaf ear. He visited Ohio in order to speed up the canal from Lake Erie to the Ohio River, recognizing, as he did, the importance, to opening up the whole country, of this remaining link in the continuous passage by waterways between the Atlantic Ocean and the Gulf of Mexico. Through his influence the Ohio canal commissioners were able to secure an essential loan from his friend John Jacob Astor, and almost a complete history of the construction of the Ohio canal is to be found in these papers in the Library.

The general development of the fine arts library was continued during the past year with special effort to fill in the sections on sculpture and the minor arts. It was possible still further to complete our collection of Russian books on art and to obtain a number of unusual items on French art from the sale of the Tourneux collection.

The most important single acquisition of the year was Max Lehrs' *Geschichte und Kritische Katalog des Deutschen, Niederländischen und Französischen Kupferstichs im XV Jahrhundert*. This fundamental work on fifteenth-century engraving is difficult to obtain in a complete set and is very expensive, with the result that its purchase reduced our funds to the vanishing point. It was at this time that the Tourneux books came on the market and the department is very grateful for the additional funds which were made available in the emergency. With the steady growth in the use of the Library and the annual increase in the number of books, it becomes increasingly evident that a larger room and increased shelf space, especially for folios, will soon be imperative. The present arrangement in the fine arts room for graduate students is unfortunate; the balcony set aside for them is very badly ventilated, and there is no other location possible.

The library of the School of Library Service is developing one most useful function of a department library, a collection of illus-

trative material in vertical filing cases. The need for continuity and patience and attention to detail that any filing system demands is not supplied naturally in any human being, and least of all, perhaps, in a university professor. Spasmodic attempts at gathering material for filing purposes find their inevitable destiny sooner or later in a scrap basket. Every large library has some vestiges somewhere of these noble enthusiasms. "Come, let us gather something" is an hereditary tendency, and it seems rather unfair to treat the real labor involved, which is the arrangement after things are gathered, as a mere matter of clerical detail.

In the courses that deal with the administration of a children's room and with literature for children, it was found desirable to have on hand samples of forms used in children's departments, children's reading lists, publicity material, plans and pictures of typical rooms for children, and good examples of illustrations meant for children. Requests were sent out to libraries and publishing houses, and a generous response was the result. Publishers who gave their aid were the Century, Doubleday Doran, Harper, Houghton Mifflin, Lippincott, Longmans, Macmillan, Morrow, Putnam's, and F. A. Stokes. The libraries of the following cities sent in forms or pictures: Birmingham, Bridgeport, Brooklyn, Chicago, Cleveland, Denver, Indianapolis, Los Angeles, Omaha, St. Louis, Seattle, Toronto, and Wichita. Altogether there is a representative collection of children's work in libraries throughout the country now in the files.

The library of the College of Physicians and Surgeons is increasingly used and the amount of work done in that library is convincing justification of the claims of those teachers who saw greater advantages in a union library than could ever be in a series of separate study rooms adjacent to the research laboratories. Even those who advocated these separate rooms are willing now to admit that their fears of inconvenience and inaccessibility have disappeared. The messenger service through the building seems to be adequate and sixty-eight journals are now regularly being sent to eight different departments, where they are seen by the members of the departmental staff in their own rooms.

The law library has found that its rapid growth over a period of a comparatively few years has brought with it certain growing pains. Difficulty is experienced in making additions to the library conform



to a prearranged scheme, and to the present aims of the Law School; and secondly, the old systems of book classification and subject headings, adopted in the days when both the library and the rate of growth were considerably smaller than they are now, are no longer adequate. This latter results in a strait-jacket of various attempts at library classification. Some significant pieces of work have been done in efforts to ease the strain during the last year, perhaps the most important one being done with the general subject of Roman law by Professor Schiller and Miss Basset, the head law cataloguer, with the occasional advice of the law librarian. After much effort a successful compromise was arrived at, as a result of which the Columbia law library has as good a set of Roman law subject headings as there is in any law library in the country.

As a practical attempt to adjust conditions, it is thought that by taking up our most pressing needs to change or expand, the collection will gradually and without jarring or serious inconvenience, be in effect reclassified and recatalogued, so that when a new comprehensive classification is worked out and adopted, for most of the books this reclassification will involve only a change in symbol, not in arrangement, and that the disturbance of recataloguing on a large scale will thus be avoided.

An innovation which has proved popular with the students is the use of Room AA as a typewriting room, where students may use their typewriters to write papers or copy passages from library books. As many as four students have been using their typewriters at once there, and so far they have caused no trouble. The room is used also as a student conference room, since they can talk in a moderate tone there without disturbing other students in the reading room. The activity of the moot courts, as well as the many papers which the students write, bring continual evidence that most students do not know how to use this library—or any library. It is hoped to give them some instruction in the use of books that will not interfere with their lecture periods, and that will show them the possibilities of saving much of their blind endeavours.

The staff of the law library is smaller than formerly, but statistics and other evidence show that more and better work is being done.

The coöperation of the members of the Law School Faculty who have been asked and who have readily given technical advice as to subject headings and classification is a thing upon which fortunately we can always count.

Record should be made of the copy of Bracton which was acquired during the year. It is a beautiful manuscript, probably of the late thirteenth century, and it gives us one of the essentials of a great law library.

The department of rare books has expanded during the year, and a number of rooms adjoining the present Seligman library quarters were equipped with locked shelves, stacks, exhibition cases, and reading facilities, to accommodate as a deposit the library of Mr. George A. Plimpton. The transfer of books from Mr. Plimpton's home was begun and the material that has been brought over so far is available for students' use. A group of special material, intrusted through Mr. Plimpton's generosity to the curator of the rare books department for use as instruction material in his courses, is held on deposit in the vault of the General Library, and is brought over for frequent use to Schermerhorn Hall, being restored to the vault again after use.

Through Mr. Plimpton's generosity a further step in extending the use of his collection to Columbia University students has been accomplished. In special cases, manuscripts and printed books from his collection may, under reasonable restrictions, be made accessible at the rare book department, which assumes responsibility for these books and supervises their use.

The most significant single acquisition of the year was the purchase of a Beneventan manuscript of exceptionally late date from the late Mr. Finkenstaedt of Munich. A generous special grant by the President of the University made it possible for the Library to own this important monument of medieval paleography, which would be fully worthy of publication, when time and circumstances are favorable.

Perhaps the main task of the year in the rare book department was the working out of a new classification for the book arts and industries reference books. This classification, submitted by the curator of the department, and approved with slight modifications, furnished the plan for the urgently needed cataloguing of the newly purchased reference material and the recataloguing of the older volumes transferred to this new department. The work is well under way now.

At the end of 1931 Miss Wilcox prepared an exhibition from the Seligman material to illustrate past depressions. This exhibition

received much comment in the press and was well visited. An exhibition of old children's books, prepared by Mr. Kramer, was put on view in the fifth floor corridor of Schermerhorn Hall, after an earlier showing in Avery.

As an innovation library facilities were extended to a group of persons interested in the bookmaking field. This informal organization, of a number of librarians of special collections and former students from Dr. Lehmann-Haupt's courses, under the name of the Book Study Club, has proved its usefulness and a series of monthly meetings was well attended.

During this year the Japanese collection has satisfactorily increased. A complete catalogue is being prepared in Japan under the direction of Professor K. Kuroita of the Imperial University and Professor R. Tanabe of Nichibeï-Bunka Gakkai, and this should be available at the end of this year in printed form. This catalogue will be a remarkable addition to the guides to our resources.

Some time ago in Japan students of Japanese history united together to translate all important European publications on Japan into Japanese, and after the translation was completed the originals were put on sale. The Japanese collection was singularly fortunate that it had the funds available at that time to make the purchase, and they are now on the shelf, together with the Japanese translations.

Books on Japanese art have been growing rapidly. Scroll paintings, the most interesting feature of Japanese arts, are well represented in the collection by the Bussetsu Kako Inga Kyo, the Kegoŋ Engi, Degyo Daishi Goyedem, Kobo Daishi Gyojo Zuye, the Kitano Tenjin Engi, the Shigisan Engi, Gosannen Kassen Yeshi and the Yamanaka Tokiwa. The original of the last named twelve scrolls is the famous work of Iwasa Matabei and is generally conceded to be one of the greatest scroll paintings of Japan.

The Isseido contribution also forms an important part of the collection. This well-known book collector gave to the collection "Nihon Keizai Daiten," a complete set of economic literature, consisting of fifty-seven volumes that comprise fifteen hundred titles of economic writings. He also gave a complete set of "Gendai Bungaku Zenshu," as well as of "Meiji Taisho Meika Zensyu," in all one hundred volumes.

The Clement collection which consists of over four hundred volumes of books on Japan, has now been added to the collection. These books were gathered by Professor Ernest Clement, who spent forty years of his life in Japan as a missionary and educator. During his stay in Japan he wrote a number of books on Japanese history and politics, and was vice president of the Asiatic Society of Japan. It is fortunate that this collection, which has been placed in the room of the Japanese collection for the benefit of the students of Japanese history, is added through its purchase from the Mitsui fund. The contribution of a number of valuable art publications by Louis Ledoux, of New York, a well-known art collector and enlightened art critic, should also be mentioned.

The collection has become of much greater use to the students, due to the installment of new courses in the Department of History. Two theses for the Master's degree and one bibliography of Japan for the use of sixty high schools found their materials in the collection. The number of visitors to the room has shown increase. Outside institutions have come to recognize the value of the collection, and many letters of inquiry and applications for outside loans of books have come in.

Mr. Yen's charge of the Chinese library during the last two years has been appreciated by all Chinese students of Columbia. It is a temptation to regard a Chinese library as something of an exotic addition to a collection of historical or philosophical literature; it is however with us something much more than a collection for those westerners who are interested in things Sinological. It is also a Chinese collection for Chinese students. There are many Oriental students at work on dissertations and essays on Chinese problems of economics or education, and it is only fair to them that we should gather for their use the current material on their subject.

During the past year the influence of the Chinese library has extended beyond the confines of the Campus, reaching groups of people not directly connected with the University. As to our own students, in spite of a decrease in the number of Chinese students at Columbia—an enrollment of 139 in 1931-32, while that for 1930-31 was 223, a decrease of 40 per cent—the increase of degree of usefulness of the collection to the Chinese student body is shown by a very considerable growth of circulation.

Of this year's donors to the Chinese collection the names of the

Public Library of Newark and the National Library of Peiping deserve mention. The Chinese National Library presented to the collection a Jesuit map of China. The original Jesuit map is on 104 folio copper plates, carved by P. Benoit for Emperor Ch'ien Lung. It embodies the results of many years of survey undertaken by the Jesuit fathers for Emperors K'ang Hsi and Ch'ien Lung, and was the first scientific map of China, one on which all subsequent ones have been based. The map is issued in a limited edition of one hundred copies. It is not only a landmark in the history of cartography, but is still of practical reference value, for our knowledge of some parts of China has not advanced much since that time.

Accessions of importance during the year, among the 3,438 volumes added, were:

"Ta Ming Hui-Tien"—The institutes of the Ming dynasty (1368-1644), compiled by a commission under the presidency of Shen-Shih-hsing, with an imperial preface, dated 1502. 48 vols.

"Li Tai Ming Chen Chou I"—A series of memorials by eminent ministers of every age, from the Shang dynasty down to the Yüan, arranged by Yang Shih-chi and others of the Ming in compliance with an order from the emperor. 350 books.

"Ch'ing Chi Wai Chiao Shih Liao—Documents on Foreign Relations of the Last Two Reigns of the Ch'ing Dynasty"—Documents that passed through the Privy Council as long as they had anything to do with foreign affairs, and which were copied out by Wang Nien-wei, a member of the Council's secretariat for his own personal collection.

"Kuo Min Cheng Fu Hsien Hsing Fa Kuei Ta Ch'uan"—Regulations and ordinances of the Nationalistic Government of China. Compiled by the Bureau of Bill Drafting, Shanghai, 1928. 8 vols.

"Hsi Hsing Ta Shih Chi," or record of important events of the tour to the West, being a record of the flight of the court to Hsian during the Boxer Uprising.

"Chung Kuo Ti Ming Tz'u Tien"—Dictionary of Chinese geographical names, by Liu Chun-jen, published by the National Academy of Peiping. The geographical names are arranged by radical, which may commend it to foreign scholars, followed by an index of Romanized names. The text extends to 1,117 pages. 1930.

The reclassifications now in progress in several departmental libraries have greatly increased the work of the bindery in removing the old call numbers and replacing them with new call numbers. However, these changes could not be avoided because of the growth of the subjects involved, and the work is well up-to-date. As a sign of identifying possession, the embossing stamp has been discontinued because of the obviously simple way in which the

stamp of ownership could be removed. In many cases it was impossible through its use to prove our ownership of books that we knew had been stolen from us.

A sewing machine has been installed for sewing pamphlets up to three quarters of an inch in thickness, and it is improving our pamphlet work no less in appearance than in quantity of output.

In the Brander Matthews collection his contributions to periodicals have been mounted, arranged by dates and bound in twelve volumes.

An important undertaking has been started this year by a committee to investigate the possibility of coöperative cataloguing, and thereby to eliminate much duplication of work that occurs at present. The catalogue department of our library is taking its full share in this most promising study.

The Union List of Serials and its Supplement (covering material supplementary to the original list and new items for 1925-30) prove their worth every day. In order to keep the list up-to-date, all important additions to old sets and all new entries that fall within its scope are noted at the time they are made and cards are made to be sent to the editor. This necessitates careful scrutiny of all cards (including cards for the law and medical libraries) before they go into the catalogue. A third coöperative product is the union catalogue of the Library of Congress, and we have during the year sent them eight hundred titles for insertion.

At the end of the year covered in the last report, the Southern Society of New York gave recall notice for the Garden library which had been on deposit with us since 1900. The Society was moving into commodious quarters in the new Waldorf-Astoria, and felt that at last they had sufficient room for their books. This recall was unexpected, and the process entailed a great amount of checking and cross-checking. The books were finally taken from the shelves and the cards for them from our catalogue, and they went down to the Society. There is, on principle, grave doubt of the advisability of accepting collections on deposit, and this is a good example of the result of an offer of hospitality. Any agreement concerning a collection that is accepted on deposit should have a qualifying clause attached with a time limit. If we have been able to give for a period of ten or fifteen years custody that has proved satisfactory to the depositors of a library, the books after these ten

or fifteen years have elapsed should become definitely part of the library of the University. An agreement to deposit that has such a clause in it safeguards the interests of both parties, and is, I believe, entirely fair and reasonable.

Much time has been devoted to the rapidly increasing collection of German almanacs, some of which are quite difficult to identify. Very recently it has seemed best to give these almanacs a special place in the classification similar to that of the American and English gift books, since they are the product, or perhaps by-product, of very similar literary circumstances.

In South Quadrangle, beyond both the careless activity of the tennis courts and the deliberate passivity of the sundial, the new library building is rising steadily and into importance. Almost one can join in spirit those who once watched the erection of the Temple of Solomon, where neither hammer nor axe nor any tool of iron was heard in the house while it was in building. The absence of the noise of the riveters has been remarkable, and the building will begin with a tradition of quiet. And there is no better tradition for a library.

By the system of inter-library loans 1,424 volumes were lent to 195 libraries, and 396 volumes were borrowed from 46 libraries; besides this, 176 volumes were borrowed by us from scientific libraries in the city, of which number the American Museum of Natural History lent us 89.

In the bindery, leaves were cut in 8,415 volumes; book pockets were affixed in the back of 52,204 volumes; bookplates were affixed in front covers of 77,008 volumes and new book cards were made for 1,310 volumes. The income from fines for lost books and belated returns amounted to \$2,550.79 and photostat work brought in \$1,700.

There were twenty-one showings of different issues of the Yale University films.

The exhibitions in Avery library during the year were as follows:

<i>July</i>	American Institute of Graphic Arts. The fifty books of the year. Perkins Fellowship Competition. School of Architecture.
<i>August</i>	Les costumes regionaux de la France.
<i>October</i>	Early editions of architecture classics.
<i>November</i>	Children's book illustration.
<i>December</i>	Work of C. C. Briggs, Associate Professor of Architecture. Work of Donald M. Mattison.

<i>January</i>	Philolexian Society exhibit of contemporary fine printing and illustration.
<i>February</i>	Work of architecture students.
<i>March</i>	Gerhart Hauptmann exhibition.
<i>April</i>	Lewis Carroll exhibition.
<i>May</i>	Pulitzer prizes.
<i>June</i>	McKim Fellowship competition.

The record of gifts to the University Library is again gratefully set down. Sums of money were given for specific purposes by:

Reverend Acton Griscom, for the Joan of Arc collection . . . . .	\$326.92
R. H. Montgomery, for the Montgomery Library . . . . .	250.00

From officers of the University we have received the following gifts:

President Nicholas Murray		T. C. Giannini . . . . .	1
Butler . . . . .	1,583	William J. Gies . . . . .	1,075
Henry V. Army . . . . .	3	Henry W. Gillett . . . . .	232
Hugh Auchincloss . . . . .	770	Evarts B. Greene . . . . .	6
Charles S. Baldwin . . . . .	19	Thomas H. Harrington . . . . .	2
Joseph W. Barker . . . . .	36	Philip M. Hayden . . . . .	1
Adriaan J. Barnouw . . . . .	1	Aleita Hopping . . . . .	1
Louis Bauman . . . . .	215	Joseph F. Hudnut . . . . .	6
Ralph H. Blanchard . . . . .	13	Robert E. Hume . . . . .	3
Franz Boas . . . . .	55	Douglas W. Johnson . . . . .	1
Marston T. Bogert . . . . .	1	Haig Kasabach . . . . .	74
William A. Boring . . . . .	7	R. Kingsley . . . . .	67
Roscoe C. E. Brown . . . . .	2	Raphael Kurzrok . . . . .	64
Wendell T. Bush . . . . .	45	George F. Laidlaw . . . . .	152
Eliza Rhees Butler . . . . .	3	Corliss Lamont . . . . .	35
William Campbell . . . . .	64	Frederic S. Lee . . . . .	291
John M. Chapman . . . . .	20	Samuel M. Lindsay . . . . .	233
Hans T. Clarke . . . . .	118	Howard L. McBain . . . . .	1
Arthur P. Coleman . . . . .	136	Nelson G. McCrear . . . . .	5
John J. Coss . . . . .	6	Ralph H. McKee . . . . .	3
William Darrach . . . . .	597	Clarence A. Manning . . . . .	45
William B. Dinsmoor . . . . .	1	Daniel Gregory Mason . . . . .	3
A. Raymond Dochez . . . . .	215	William P. Montague . . . . .	2
James C. Egbert . . . . .	32	Gardner Murphy . . . . .	15
Haven Emerson . . . . .	148	Mary Adelaide Nutting . . . . .	4
James K. Finch . . . . .	1	Paul H. Nystrom . . . . .	24
Colin G. Fink . . . . .	3	George C. D. Odell . . . . .	2
Periodicals . . . . .	6	Alfred Owre . . . . .	10
Jefferson B. Fletcher . . . . .	1	Walter W. Palmer . . . . .	66
Dixon Ryan Fox . . . . .	1	Edward D. Perry . . . . .	63
Frederick P. Gay . . . . .	105	Giuseppe Prezzolini . . . . .	106



Willard C. Rappleye . . . . .	206	Mark Van Doren . . . . .	2
Albin Russman . . . . .	20	Gustave L. van Roosbroeck . . . . .	22
Robert L. Schuyler . . . . .	7	Benjamin P. Watson . . . . .	407
Edwin R. A. Seligman . . . . .	178	Raymond M. Weaver . . . . .	2
William R. Shepherd . . . . .	9	Arnold Whitridge . . . . .	1
Harrison R. Steeves . . . . .	1	Horatio B. Williams . . . . .	172
Archibald H. Stockder . . . . .	3	Edmund B. Wilson . . . . .	100
Horace Taylor . . . . .	2	Francis Carter Wood . . . . .	1
Frederick Tilney . . . . .	336	Robert S. Woodworth . . . . .	2
Norman E. Titus . . . . .	277	Clarence H. Young . . . . .	1
Frederick T. van Beuren, Jr. . . . .	145	J. Enrique Zanetti . . . . .	1

From divisions of the University:

Columbia University Bookstore . . . . .	26
Columbia University, Department of Neurology . . . . .	110
Columbia University, Optometric Association . . . . .	3
Columbia University Press . . . . .	248
International Institute, Teachers College . . . . .	13
Legislative Drafting Board . . . . .	175

Publishing houses sent us the following:

Doubleday Doran and Company . . . . .	5
Editions de Luxe (Harrison of Paris) . . . . .	6
Harcourt, Brace and Company . . . . .	61
Otto Harrassowitz . . . . .	2
Hoeber, Inc. . . . .	282
Douglas C. McMurtrie . . . . .	9
Mergenthaler Linotype . . . . .	32
Pynson Printers . . . . .	1
W. E. Rudge and F. G. Rudge . . . . .	2
United French Publishers . . . . .	5
H. Wolff Estate, Book Binders . . . . .	100

From governmental sources and from organizations:

Biblioteca Apostolica Vaticana . . . . .	2
Brazil—Ministerio de Estado das Relacoes exteriores . . . . .	32
British Library of Information . . . . .	3
Colombia—Ministerio de Gobierno . . . . .	27
London Liveries Company . . . . .	1
Mayo Clinic . . . . .	264
National City Bank . . . . .	25
Pan American Union . . . . .	7

From libraries and other institutions:

American Library Association . . . . .	45
American Museum of Natural History . . . . .	20
Carnegie Endowment for International Peace . . . . .	71

College of Physicians of Philadelphia . . . . .	29
Harvard University Library . . . . .	7
Henry E. Huntington Library and Art Gallery . . . . .	3
Illinois State Historical Library . . . . .	10
McGill University Library . . . . .	51
Princeton University Library . . . . .	41
Rockefeller Institute for Medical Research . . . . .	10

Individual donors to whom our gratitude is due:

Columbiana:

D. L. Bridgman	
Picture of Seth Low as a boy	
University of Rochester Library	
Notes by James M. Bruce on lectures by Professor Nairne 1865-66. 2 vols.	
A. O. Ernst	
Memorabilia from College Days. January, 1901	
Ethel Grimes	
Album belonging to Dr. Henry Carrington Bolton, Class of 1862	
W. B. Parsons	
Delile, A.R. An inaugural dissertation on pulmonary consumption. 1807	
Columbia College	
George D. Terry	
Original letter and poem of Myles Cooper, April 5, 1784	
W. Scott Watson	
A collection of clippings, 1913-20	
Reginald Auchincloss . . . . .	20
Clare Benedict . . . . .	2
Sol Bloom . . . . .	2
George Blumenthal . . . . .	2
Joseph Blumenthal . . . . .	2
Mrs. J. W. Burgess	
Letter of Theodore Roosevelt to Professor Burgess	
F. R. Coudert . . . . .	5
R. T. Crane . . . . .	168
Rebekah Crawford . . . . .	20
A. C. Crump . . . . .	120
H. M. Darling . . . . .	40
A. Fanti . . . . .	9
J. F. Fulton . . . . .	14
Jerome D. Greene . . . . .	6
Acton Griscom	
Dix, <i>The Black Baron</i>	
7 original drawings by C. F. Oddie for the story of St. Joan, and other	
volumes . . . . .	16
K. S. Guthrie . . . . .	2
Fairfax Harrison . . . . .	1
Mrs. Arnold Hicks . . . . .	32

C. P. Hotson . . . . .	2
F. Huber . . . . .	15
H. W. Jessup . . . . .	3
R. H. Johnson . . . . .	14
C. C. Kalbfleisch . . . . .	57
E. W. Kemmerer . . . . .	11
J. Laures . . . . .	4
E. Lefevre . . . . .	1
Clarence Lewis . . . . .	157
Frank Marcham . . . . .	1
Ralph Marcus . . . . .	2
C. G. Massa . . . . .	622
H. T. Matthews . . . . .	112
Montrose J. Moses . . . . .	1
A. S. Ochs	
The contributions of Adolph S. Ochs to journalism	
W. K. Palmer . . . . .	4
Mrs. J. B. Pine . . . . .	16
C. Rollinson . . . . .	1
Mrs. Sidney Rosenfeld . . . . .	306
Thomas F. Ryan	
<i>North American Indian</i> , Volumes XIV and XX and two volumes of plates	
Mrs. Anton Seidl . . . . .	96
DeWitt Stetten . . . . .	274
Harlan J. Stone . . . . .	500
S. A. Tannenbaum . . . . .	1
O. H. F. Vollbehre . . . . .	1
J. B. Walker . . . . .	145
Mrs. J. R. Wheeler . . . . .	22
Mrs. M. S. Woolman . . . . .	18
J. M. Woolsey . . . . .	200
Thomas Wright . . . . .	1,660

The general statistics of the University Library are as follows:

*Accessions:*

Volumes added:

General Library and departments . . . . .	31,496
School of Law . . . . .	8,743
School of Medicine . . . . .	2,254
Avery Library . . . . .	368
Barnard College . . . . .	2,013
Teachers College . . . . .	7,617
College of Pharmacy . . . . .	302

*Total* . . . . . 52,793

*Total of volumes in University Libraries, June 30, 1932* . . . . 1,358,380

Gifts:	
Pamphlets and volumes . . . . .	19,921
Exchanges:	
Pieces received . . . . .	6,139
Pieces sent out . . . . .	16,276
<i>Total</i> . . . . .	<u>22,415</u>
Orders placed . . . . .	14,435
Serials checked . . . . .	76,222
<i>Cataloguing:</i>	
Cards made and filed:	
General Library . . . . .	70,362
Departments . . . . .	32,266
Barnard College . . . . .	5,846
Law Library . . . . .	27,187
Medical Library . . . . .	12,819
Replaced (including Law) . . . . .	13,704
Depository . . . . .	51,296
Autograph letter file . . . . .	1,815
<i>Total</i> . . . . .	<u>215,295</u>
Volumes catalogued . . . . .	46,446
Volumes recatalogued or transferred . . . . .	53,039
Volumes lost or withdrawn . . . . .	2,484
<i>Binding:</i>	
In Library bindery:	
Volumes repaired . . . . .	4,897
Pamphlets bound . . . . .	16,772
<i>Total</i> . . . . .	<u>21,669</u>
Outside of library:	
Volumes bound and rebound . . . . .	29,481
<i>Total</i> . . . . .	<u>51,150</u>
<i>Circulation:</i>	
Volumes supplied from loan desk, including renewals . . . . .	196,673
Volumes in libraries, loaned and used . . . . .	1,800,487
<i>Total recorded use of libraries</i> . . . . .	<u>1,997,160</u>

Respectfully submitted,

ROGER HOWSON,  
*Librarian of the University*

June 30, 1932

## REPORT OF THE SECRETARY OF APPOINTMENTS

JUNE 1, 1931, TO MAY 30, 1932

*To the President of the University*

SIR:

I have the honor to present to you a record of the work of the Appointments Office from June 1, 1931, to May 30, 1932. In describing the year's activities, it is necessary for me to repeat at this time much that was said by the Associate Dean of Columbia College in his report to you a year ago when he was Secretary of Appointments.

The report of last year dealt at length with the current economic conditions, and showed how seriously the work of the Appointments Office had been circumscribed and handicapped because of the prevalent distress and want, not only among those who wish to attend universities, but also throughout the world. Because of this continued uncertainty and, indeed, fear in the business world, there have been fewer jobs open to those many students who have had some assistance in years past and who in increased numbers demand help at the present time, if they are to continue their academic work. Restaurants, stores, theaters, which formerly have generously coöperated with our office, have not even been able to keep all their regular employees.

In spite of these conditions, however, the Appointments Office has been able to cope with the situation at least with some success. There have been, as can be seen from the following table, over 40 per cent fewer full-time placements than a year ago; on the other hand part-time work, for both men and women students, has been found for almost as large a number. But as one would expect, many of these jobs were for only a short period, and the money received by the student was considerably less than that paid formerly for work of the same character. Because of this diminished income and the increased distress at home, therefore, the University has had to face a serious problem in its aid to deserving students.

The following summary, with comparative figures, shows clearly the results of the placement activities:

	Registration		Positions Offered		Interviews		Positions Filled		
	1931-1932	1930-1931	1931-1932	1930-1931	1931-1932	1930-1931	1931-1932	1930-1931	1929-1930
<b>Full Time</b>									
Men . . . . .	1,764	1,009	531	686	1,319	2,177	75	155	240
Women . . . . .	1,692	1,011	158	320	581	902	101	173	223
Teaching . . . . .	2,099	1,577	284	440	637	932	75	105	68
<i>Total Full Time</i> . . . . .	<i>5,555</i>	<i>3,597</i>	<i>973</i>	<i>1,446</i>	<i>2,537</i>	<i>4,011</i>	<i>251</i>	<i>433</i>	<i>531</i>
<b>Part Time</b>									
<b>School Year</b>									
Men . . . . .	1,624	1,423	2,478	2,848	3,361	3,230	2,613	2,691	3,050
Women . . . . .	1,144	1,109	1,205	1,193	1,415	1,599	1,190	1,147	1,176
<b>Summer</b>									
Men . . . . .	1,286	1,485	732	1,017	1,506	1,922	603	849	980
Women . . . . .	1,171	1,110	382	579	648	1,042	350	451	427
<i>Total Part Time and Summer</i> . . . . .	<i>5,225</i>	<i>5,127</i>	<i>5,067</i>	<i>5,637</i>	<i>6,930</i>	<i>7,786</i>	<i>4,756</i>	<i>5,138</i>	<i>5,633</i>
<b>Grand Total</b> . . . . .	<b>10,780</b>	<b>8,724</b>	<b>6,040</b>	<b>7,083</b>	<b>9,467</b>	<b>11,797</b>	<b>5,007</b>	<b>5,571</b>	<b>6,164</b>

The increase in the table of the first column over that of the second is due in part to a change that was made this year in recording registrations. Formerly, the figures for the registration of candidates for full-time employment, except teaching, included only those who actually registered or reregistered in the office during the course of the year; but this year on account of the unusual economic conditions a number of applicants of 1930-31 were continued on the employment files. Because of this, the figures given above include every one who was seeking employment at one time or another during the year.

It may be of interest to show in some detail what has been done in part-time placements in the past three years. In the

table given below the jobs filled have been listed in three classifications—steady, temporary, and service, the last including such work as running errands, ushering, and other odd jobs.

	Summer (June 1-Sept. 30)			School Year (Oct. 1-May 31)		
	1931	1930	1929	1931-1932	1930-1931	1929-1930
Steady						
Men . . . .	313	424	508	601	654	898
Women . . .	92	144	183	319	257	380
Temporary						
Men . . . .	274	389	378	1,031	1,143	1,143
Women . . .	243	299	244	795	828	754
Service						
Men . . . .	16	53	94	981	894	1,009
Women . . .	15	8	..	76	62	42
Total . . . .	953	1,317	1,407	3,803	3,838	4,226

The University with the unusual demands on its income during these years has made the work of the Appointments Office for its students almost a primary consideration, and has furnished by far the largest proportion of these opportunities for self-support.

To show what the University is doing to aid students in the way of employment opportunities the number of the above placements, for 1931-32, which were Campus jobs for men, is listed.

	Summer 1931	School Year 1931-1932
Steady . . . . .	136	315
Temporary . . . . .	72	306
Service . . . . .	14	966
Total . . . . .	222	1,587

This record indicates the extent to which departments of the University have aided our students. But the Appointments Office feels that there are many other jobs about the Campus now not available which could be filled profitably by Columbia young men and women. It is urgent that each school of the University, and indeed

every one who is a part of the University, coöperate with the office to make these potential positions available.

The various student enterprises, some of them inaugurated several years ago by the Appointments Office in order to furnish opportunities to students, have prospered during the past year, giving employment to even a larger number than formerly. There are now six of these agencies. During the past year they have contributed approximately \$6,000 in net profits to students.

Of the new agencies recently organized, the Student Laundry Agency has given conspicuously useful service to the Campus community. It has been under the very capable leadership of a student manager to whom much of the success of the first year must be attributed.

A Student Magazine Agency has been formed to handle subscriptions for magazines, of which there are a very large number, approximately 20,000, both for the Faculty and the students. If all the subscriptions to magazines on the Campus were cleared through this agency, the students in charge would receive considerable assistance.

Columbia students in medicine have also been employed in various capacities in Bard Hall at the Medical Center. For example, they have delivered papers, attended to laundry, pressing of clothes, etc. These several services, in order to make the work more efficient, are being consolidated into a Bard Hall Agency.

The students in charge of these various enterprises not only are receiving financial remuneration which helps them to complete their academic work, but they are also gaining valuable experience in business organization and direction. They are learning in the practical laboratory of life those social adjustments which are much more important than mere material success.

It is felt that the students at the College of Physicians and Surgeons, by the very nature of their training, could fill successfully certain kinds of positions that now seldom are offered to them. The Appointments Office in coöperation with the Dean at the Medical College is making special efforts to interest those who might give such employment. Records of such students have now been transferred to the Medical Center where the Appointments Office more conveniently and effectively administers all work connected with this group.



A similar arrangement, which has been in operation for a year, has also been made with the Director of Seth Low Junior College. One hundred and eighteen students at Seth Low registered for work during the past year. One hundred and five positions were offered to these students, of which ninety-one were filled.

The past few years have seen an ever increasing number of those enrolled in the University, or of those intending to enter Columbia, in such straitened circumstances that if it were not for the Student Loan Fund, which was reorganized and increased in 1926, they would have been forced to give up their academic career. The University has the past year, through this fund, aided more students than ever before and has also helped them with larger sums. The following table shows the distribution of loans according to schools.

School	Total No. Loans		Men Granted 1 Loan		Men Granted 2 Loans		Men Granted 3 Loans		Total Amount Loaned
	Total No.	Borrowers	Number	Average Amount	Number	Average Amount	Number	Average Amount	
College . . . . .	377	255	143	\$129.28	102	\$263.67	10	\$257.98	\$47,963.48
Law . . . . .	96	64	35	141.43	26	246.98	3	345.66	12,408.50
Physicians and Sur- geons . . . . .	64	43	22	199.01	21	450.00	..	.....	13,830.00
Engineering . . . .	52	30	11	192.23	16	332.34	3	420.66	8,694.00
Graduate . . . . .	220	164	116	124.75	40	240.37	8	415.56	27,410.51
Business . . . . .	65	48	34	137.87	11	289.54	3	323.82	8,943.98
Architecture . . . .	31	19	8	123.87	10	260.86	1	310.00	3,909.75
Journalism . . . . .	30	18	7	153.50	10	309.21	1	365.00	4,531.60
Dentistry . . . . .	42	35	30	137.03	3	350.00	2	360.00	5,881.00
Library . . . . .	15	12	9	166.33	3	204.25	..	.....	2,109.76
Extension . . . . .	48	39	30	93.70	9	187.04	..	.....	4,494.44
University Under- graduates . . . . .	24	19	15	128.24	3	301.66	1	322.00	3,150.70
Optometry . . . . .	5	4	3	125.00	1	300.00	..	.....	675.00
Seth Low . . . . .	10	8	6	103.33	2	230.00	..	.....	1,080.00
<i>Total . . . . .</i>	<i>1,079</i>	<i>758</i>	<i>469</i>	<i>\$133.25</i>	<i>257</i>	<i>\$278.58</i>	<i>32</i>	<i>\$343.49</i>	<i>\$145,082.72</i>

The unusual demands on the Student Loan Fund have not only been an increased burden on the University at such a time as this, when the repayment of loans advanced in former years has been impaired, but the question arises whether or not students should be allowed to go too heavily into debt. To finish a university course, especially in these changing times, with a large financial obligation to be paid after graduation, when a young man or woman needs strength and courage to meet the demands of the recently entered business world, might prove to be a handicap—a handicap quite contrary to the hopes of the University when the assistance was originally provided.

In addition to the Student Loan Fund, the Appointments Office has had during the past year an Emergency Relief Fund, provided in part by the University funds and also by contributions from members of the Faculty and from friends of Columbia University. Money from the fund has been used chiefly for exceptional cases, in many instances reported to the Appointments Office by the Deans or other officers of the respective schools. Several foreign students whose income from home was delayed or even stopped entirely, and a number of our own young men and women who were found practically penniless, have been given the help so imperatively demanded. The Appointments Office at this time expresses the very pressing need for such a fund and also its gratitude to the President and to those others who made it available.

The University has the right to feel real gratification because of the consideration and attention it has shown concerning the welfare of the student body. Because of its situation in a metropolitan district, and even more because of the character of its enrollment, Columbia has had as large a demand, if not larger, made upon its resources than any other University in the United States, and Columbia has met the test with resourcefulness and courage.

But it seems that even now, in the midst of the most serious economic depression we have ever experienced, the University should continue to plan how it can best serve its students in the years to come. As soon as the income of the University and of the University's friends might warrant it, a much larger fund should be established for purposes of aiding deserving students. More scholarships, both in the graduate and undergraduate schools,

should be established, and fellowships should be endowed for those who by their research bring honor to the University.

The policy of limiting self-supporting students, first mentioned and discussed at considerable length in the report of a year ago, seems, in view of the continued distressing conditions, even more imperative now than when the suggestion was first made. An analysis of the relationship of the group of self-supporting students to the entire student body, which was proposed in the original suggestion, has been made for the Columbia College group. The results of the study, which are being reported by the Dean of the College, clearly indicate the need for further detailed consideration, not only for the undergraduate body, but also for all the other schools of the University.

A cursory study of existing facts already indicates that one immediate need is for a closer coöperation of all student aid facilities of the University. If this is accomplished the University will be better able to extend aid to its students.

Again it seems that in these days of economic uncertainty a University such as Columbia, which has been a blazer of new trails, should find it advisable to discover even further ways to encourage with whatever financial aid might be required any good student who wishes to enroll. Those entering who would need such help should be tested in whatever way the Admissions Office should consider advisable to see whether they meet the highest standards in leadership, scholarship, and character. Those applicants not measuring up to such tests should be limited both in number and in the assistance they would receive from the University.

Until recently there seemed to be a growing tendency on the part of students, primarily among those who had not early in their course decided on a career where specialized training is required, to postpone until late—often even until after graduation—the giving of much thought as to what vocation they would prefer or what opportunities might be open to them. Much of this delay and indecision can be attributed to the carelessness of youth and to the period of material comfort which we have passed through in the last decade, when these students were in the most formative periods of their lives.

As the depression continues and these students are being brought face to face with the facts of unemployment and the new demands

made upon all those entering the business and professional world, they are beginning to realize that to get a job is not as simple as it used to be. They now know that it takes much more than a mere desire to be employed; that they must have a keen interest in the particular field they wish to enter, and at the same time know rather intimately what it is all about. Those opportunities that presented themselves in the past may never again return in these years of rapid and unprecedented change. This calls for an alertness on the part of youth not formerly needed; and, consequently, that kind of educational training is demanded which will make it possible to swing easily into the most advantageous opportunity.

Statistical studies are constantly being made, the results of which indicate that the professions—all of them—are very much overcrowded. The same situation exists in the business world. This is evidenced by the fact that last spring only four large industrial organizations, instead of the usual thirty or more, sent representatives to Columbia to recruit new graduates. The young man or woman today well may say, "What is there for me to do?"

Realizing this most important problem facing youth, the Appointments Office last spring set out to supply the undergraduate with some much needed vocational information. The medium employed was the *Appointments Office Bulletin*. In each issue the *Bulletin* covered an important field of endeavour, presenting two distinct viewpoints: The one, the educational side, was covered by a member of the staff of the University; the other, the practical side, by a specialist from the business world. In addition, a book review or other notes pertaining to vocational information appeared in each issue. The four issues, on a trial basis, which appeared before the close of the academic year, met with such success that the venture has amply justified its continuance.

The Appointments Office also has a number of books on its shelves containing much valuable information on the various vocations; a bibliography furnishes a source of other literature to be found in the University library. Students are constantly making use of these, and as new material appears it is added to what is already available.

The system of alumni counselors is another feature of vocational aid. This organization provides for helpful interviews with men

who are actually engaged in the business world. Appointments for students desiring such personal talks are arranged either through the Appointments Office or through the offices of the Deans of the respective schools. The fact that last spring the School of Business Alumni Counselors came to the Campus in a body to participate in a conference with the School of Business seniors and undergraduates, proves the interest among the alumni in this important work.

The question of what the student is to do after he finishes school is one that demands constant attention on the part of those engaged in education. Superintendents and principals of secondary schools, as well as Deans and advisers of students in our universities, might find it of benefit at the present time to consider whether the course of studies and the personal advice offered could not be better adapted to present-day demands. The high schools as well as the universities, without impairing the broader aspects of a cultural education, might be able to study the capacities of the individual student in light of what must be encountered after his formal education is completed.

The work of the Appointments Office during the past year, in spite of the number of applicants registering and requiring personal attention, has been made unusually successful because of the interested coöperation of those who are engaged in the work. All of the staff have given freely of their time and sympathy to the problems that had to be met.

I wish to mention also the appointment of Miss Mary A. Wegener, a valued member of the Appointments Office Staff for many years, as Assistant Secretary of Appointments.

I also feel that the Appointments Office owes much gratitude to the Faculty Committee on Employment in the School of Business, the Law Clerkship Committee of the Alumni Association of the Law School, and the student committees of the graduating classes of both the School of Business and the School of Law, who have actively coöperated with the Appointments Office in our placement activities.

Then, too, I feel indebted to the Deans and officers of the University and to the President's Office for their advice and their constant interest in the problems that we have had to face. They have given willingly both time and thought to this important work.

Associate Dean McKnight, who administered with such success the Appointments Office for nearly seven years and who built up the efficient organization that I found when I was made Secretary of Appointments, has been especially helpful in spite of his responsibilities as Associate Dean of Columbia College. His experience and his wisdom have always been at the service of the Appointments Office.

In summary, despite the fact that conditions have in a way changed the emphasis of the Appointments Office from employment to unemployment, much valuable and timely assistance has been provided for our Columbia men and women during the past year. It is hoped that even further gains may be accomplished through the recommendations suggested in this report, and that the office may increase in effectiveness and usefulness.

Respectfully submitted,

W. EMERSON GENTZLER,  
*Secretary of Appointments*

*June 30, 1932*

REPORT OF THE DIRECTOR  
OF ATHLETICS, INCLUDING THE PROGRAM  
IN PHYSICAL EDUCATION

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1932

*To the President of the University*

SIR:

I submit herewith my first report as Director of Athletics which includes the entire program in physical education, since under the present organization, there is no line of demarcation between intercollegiate athletics and the activities formerly referred to as the physical education program.

The content of our program and its underlying philosophy have undergone vast changes since the organization of this department twenty-eight years ago. At that time colleges and universities looked upon physical education as something scarcely to be tolerated; certainly not to be openly encouraged. It was thought of as an upstart trying to force its way into the academic family life. Few institutions of learning gave academic credit for the subject; today few withhold it. And there was much justification for this attitude. Our early program was made in Europe. The German and Swedish "systems" were adopted and little effort made to adapt them satisfactorily to their new surroundings. Arbitrary body movements with military precision and set exercises on gymnastic apparatus made little appeal. Change came slowly. The advocate of his "system" was willing to die for it—the college youth viewed his death with satisfaction.

We have long since discarded the old at Columbia and have substituted activities with more universal appeal and with more educational value—activities that are racially old and that afford the student an opportunity to match skill, strength, and endurance with his fellow student. Our activities program today is made up very largely of games and informal contests. We expect our students to show a reasonable proficiency in basketball, handball, fencing, swimming, tennis, and wrestling. Squash and golf will

be added when facilities are available. A knowledge of these activities puts into the hands of the student a tool that should be of inestimable value in later life.

No course of instruction offered by the Department of Physical Education has undergone more fundamental changes than the required course in informational hygiene. When this department was organized there was a widespread belief among educators in the efficacy of precepts and pronouncements, not only in the field of hygiene but in almost every other field of educational endeavor. Only a sublime faith in the willingness of college students to accept at their face value the unsubstantiated pronouncements of lecturers could have led us to include in a single semester hour the variety and extent of subject matter originally embodied in this course.

During the past ten years we have been increasingly conscious of the inadequacy of our treatment of many important aspects of human health. We have been prone to regard the scope of hygiene and the time allotted to it as constants, while the method of teaching became the variable. The product in this instance was a course of lectures so hurried and superficial that their content failed to command either the interest or the respect of our students.

Health, we believe today, whether we think in terms of the organism only or in terms of the whole personality, is largely a product of adjustment. Observing that almost all of the undergraduate curriculum dealt with man's environment or some aspect of his reactions to his environment, it seemed rather obvious that hygiene—the only required undergraduate course dealing with man himself—should contribute some specific knowledge concerning the genesis, the attributes, and the processes of human life. Moreover, we concluded that this material should be of a degree of maturity commensurate with the interests and the capacities of college students. If human behavior is to be adaptive, it would seem that knowledge concerning the organic basis of life must be necessary for successful adjustments at the physiological level. But this brought us back to our equation. With the time allotted and the material to be covered remaining unchanged obviously there could be no mature treatment. Since no more than the one semester hour has seemed possible to date, clearly we were compelled to sacrifice either maturity of treatment or completeness of



treatment. We chose to abandon all pretense of completeness and to develop with some thoroughness such topics as seemed most vital. After careful consideration of the needs of Columbia College students and an equally painstaking canvass of student interests, we have adopted, for the time being, a limited group of health topics which are treated through rigorous insistence on preparation of assignments, interpretive lecture and informal discussion. Though the course is far from complete in its scope it is mature in method and practical in content so far as time will permit.

It seems permissible to hope, however, that the not-far-distant future will bring a more nearly adequate provision in our college curriculum for education directed toward healthful living. Is it not fitting in this connection to state what today are regarded as the minimum objectives of college education in the field of health?

There will probably be little disagreement if we suggest that the candidate for graduation from a college should have sufficient health knowledge and practical health judgment to protect himself against the preventable personal health hazards and to render him helpful and reasonably efficient in the management of a wide variety of health problems and health situations. For example, he should have sufficient information to enable him to discriminate in the selection of medical and health advisers; he should be qualified to criticize scientifically the clamorous protestations of quacks and charlatans, and the claims of racketeers in the field of health promotion; he should be equipped to form reasonably valid judgments concerning the personal and the public health requirements of his home and his community; he should have sufficient health enlightenment to coöperate effectively with the health authorities in measures for the control of communicable disease; he should possess the essentials of knowledge and skill in the use of emergency procedures in accidents, both in the home and in the community; he should be able to discriminate between worthy and unworthy proposals for health legislation; and he should possess enough knowledge of general biology, physiology, and psychology to understand that health is a product of the relationship between organism and environment.

The most superficial examination of the facts is sufficient to convince one that our graduates in general fall far short of these

objectives. Although statistical data for a valid comparison between college-trained and non-college-trained individuals are lacking, we shall no doubt agree that college graduates are shockingly deficient in the health knowledge and the health behavior which their superior educational advantages should have produced. They entertain grotesque conceptions with respect to health and disease, they spend enormous sums on worthless patented "remedies," and they are often enrolled among the disciples of health cultists and the patrons of quacks and charlatans.

Health habits should be formed early in life, but the scientific knowledge concerning the nature and the processes of human life which is so essential for the critical appraisal of adult health alternatives must be provided at the higher levels of educational achievement. We are making a significant contribution in this field, but we are falling far short of our opportunity for educational service because of insufficient time to treat adequately the minimum content of a course designed to achieve the objectives we have sketched herein.

Adequate knowledge of the biological attributes of the human organism and its adjustments should promote a more satisfactory and a more satisfying orientation of the individual with respect to the environmental factors of general health significance. Even with adequate general health enlightenment, however, individual health problems will arise. Indeed the more nearly adequate is an individual's understanding of himself the more readily will he recognize the existence of personal health problems when they arise. It may well be that one of the most important objectives of general health teaching is to make clear the fact that many practical health problems are almost as highly individualized as are the problems encountered in medical practice. No competent physician would attempt to prescribe a practical medical procedure to a group of twenty-five or more persons and expect that prescription to fit all the members of the group. Hygienists in the past have been guilty of insisting upon the validity of general pronouncements in hygiene that were comparable with such a general medical prescription.

It is to meet the need for a more individualized method in the teaching of practical hygiene that our individual health conference service has been inaugurated. Both in the conference room in

Hartley Hall and in our department offices we meet students who desire assistance with some problem related to their personal well-being. We are often able through such contacts to assist students with the pressing problems of how to maintain adequate nutrition in the state of extreme stringency which today is all too common. Then, too, we can often help students in their gropings toward a satisfactory adjustment to a new and relatively complicated social situation. The transition from small-town and small-school leadership to an effective and satisfying relationship to the life of a university community is often difficult, and not a few worth-while individuals are unable to make it unaided. And, under circumstances which temporarily deprive young men of normal heterosexual relationships, a variety of questions arises concerning the control or the appropriate expression of the mating impulse. These and many other problems arise constantly and they can best be met through personal conference.

The conference room is staffed by members of the hygiene teaching staff, some member being assigned to this work during stated hours of each day and on five evenings each week. Only problems and situations which lend themselves to educational treatment are handled through the health conference service. Whenever there are indications that medical treatment is needed the student is sent to the Medical Office.

That there is a need for such a service, and that it is valued by the students, is evidenced by the number availing themselves of this opportunity. During the academic year 1930-31, 356 conferences were held, while during the year 1931-32, the number rose to 630. This service has been developed under the direction of Professor Kirkpatrick.

Under Professor Davis' direction intramural sports had a most satisfactory development during the past year. Organized contests were held in the following sports, the numbers in parenthesis indicating the number of students taking part in that particular sport: baseball (85), basketball (259), bowling (40), boxing (25), cane sprints (24), fencing (17), golf (36), handball (61), horseshoe pitching (24), ping pong (20), soccer football (100), soft-ball baseball (230), swimming (33), tennis (97), touch football (105), track (83), tumbling (4), volley ball (30), water soccer (60), wrestling (34). Bowling was made possible through the courtesy

of the Riverside Church in extending to us the use of their alleys. Professor Davis writes:

All available play space and facilities are in constant demand when not in need for league or scheduled games. A count of the number of men playing on South Quadrangle during the hours from four to six p. m., shows that it is being utilized to the extent of 150 men per day for intramural sports during the fall and spring terms. This does not include 250 students taking required courses in physical education daily. Including duplications 1,356 students took part in some phase of the intramural program during the present academic year.

We have in our midst a group of students, especially those coming from a distance, who long for a chance to leave the city temporarily and to enjoy a few days in the country. With the coöperation of Dean J. W. Barker and Professor J. K. Finch, the Outing Club was organized and Camp Columbia, Bantam Lake, Connecticut, used as headquarters. Sixteen week-end trips were enjoyed by 226 students and skating, skiing, snowshoeing, ice boating, tobogganing, and tramping over the hills proved a welcome change from the routine campus life.

The possibilities of the Club are great. In the modern student body is found an increasing number of students who experience great difficulty in carrying their academic work from week to week during the college year. Among this number are some of our most promising students. For such as these, frequent short rests are indicated rather than the conventional three months vacation in the summer. The Club, with more adequate equipment, could, without taking on the status of a sanitorium, furnish a rendezvous for these young men.

Financially, the Club is not self-supporting. Funds for furnishings and sports equipment were contributed by a few interested friends. Its development and management are under the direction of Professor Davis.

There are those today who advocate the abolition of inter-collegiate sports, claiming that the program is too costly in time to the student, and in money to the University, and that the contribution made by them to a student's education and development, could be acquired equally well in the less rigorous and more informal intramural sports. With this opinion I am not in accord. In every undergraduate body are found students who wish to excel in one or more sports, whether it be football, swimming, or

throwing the discus. They subject themselves to rigorous training and severe discipline in order to acquire a desired proficiency, and they find their satisfactions in competition with a worthy competitor. I believe the University should furnish teachers, facilities, and equipment for this group. Our intercollegiate program consists of the following sports: baseball, basketball, fencing, football, rowing, tennis, track and field, swimming, water polo, and wrestling. Others, such as golf, soccer football, lacrosse, and ice hockey, would be offered had we the practice space and the funds to finance them.

The health of our students participating in sports is carefully supervised by the University Medical Officer. Each candidate for a team receives two physical examinations, one when he first reports to the squad, and a later one just before the initial contest. Should illness or accident occur during a sport season, the student immediately comes under the care of the Medical Officer and he resumes competition only upon the certification of his physical fitness. A physician is present at all intercollegiate contests, and during football practice periods as well. The football squad has been under the immediate care of Dr. Rudolph Schullinger, and because of his professional skill, tact, and understanding of student attitudes and reactions, he has become a very important member of the teaching staff. In addition to the medical supervision of this group, the first year students are given a thorough physical examination upon entering college. Those showing some defect, congenital or acquired, indicating that participation in the regular physical education program would be unwise, are placed in a special group and a modified program, to meet their particular needs is provided. Closely coördinated as we are with the University Medical Office, we have an unusual opportunity to help these students.

The availability of our program would be greatly increased if the college curriculum could be arranged so that our students would have no class assignments after the two o'clock hour. This would enable them to participate in a recreational program between the hours of three and five o'clock, permit ample time for rest and relaxation before dinner, and put them in a more receptive mind for evening study. As it is now, students have courses, especially laboratory courses, until five o'clock.

We are striving to offer a program so interesting and enjoyable

that our students will wish to participate in it. An hour a day in physical recreation, for every student in college, is our aim. The realization of this desirable end is impossible at present, due to the inadequacy of our physical equipment. The completion of Baker Field, which at the moment has thirteen acres undeveloped, would give us additional playing fields for football, lacrosse, soccer football, baseball, and intramural sports. We need at least twenty-five additional tennis courts.

That our present gymnasium is wholly inadequate to our needs, goes without saying. A new one is sorely needed. Our location, in the heart of the city, with the absence of readily accessible playing fields, indicates the type of gymnasium required. No conventional structure will meet our needs. In addition to supplying facilities for the activities now carried on in the present building, the new one should provide playing space for many of the sports formerly played on South Quadrangle. It should also furnish facilities for ice hockey. If the needed equipment cannot be furnished under one roof, a second building may be necessary.

The outstanding need of the Outing Club is a building suitable for winter occupancy. The one now used was intended only for summer use. The protection it affords against the January north wind is hardly adequate.

Physical education when properly conceived is more than muscular exercise, more than a sports program. Physical development is not an end in itself. It is, at its best, a means of expressing some of the most fundamental impulses of the wholesome personality. Physical education, therefore, is identical with and directed toward the same goal as education in general. It is an essential feature of an intelligent program of preparation for effective living. It differs from other phases of the curriculum chiefly in the materials which it selects and the instruments which it employs.

Modern civilization has brought with it, among other problems, a twofold educational need which may be met most effectively through the instrumentalities of physical education. I refer, first, to the need for forms of bodily expression designed to produce satisfactions comparable with those formerly derived from the manipulation of materials in the earlier forms of handicraft production. It is a far cry from the satisfying experience of completing a personally desired article to the monotonous repetition of some

isolated mechanical task. Physical education should make a significant contribution to the training of the individual for effective expression of the deep-rooted impulses to bodily achievement. Moreover, the modern *milieu* provides an ever-increasing margin of leisure. Here, too, physical education may function as preparation for more wholesome and more enjoyable use of present-day opportunities. The physical education program should not only instill in young men and women a love for wholesome outdoor recreation, but it should provide them with skills commensurate with their opportunities, and it should enable them to express through activities appropriate to their age, the impulses which spring from the desire for physical accomplishment.

Other aims which loom large are sociability, training for safety, the development of habits of loyalty and coöperation through team play, and the inculcation of feelings of self-confidence and courage through participation in activities which require the exercise of these qualities.

Respectfully submitted,

EDWARD S. ELLIOTT,

*Director of Athletics*

*June 30, 1932*

# ST. STEPHEN'S COLLEGE

## REPORT OF THE WARDEN

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1932

*To the President of the University*

SIR:

I have the honor to submit a report of St. Stephen's College for the academic year 1931-32, the seventy-second since its founding, and the fourth after its incorporation into the educational system of the University.

A year ago, my report concluded with a statement that the Trustees of St. Stephen's College had communicated to the Trustees of Columbia University: (1) that it was the sense of the Trustees of the College that it was impossible for the College to be continued creditably to the University's reputation unless some assurance of financial security could be received; (2) that the Trustees of the College saw no way of securing such assurance unless from the University itself; (3) that the Trustees of the College requested the University to assume responsibility for the finances of the College as of July 1, 1931; (4) that the Board expressed its belief that the carrying on of the College would cost the University not to exceed \$50,000 a year. I also reported that, in response to this communication, the University had agreed to lend to the College such sums as were necessary to pay its running expenses to June 30, 1932, the date of this report, and that a joint committee of the two Boards was then considering the future of St. Stephen's in its relationship to the University beyond that date.

During the summer and autumn of 1931, this consideration was continued. In the course of it, the College was given probably the most careful examination by the University that any undergraduate college has ever received. Its ideals, methods, curriculum, personnel, and finances were all scrutinized. Furthermore, an attempt was made to find out what number of students would be necessary in the College in order to secure the greatest possible



efficiency and to reduce, as much as possible, its deficit. As a result of these considerations, the following statement was issued by yourself and myself jointly, January 8, 1932, in the name of the Board of Trustees of Columbia University and of the Board of Trustees of St. Stephen's College, which is here included as a matter of record.

STATEMENT CONCERNING ST. STEPHEN'S COLLEGE

During the past year the Trustees of Columbia University have caused a most careful survey to be made of the work of St. Stephen's College at Annandale-on-Hudson, that undergraduate College of arts, letters and science which was included in the educational system of the University without loss of separate corporate entity or responsibility, in 1929. This survey, which has included every aspect of the work done at St. Stephen's College, confirms the impression that this work is creditable in high degree, that it is in accord with the best standards of teaching and scholarship, and that it is a useful addition to the University's educational resources. Moreover, the Trustees find that St. Stephen's College has a particular value, first, in making plain that undergraduate work of the highest standard of excellence can still be conducted in a country environment, and, second, in illustrating how the difficulties inherent in the present position of the separate college away from a large city may be met by its incorporation in the educational system of a neighboring university.

The Trustees do not feel it imperative to increase the size of the enrollment of St. Stephen's College, nor do they desire in any material way to alter the form and substance of its work. If the present enrollment of one hundred and thirty undergraduates were doubled, it would appear that the maximum efficiency of the College could be reached. This, however, would require the provision of new buildings at a considerable cost. Without waiting for this, the Trustees are of opinion that the quick provision of an additional endowment of one million dollars would make it possible for St. Stephen's College to continue its admirable work and to await, when the present economic conditions improve, those benefactions which would make possible the suggested increase of physical equipment.

The University will unite its best efforts with those of the Trustees of St. Stephen's College to enable them to secure this endowment. Until such new capital sum shall be raised, the Trustees of St. Stephen's College will make every endeavor to carry forward the College as in the past, seeking to meet its annual deficit of \$50,000 by the contributions of those who understand the great importance of the project and who have faith in St. Stephen's. The Trustees of the University will become responsible for one-half of this very moderate deficit, for the year 1932-33; and will cooperate in securing the other \$25,000 needed for the interim financing of the College. Contributions either for current expenses or for the permanent endowment fund may be given either to the Trustees of St. Stephen's College direct, or to the Trustees of Columbia University to be used by them on behalf of St. Stephen's College as a part of the University's educational system.

The claim of St. Stephen's College for adequate support is presented alike by the Trustees of the University and by the Trustees of the College as a matter of grave and immediate importance to all who are interested in advancing the cause of higher education in the United States.

NICHOLAS MURRAY BUTLER

*President of the University*

BERNARD IDDINGS BELL

*Warden of the College*

In conformity with the conclusion reached, the budget of St. Stephen's College has been considerably cut. The gross expenditures have been reduced from \$227,883.56, for the year ending June 30, 1932, to \$202,199.30, for the year ending June 30, 1933. The total estimated deficit was reduced from \$67,550.06 to \$42,249.30. This was brought about by the elimination of two instructors and by every small economy consistent with decent conduct of the College program. There have been no cuts in salaries, but salaries have not been increased. Of the deficit mentioned, \$25,000 has been given to us in a generous subvention from the Trustees of the University. Of the \$17,249.30 deficit remaining, approximately \$10,000 has been raised as of this date. There remains to be secured from voluntary contributions before June 30, 1933 by the college itself, less than \$8,000. We believe that this can be raised. Therefore, the financial condition of the College will not become critical until July 1, 1933. It will be necessary by the first of January, 1933 that some arrangement be reached between the College and the University in regard to financing the academic year 1933-34.

The discussions about the future of the College which were incident to the investigation made by the University centered, it seems to the College, around the question of whether or not it is possible in this generation to secure a sufficient number of students properly prepared for work in the kind of college which St. Stephen's aims to be, desirous of such education as the College is prepared to assist, and willing to pay the modest but still considerable amount which the College is forced to charge.

Considerable doubt has been expressed by some investigators as to the practicability of continuing such a college. The College authorities are themselves inclined to believe that the securing of

such students is difficult; but St. Stephen's College, nevertheless, is quite sure that the attempt to provide such a college, even today in America, is not only advisable but educationally necessary.

Our College, as has been said in my reports before, attempts to educate men rather than to train them for practical pursuits. It does this because it believes that the need of the country at the moment is for trained minds rather than for technicians. Our purpose is to teach men how to think accurately and competently. Our curriculum, our methods, the type of student life fostered are all consistently and definitely subordinated to that end. Moreover, our work is devised to throw the burden of learning upon the student rather than upon the teacher, so as to make for the student, as time goes on, the burden of clear thinking less an onerous task and more a source of interior happiness. We believe that, if a man has been helped to think competently, he can turn his attention to any practical task with effectiveness; and further, that he will never be so submerged in any particular vocation as to lose his balance or his usefulness as a thoughtful citizen.

This is not the kind of education which the average man in America desires at the moment for his son, nor is it the kind of education which most of the sons themselves wish. America has become more and more a country of very practical people, each intent upon some kind of productive labor as the end and aim of his existence, the source of his happiness, and the measure of his success. More and more, America's undergraduate colleges have conformed to this general desire. The average young man goes to college with the expectation that the college will make him primarily a more effective producer or distributor of this world's wealth. It is, we believe, foolish to deny that this is true.

Furthermore, it has become more and more considered proper that students in college should devote an increasingly large proportion of their time to earning their living while they are undergraduates. That this has some possible advantages cannot be denied. It enables many men, unable to finance themselves, to pursue studies of various sorts. It is impossible for a college located in the country to furnish many opportunities for much remunerative employment. It is also a grave question whether the devotion of student time to remunerative employment is helpful to serious concentration upon intellectual tasks. If a college is really intent

upon producing competent men, it has the right to demand of its students all of their time. The mental energy of a student is limited by human resources. To divide a student's time and permit the devotion of part of it to earning a living, or partially earning a living, means that less time and attention must be given to the legitimate tasks of learning. It is of necessity more expensive for a student to go to this college than to go to many another college in America. It ought to be expected that, in one way or another, a college of our type should find it necessary to give to competent students more financial assistance than other colleges give. This may be done in one of two ways. Either there may be a large number of scholarships placed at the disposal of good men, or else the fees for tuition, board, and lodging must be kept at a low figure. In either case, the financial burden upon the College is of necessity large. St. Stephen's has chosen the latter method. The tuition fee is the same as in other colleges of the University. The board and lodging fees are lower than the cost of tuition, board and lodging in most other colleges. Even so, to persuade a student and his parents that it is necessary for him to give all of his time to study, at increased cost to the family pocketbook, is a serious deterrent to the securing of a large number of competent students.

In the third place, there can be no dodging the fact that the secondary schools of America for the most part are not adequately preparing men for the kind of intellectual endeavour which we have in mind. It is much easier for a student trained in the ordinary secondary school, either public or private, to adjust himself to the more practical curriculum and the more technical studies which characterize the average American college, than it is for him to be fitted into our program. The prospective student himself is apt to perceive this and, unless he is an unusual person from an unusual family, to choose the easier way.

All of these considerations affect the problem of securing a sufficient number of students for this college to make its management financially easy. The College authorities do not minimize these difficulties. With them St. Stephen's has had to deal for a good many years, and will probably find them hard to solve for a good many years to come.

It is a matter of great gratification to us that the University has both seen the seriousness of this difficulty and been willing to

disregard it. It has been quite evident, in all of our negotiations with the University, that the University is primarily concerned not with the question of whether St. Stephen's College can be made to pay but with the more basic question of whether the kind of college which we attempt to be is conducive to the good of the community and the advancement of higher learning. That this is true, is plain from the fact that, although it would be very difficult to enlarge the College to twice its present size and thereby bring the deficit down, nevertheless the University has been willing, even in these difficult times, to make a subvention of \$25,000 to make possible our continuance through the coming year. The granting of this subvention has been interpreted by the College authorities as a mandate to continue our present methods without giving undue consideration to the economic difficulty involved. The College realizes the challenge involved in such a mandate and is determined to maintain its standards, its curriculum, its methods, improving them but in no sense compromising to meet the unfortunate tendencies visible in college education generally; making no concession to the theory that the proper business of a college is to do anything less than to turn out intelligent men, capable of clear thinking, fit to take command of their own intellectual life and to make to the community the contribution which only intelligent persons can make.

Another thing which has characterized this College from the beginning has been its determination that undergraduates committed to its charge shall be initiated not only into scientific knowledge, historical knowledge, philosophical knowledge, and artistic knowledge; but also into intelligent understanding of religion as a method of approach to Truth. The College believes that this can be done without narrow-mindedness, sectarian dogmatism or obscurantism of any kind. It believes that the endeavour to give this balanced approach to the problem of knowledge is its duty and its privilege. In the investigation of the College which the University conducted this last year, this point was made very plain. That the University has given a subvention with full knowledge of what we are doing in this respect, is itself evidence that the University approves of the place which we give to religious study in our curriculum and to the part which dignified and reverent approach to God, in our chapel, plays in the daily life of the academic community.

It was my privilege during the year to contribute to the *Atlantic Monthly* an article, which has received considerable attention, on "Universities and Religious Indifference." Perhaps it may be permitted for me to repeat in this report a few of the things which I said in that article. They represent not merely my own ideas but the convictions of St. Stephen's College.

Religion as a subject for serious intellectual concern enjoys no vogue among the great majority in university halls. It is rarely a subject for serious study, and the students are conspicuously absent from worship. Systematic spiritual culture they almost never undertake. Most of them appear to be ignorant that there is such a thing. Expected attendance at chapel is for the most part gone, nor has voluntary association with religious bodies taken its place. University alumni are not commonly to be found among those who support, by personal activity or otherwise, the religious bodies of America. These are facts to be faced by honest men.

It is, to be sure, quite possible to maintain that these things are the necessary result of modern enlightenment; that to believe in God and to adore Him are incompatible with scientific ways of thinking; that religion is merely a curious survival of primitive superstition. Such a contention seems too simple to be quite true. For countless generations man has sought to approach Truth by way of three experiences: the scientific, the artistic, and the religious. It seems odd that suddenly man should have found out that the first of these (plus a tolerated though not much respected use of the second) is valid, while the third, equally instinctive to mankind, equally venerable, equally a part of racial experience, has become negligible or even absurd.

It is not the individual undergraduate who is wholly at fault. Youth is always conformist. The undergraduate hates to be eccentric, or to seem so. Half of the problems of college education are conditioned by his prejudice against originality. The college student reflects today, naturally and understandably, the current notion that only those things are important which advance wordly position. Our generation as a whole ignores religion as much as possible, because to do so enables men and women to avoid interference with impulses engendered by cupidity. The *mores* are partly to blame.

But another thing wrong is that American universities largely fail to inform students about the nature of the spiritual enterprise. It has come to pass that in most colleges theology is looked upon as a professional subject. Nothing could be more unfortunate for balanced thought.

Under such circumstances, it is not reasonable to expect that students should know much about religion. This neglect of a great segment of knowledge is partly due to the example set by State-supported institutions which are compelled by law to eliminate from official consideration any serious study of the spiritual life; but it is also often caused by a feeling on the part of those who direct educational policies that religion is a non-intellectual and relatively unimportant activity of the human race. Such a position, in the light of history, seems more than a little absurd. To ignore any basic human discipline is dangerous, but to

ignore religion is apt to be the most harmful of all. The cultivation of science without religion will always produce a sort of cynicism which once brought Greek thinking to a despairing close, from which the reintroduction of religion alone revived it. It is this cynicism which increasingly characterizes the intellectual life of the twentieth century. For the health of human thought, religious experience needs careful consideration by a university college.

In an attempt to help the students to an adequate knowledge of religious practice and theory, a course has been designed, which we have now taught for the past ten years, known as *Religion A-B*. It is given during the freshman year, in order to enable the student, at the very beginning of his academic career, to understand the place which religion has always held in the life of the race and in its search for Truth and Meaning. In the first semester, the course is taught by myself and, in the second semester, by Jesse V. Mauzey, of the Department of Philosophy.

The object of the first part of the course is to present, objectively and with no attempt to influence the students' own belief or disbelief in anything, the basic facts, beliefs and practices of religions and, in particular, of Judaism and Christianity. In the second half of the course, it is the basic ideas of religion, its philosophical aspects, which are discussed.

It should be remarked that throughout both semesters the presentation is positive and in no sense critical. The purpose is to make the student cognizant of what the religious experiment has been. The intention is, not to convince the student, but to inform him. So carefully has this been kept in mind that not once has there been the slightest adverse criticism of the presentation on the part of Roman Catholics, Orthodox, Anglicans, Protestants, Modernists, or Jews. As the course goes on, the usual result has been that each kind of student comes to understand more fully the implications of his own somewhat inchoate religion, and also to arrive at a fair appreciation of the practices and beliefs of those brought up in ways different from his own. It deepens conviction and cultivates tolerance.

In addition to attending lectures, each student is required to read carefully and to report upon at least eight first-rate and mature books written by modern men, from various points of view, about religion. Papers are also required on certain practical and immediate subjects such as: "What I actually believe about the purpose

of life," "What I hope to get out of life and why," "What prayer may mean to an intelligent man," "The relationship between the scientific method and the religious method." These titles are probably enough to indicate the general intention. Such papers are handed in anonymously, thus insuring absolute freedom of honest expression.

We are far from believing that this course is perfectly satisfactory; but we are sure that those who do the work seem to feel little of that shock which upsets undergraduates in other places; that they exhibit a respect for religion, in the succeeding years, which they probably would not have acquired had they not gained the impression early in undergraduate days that religion is an intellectually interesting and respectable thing, quite as interesting and respectable as the science and history and philosophy to which they are also called upon to give attention.

Respectfully submitted,

BERNARD IDDINGS BELL,  
*Warden*

*June 30, 1932*



## REPORT OF THE REGISTRAR

FOR THE ACADEMIC YEAR ENDING JUNE 30, 1932  
AND FOR THE SUMMER SESSION OF 1932

*To the President of the University*

SIR:

As Registrar of the University, I have the honor to submit the following report for the year ending June 30, 1932, and for the Summer Session of 1932.

During the year beginning July 1, 1931, there were enrolled at Columbia University 35,866 resident students as compared with 37,808 in the year preceding, and 30,619 in 1922-1923. The enrollment under each of the main divisions is shown as follows:

<i>Division</i>	<i>Men</i>	<i>Women</i>	<i>Total</i>
Undergraduate, graduate, and professional schools . . . . .	8,600	8,928	17,528
University Classes . . . . .	3,956	3,490	7,446
Summer Session, 1931 . . . . .	4,414	9,602	14,016
<i>Total</i> . . . . .	<i>16,970</i>	<i>22,020</i>	<i>38,990</i>

There were within these divisions 3,124 duplications of which 3,018 represented students of the Summer Session who returned to the University in the Winter or Spring Session following.

With 14,016 in the Summer Session, 20,792 in the Winter Session, 19,002 in the Spring Session, and 28 others the aggregate session-registrations numbered 53,838.

10,045 not included above received instruction as non-resident students in University Extension as follows: 6,811 in Home Study courses, 642 in special courses, and 2,592 in extramural courses.

In the division consisting of undergraduate, graduate, and professional schools 7,685 or 43.7 per cent were residents of Greater New York; and 498 or 2.8 per cent were from foreign countries. Forty-seven states of the Union were represented. Exclusive of

76 from the District of Columbia, 100 or more came from each of 16 states; 25 or more, from each of 40 states; and 10 or more, from each of 45 states. China sent us the largest foreign group with 100; Canada was second with 98; Great Britain, third with 27; Germany, fourth with 24; and India, fifth with 23.

During the academic year, 5,351 individuals received 5,943 University degrees and diplomas in course, 5,224 completing courses leading to one or more degrees as against 2,506 ten years ago.

Within the Corporation, exclusive of the Schools of Medicine and Dental and Oral Surgery, 3,852 courses were conducted with aggregate attendance of 109,989 as compared with 114,806 in the year preceding. The following shows the number of courses and the aggregate attendance by divisions:

<i>Division</i>	<i>Number of Courses</i>	<i>Aggregate Attendance</i>
Undergraduate, graduate, and professional schools . . . . .	1,724	48,721
University Classes (University Extension) . . . . .	1,053	26,383
Summer Session, 1931 <sup>1</sup> . . . . .	1,075	34,885
<i>Total</i> . . . . .	<i>3,852</i>	<i>109,989</i>

University Extension gave instruction to 21,533 students, resident and non-resident. These are classified as follows:

Resident Students, University Classes	
Matriculated . . . . .	4,042
Non-matriculated . . . . .	7,446
Non-resident Students:	
Home Study students . . . . .	6,811
Extramural . . . . .	2,592
Special . . . . .	642
<i>Total</i> . . . . .	<i>21,533</i>

I am glad to report the installation of new machinery for reproduction of student records. Of some 55,000 transcripts or reports of standing issued annually, more than 30,000 will be prepared by a new process more speedily and economically. Credentials, when urgent, may now be had within a few minutes' notice, and

<sup>1</sup> Includes courses offered at Teachers College.

reports of standing for undergraduates and students in the professional schools may be furnished within one week after final grades have been recorded. This will be a distinct improvement over the old time-consuming method of typing reports, and far more expeditious in the case of credentials that had to be produced by photostat. The new process affords the added advantage of enabling this office to furnish each student with a facsimile of his entire record instead of merely a report of standing for one academic session.

Mrs. Grace Baker has taken over the work at the School of Dental and Oral Surgery as Assistant to the Registrar, succeeding Dr. Charles M. Ford, who retired at mid-year after having served faithfully in that position since July 1, 1923. Miss Margaret Carrigan, who has for two years been in charge of records at Seth Low Junior College, has been designated as Assistant to the Registrar at that center.

*Office Staff 1931-1932*

Baines, Nancy D.	Lindsay, Gladys M.
Baker, Grace (Assistant to the Registrar, School of Dental and Oral Surgery)	Mammen, Elizabeth J.
Bickelhaupt, Lucille	Marsh, Mary (Engrosser)
Bilyeu, Mary	Martens, Viola I.
Brick, Violet	Orr, Frederick
Carrigan, Margaret (Assistant to the Registrar, Seth Low Junior College)	Patton, Rose
Dignus, Madeline E.	Pfriemer, Emily M.
Finan, Gertrude H.	Reardon, Clarence R. (Evening Clerk)
Gaffney, Frank	Rossbach, Catherine
Grof, Jessie	Scully, Madeline
Holt, Margaret C.	Scully, Margaret
Kiefer, Dorothy	Sogaard, Grace (Home Study)
Kempton, Iva	Van Veen, Florence
	Wetzel, Lucile
	Wylie, Martha M.
	Young, Beatrice M.

The usual statistical material is presented in the following tables showing enrollment, class attendance, degrees conferred, geographical distribution, etc.

Respectfully submitted,

EDWARD J. GRANT,  
*Registrar*

*September 1, 1932*

TABLE I

REGISTRATION AT COLUMBIA UNIVERSITY IN ALL FACULTIES, DURING THE ACADEMIC YEAR 1931-1932

I. Resident Students

Faculties	First Year	Second Year	Third Year	Fourth Year	Non-Candidate	Graduate	Total	New Students	Percentage of New Students
<b>Undergraduate Students:</b>									
Columbia College <sup>1</sup> .....	597	511	357	321	20	.....	1,806	467	25.9
Barnard College.....	282	232	230	195	103	.....	1,044	373	35.7
University Undergraduates.....							252	131	52.0
St. Stephen's College.....	38	28	23	30	7	.....	126	44	34.9
Seth Low Junior College <sup>2</sup> .....	144	136	42	6	.....	.....	328	122	37.2
<b>Total Undergraduates.....</b>	<b>1,061</b>	<b>907</b>	<b>652</b>	<b>552</b>	<b>132</b>	.....	<b>3,556</b>	<b>1,137</b>	<b>32.0</b>
<b>Graduate and Professional Students:</b>									
<b>Graduate Faculties<sup>3</sup>.....</b>	.....	.....	.....	.....	.....	3,385	3,385	1,393	41.2
Law.....	250	157	141	.....	7	13	568	268	47.2
Medicine.....	115	100	91	102	8	8	424	113	26.7
Engineering.....	71	55	51	.....	33	59	269	141	52.4
Architecture.....	.....	.....	.....	.....	1	13	132	37	28.0
Journalism.....	54	74	.....	.....	10	19	157	93	59.2
Business.....	96	95	.....	.....	88	236	515	288	55.9
<b>School of Dental and Oral Surgery:</b>									
Dentistry.....	50	44	36	47	28	.....	205	48	23.4
Oral Hygiene.....	.....	.....	.....	.....	.....	.....	57	57	100.0
Library Service.....	207	.....	.....	.....	41	40	288	175	60.8
Optometry.....	22	18	.....	.....	8	.....	48	27	56.3
<b>Teachers College:<sup>4</sup></b>									
Education.....	.....	.....	.....	1,220	209	3,338	4,767	1,536	32.2
Practical Arts.....	.....	.....	.....	1,002	210	1,240	2,452	954	38.9
Pharmacy.....	168	148	171	5	72	.....	564	85	15.1
Unclassified.....	.....	.....	.....	.....	318	.....	318	244	76.7
<b>Total Graduate and Professional Students.....</b>	<b>1,033</b>	<b>691</b>	<b>490</b>	<b>2,376</b>	<b>1,033</b>	<b>8,351</b>	<b>14,149</b>	<b>5,459</b>	<b>38.6</b>
Deduct Duplicates <sup>5</sup> .....	.....	.....	.....	.....	.....	.....	.....	177	.....
<b>Total.....</b>	.....	.....	.....	.....	.....	.....	.....	<b>17,528</b>	.....
<b>University Classes</b>									
At the University.....	.....	.....	.....	.....	.....	.....	7,446	4,129	55.5
<b>Total.....</b>	.....	.....	.....	.....	.....	.....	<b>24,974</b>	.....	.....
Deduct Duplicates.....	.....	.....	.....	.....	.....	.....	.....	106	.....
<b>Net Total Winter and Spring Sessions.....</b>	.....	.....	.....	.....	.....	.....	.....	<b>24,868</b>	.....
Summer Session 1931.....	.....	.....	.....	.....	.....	.....	.....	14,016	5,663
<b>Total.....</b>	.....	.....	.....	.....	.....	.....	.....	<b>38,884</b>	.....
Deduct Duplicates (See Table IV).....	.....	.....	.....	.....	.....	.....	.....	3,018	.....
<b>Grand Net Total, Winter, Spring, and Summer Sessions.....</b>	.....	.....	.....	.....	.....	.....	.....	<b>35,866</b>	.....
<b>II. Non-Resident Students in Home Study</b>									
Students in Home Study Courses (given without academic credit).....	.....	.....	.....	.....	.....	.....	.....	6,811	.....
<b>III. Other Non-Resident Students in University Extension</b>									
Students in extramural courses (given with or without academic credit)....	.....	.....	.....	.....	.....	.....	.....	2,592	.....
Students in special courses (given without academic credit).....	.....	.....	.....	.....	.....	.....	.....	642	.....
<b>Total II and III.....</b>	.....	.....	.....	.....	.....	.....	.....	<b>10,045</b>	.....

<sup>1</sup> The registration in Columbia College is according to technical classification based on amount of credit earned.

<sup>2</sup> Exclusive of 96 University Undergraduates taking courses at Seth Low Junior College.

<sup>3</sup> The total 3,385 does not include 885 candidates for a higher degree enrolled in the Summer Session only.

<sup>4</sup> Does not include 4,033 candidates for a higher degree enrolled in the Summer Session only.

<sup>5</sup> 92 College seniors exercising a professional option are included in both the Columbia College total and those of the respective professional schools, distributed as follows: Architecture 9, Business 7, Dentistry 3, Engineering 20, Journalism 5, Law 34, and Medicine 14. 12 University Undergraduates exercising a professional option are included in the University Undergraduate total and those of the respective professional schools, distributed as follows: Journalism 1, Law 11. The 177 duplicates also include 73 who transferred at the mid-year from one school of the University to another.

There are 14 Columbia College seniors not shown above who are exercising a professional option in schools elsewhere, distributed as follows: Long Island College of Medicine 6, Cornell Medical College 1, New York Homeopathic Medical College and Flower Hospital 1, New York University and Bellevue Medical College 5, University of Pennsylvania Dental School 1. There are also 15 University Undergraduates exercising a professional option in medical schools elsewhere, distributed as follows: Long Island College of Medicine 7, New York Homeopathic Medical College and Flower Hospital 2, New York University and Bellevue Medical College 2, University of Colorado Medical School 1, University of Maryland Medical School 1, University of Michigan Medical School 1, Women's Medical College of Pennsylvania 1.

TABLE II  
REGISTRATION BY SESSIONS, 1931-1932  
RESIDENT STUDENTS

Faculties	1931 Summer Session	Winter Session	Spring Session	Gross Totals
Undergraduate Students:				
Columbia College <sup>1</sup> .....	279	1,690	1,618	3,587
Barnard College.....	112	1,007	966	2,085
University Undergraduates.....	42	195	211	448
St. Stephen's College.....	3	122	117	242
Seth Low Junior College.....	28	283	279	590
Graduate and Professional Students:				
Graduate Faculties.....	1,354	2,869	2,615	6,838
Law.....	66	562	538	1,166
Medicine.....	.....	419	416	835
Engineering.....	85	247	246	578
Architecture.....	11	124	124	259
Journalism.....	14	154	146	314
Business.....	83	435	439	957
Dental and Oral Surgery:				
Dentistry.....	2	177	170	377 <sup>2</sup>
Oral Hygiene.....	.....	56	56	112
Library Service.....	254	254	269	777
Optometry.....	7	48	44	99
Teachers College { Education Practical Arts.....	7,360	5,715	5,382	18,457
Pharmacy.....	4	504	504	1,132
Unclassified University Students.....	4,312	239	247	4,798
University Classes.....	.....	5,632	4,555	10,187
Gross Totals.....	14,016	20,792	19,002	53,838
Duplicate Registrations.....	.....	.....	.....	17,972
Net Total for the Year.....	.....	.....	.....	35,866

<sup>1</sup> Exclusive of seniors exercising professional option, included in the totals of the several schools.  
<sup>2</sup> Includes 28 non-candidates not registered by semesters.

TABLE III  
PROPORTION OF MEN AND WOMEN FOR THE PAST TEN YEARS, EXCLUSIVE OF THE  
SUMMER SESSION AND UNIVERSITY EXTENSION

Year	Men	Per Cent	Women	Per Cent	Total
1921-1922	5,906	53.93	5,045	46.07	10,951
1922-1923	6,006	51.87	5,572	48.13	11,578
1923-1924	6,797	52.53	6,143	47.47	12,940
1924-1925	7,049	52.64	6,343	47.36	13,392
1925-1926	6,976	52.07	6,422	47.93	13,398
1926-1927	7,130	49.28	7,338	50.72	14,468
1927-1928	7,440	49.07	7,722	50.93	15,162
1928-1929	7,788	48.92	8,131	51.08	15,919
1929-1930	8,225	47.99	8,914	52.01	17,139
1930-1931	8,361	48.40	8,915	51.60	17,276
1931-1932	8,600	49.06	8,928	50.94	17,528

TABLE IIIA  
PROPORTION OF MEN AND WOMEN IN UNIVERSITY EXTENSION 1931-1932  
EXCLUSIVE OF STUDENTS IN SPECIAL COURSES

	Men	Per Cent	Women	Per Cent	Total
Resident.....	3,956	53.13	3,490	46.87	7,446
Extramural.....	199	7.68	2,393	92.32	2,592
Home Study.....	3,327	48.85	3,484	51.15	6,811
Total.....	7,482	44.41	9,367	55.59	16,849

Matriculated students taking courses in University Extension are not included in above.

TABLE IV

DUPLICATE REGISTRATIONS BETWEEN THE SUMMER SESSION OF 1931 AND ACADEMIC YEAR 1931-1932

A. Students of the Summer Session Who Returned in the Winter or Spring Session of 1931-1932

School or Faculty to Which They Returned	Men	Women	Total
Architecture.....	14	3	17
Barnard.....	100	100	100
Business.....	52	21	73
Columbia College.....	209	.....	209
Dental and Oral Surgery.....	7	.....	7
Engineering.....	72	.....	72
Graduate Faculties (Political Science, Philosophy, and Pure Science).....	321	236	557
Journalism.....	12	12	24
Law.....	59	1	60
Library Service.....	5	45	50
Medicine.....	10	2	12
Optometry.....	4	.....	4
Pharmacy.....	8	.....	8
St. Stephen's College.....	2	.....	2
Seth Low Junior College.....	28	.....	28
Teachers College:			
Education.....	262	752	1,014
Practical Arts.....	85	452	537
University Classes.....	102	115	217
University Undergraduates.....	22	5	27
<i>Total</i> .....	<i>1,274</i>	<i>1,744</i>	<i>3,018</i>

B. Matriculated Graduate Students of the Summer Session of 1931, Who Did or Who Did Not Return in the Winter or Spring Session of 1931-1932

Faculties	Returned	Did Not	Total
Political Science, Philosophy, and Pure Science.....	393	885	1,278
Education and Practical Arts.....	747	4,033	4,780
<i>Total</i> .....	<i>1,140</i>	<i>4,918</i>	<i>6,058</i>

TABLE V

CLASSIFICATION OF STUDENTS IN THE SCHOOL OF ENGINEERING

Departments	First Year	Second Year	Third Year	Non-Candidate	Graduate	Total
Chemical Engineering.....	16	19	16	4	10	65
Civil Engineering.....	10	4	6	4	5	29
Electrical Engineering.....	14	11	13	9	18	65
Industrial Engineering.....	10	7	2	4	..	23
Mechanical Engineering.....	20	8	9	6	23	66
Metallurgy.....	..	3	1	4	3	11
Mineral Dressing.....	..	..	..	1	..	1
Mining Engineering.....	1	3	4	1	..	9
<i>Total</i> .....	<i>71</i>	<i>55</i>	<i>51</i>	<i>33</i>	<i>59</i>	<i>269</i>

Total includes 20 College seniors exercising a professional option in Engineering as follows: 7, Chem.E.; 3, C.E.; 2, E.E.; 5, Ind.E.; 3, Mech.E.

TABLE VI

DEGREES AND DIPLOMAS CONFERRED, 1931-1932

<i>Degree</i>	<i>Men</i>	<i>Women</i>	<i>Total</i>
<b>A. Degrees conferred in course:</b>			
Bachelor of Architecture . . . . .	31	1	32
Bachelor of Arts (Columbia College) . . . . .	327	.....	327
Bachelor of Arts (Barnard College) . . . . .	.....	220	220
Bachelor of Arts (St. Stephen's College) . . . . .	30	.....	30
Bachelor of Laws . . . . .	128	8	136
Bachelor of Literature . . . . .	34	33	67
Bachelor of Science (Business) . . . . .	57	27	84
Bachelor of Science (Dentistry) . . . . .	1	.....	1
Bachelor of Science (Education and Practical Arts) . . . . .	33	501	534
Bachelor of Science (Engineering) . . . . .	47	.....	47
Bachelor of Science (Library Service) . . . . .	25	144	169
Bachelor of Science (Optometry) . . . . .	20	.....	20
Bachelor of Science (Pharmacy) . . . . .	9	.....	9
Bachelor of Science (University Course) . . . . .	86	5	91
Chemical Engineer . . . . .	11	.....	11
Civil Engineer . . . . .	5	.....	5
Electrical Engineer . . . . .	12	.....	12
Engineer of Mines . . . . .	1	.....	1
Mechanical Engineer . . . . .	8	.....	8
Metallurgical Engineer . . . . .	2	.....	2
Doctor of Dental Surgery . . . . .	53	1	54
Doctor of Law . . . . .	2	.....	2
Doctor of Medicine . . . . .	96	6	102
Doctor of Philosophy . . . . .	155	60	215
Master of Arts (Political Science, Philosophy, and Pure Science) . . . . .	386	317	703
Master of Arts (Education and Practical Arts) . . . . .	656	1,509	2,165
Master of Arts (Theology) . . . . .	17	5	22
Master of Laws . . . . .	7	.....	7
Master of Science (Architecture) . . . . .	5	.....	5
Master of Science (Business) . . . . .	42	.....	42
Master of Science (Education and Practical Arts) . . . . .	4	11	15
Master of Science (Engineering) . . . . .	44	.....	44
Master of Science (Graduate Studies in Medicine) . . . . .	3	1	4
Master of Science (Journalism) . . . . .	5	7	12
Master of Science (Library Service) . . . . .	5	10	15
Pharmaceutical Chemist . . . . .	27	2	29
<i>Total</i> . . . . .	2,374	2,868	5,242
Deduct Duplicates <sup>1</sup> . . . . .	7	11	18
<i>Total individuals receiving degrees in course</i> . . . . .	2,367	2,857	5,224
<b>B. Honorary Degrees:</b>			
Doctor of Laws . . . . .	3	.....	3
Doctor of Letters . . . . .	5	1	6
Doctor of Music . . . . .	1	.....	1
Doctor of Science . . . . .	1	.....	1
<i>Total</i> . . . . .	10	1	11
<b>C. Certificates and Teachers College Diplomas Granted:</b>			
Certificate in Accounting (University Extension) . . . . .	1	1	2
Certificate in Fire Insurance (University Extension) . . . . .	19	.....	19
Certificate in Library Service (University Extension) . . . . .	.....	2	2
Certificate in Oral Hygiene . . . . .	.....	55	55
Certificate of Proficiency in Orthodontia . . . . .	3	.....	3
Certificate in Secretarial Studies (School of Business) . . . . .	1	12	13
Certificate in Secretarial Studies (University Extension) . . . . .	.....	40	40
Bachelor's Diploma in Education . . . . .	10	118	128
Master's Diploma in Education . . . . .	162	277	439
<i>Total</i> . . . . .	196	505	701
<i>Total degrees and diplomas granted</i> . . . . .	2,580	3,374	5,954
Deduct duplicates <sup>1</sup> and <sup>2</sup> . . . . .	179	413	592
<i>Total individuals receiving degrees and diplomas</i> . . . . .	2,401	2,961	5,362

<sup>1</sup> Distributed as follows: A.B. (Columbia) and B.S. (Business), 1 man; A.B. (Barnard) and A.M. (Columbia), 2 women; B.Litt. and M.S. (Journalism), 2 women; B.S. (Engineering) and C.E., 1 man; B.S. (Engineering) and M.E., 1 man; B.S. (Engineering) and Met.E., 1 man; B.S. (Library Service) and M.S. (Library Service), 1 woman; B.S. (University) and A.M. (Columbia), 2 men; B.S. (Teachers College) and A.M. (Teachers College), 1 man and 6 women.

<sup>2</sup> In addition to those noted in *Note 1* (18, 7 men and 11 women) the following duplications occur: (574, 172 men and 402 women); B.S. and Teachers College diplomas, 10 men and 128 women; A.M. and Teachers College diplomas, 162 men and 274 women.

TABLE VII  
RESIDENCE OF STUDENTS (EXCLUDING STUDENTS IN SPECIAL COURSES IN UNIVERSITY EXTENSION)  
1931-1932

Residence	College	Law	Medicine	Engineering	Architecture	Journalism	Business	Dentistry	Oral Hygiene	Graduate Faculties	University Undergraduates	Library Service	Optometry	Barnard	Education and Practical Arts	Pharmacy	Unclassified Students	Seth Low Junior College	St. Stephen's College	Total	Univ. Extension			Summer Session 1932		
																					Resident	Extra-mural	Home Study			
UNITED STATES																					14,230	7,011	2,474	3,893	6,744	
North Atlantic Division. . . . .		1,607	510	384	212	113	120	384	190	55	2,845	228	160	47	971	5,158	552	239	327	113	14,230	7,011	2,474	3,893	6,744	
(80.85 per cent)																										
Connecticut . . . . .	35	14	24	4	2	6	19	3	14	54	3	5	3	32	236	10	4	4	8	476	162	448	266	322		
Maine . . . . .	3	2	1	1	1	1	1	1	1	19	1	4	1	1	65	1	1	1	1	97	16	6	46	63		
Massachusetts . . . . .	32	2	12	2	1	2	11	1	1	60	1	8	1	22	216	2	5	12	12	388	66	24	248	269		
New Hampshire . . . . .	1	5	1	1	1	1	1	1	1	12	1	2	1	1	28	1	1	2	2	55	5	2	18	33		
New Jersey . . . . .	230	47	84	38	14	12	51	10	9	282	1	29	1	95	903	57	38	17	10	1,941	830	872	523	914		
New York . . . . .	1,270	439	251	162	91	88	280	181	29	2,314	205	91	43	790	3,248	480	178	310	67	10,517	5,826	702	2,159	4,012		
Pennsylvania . . . . .	34	11	6	5	2	11	14	1	3	90	4	18	1	29	394	1	10	8	8	641	93	328	563	1,031		
Rhode Island . . . . .	1	1	4	2	1	2	7	1	1	4	1	1	1	1	25	1	2	1	4	54	8	86	51	59		
Vermont . . . . .	1	1	1	1	1	1	1	1	1	10	1	2	1	1	43	1	1	1	1	61	5	6	19	41		
New York City. . . . .	98	360	184	122	70	56	203	152	12	2,050	189	56	40	563	1,700	415	151	265	18	7,683	4,898	54	1,368	2,574		
(43.66 per cent)																										
South Atlantic Division. . . . .	29	11	8	16	2	7	19	1	1	114	2	40	1	20	381	2	17	2	2	672	89	97	730	1,330		
(3.82 per cent)																										
Delaware . . . . .	2	1	1	1	1	1	1	1	1	5	1	1	1	1	16	1	1	1	1	26	3	88	25	56		
District of Columbia . . . . .	3	1	1	1	1	1	1	1	1	17	1	5	1	2	34	1	2	1	1	76	9	1	153	173		
Florida . . . . .	3	1	1	1	1	1	1	1	1	5	1	4	1	4	24	1	1	1	1	44	7	1	1	118		
Georgia . . . . .	5	1	1	1	1	1	1	1	1	15	1	3	1	1	38	1	1	1	1	70	15	3	63	125		



REGISTRAR

Maryland.....	3	4	2	1	1	1	13	4	5	47	2	83	12	2	136	223
North Carolina.....	6	3	1	1	3	3	22	1	8	67	4	118	8	.....	90	184
South Carolina.....	3	1	1	1	1	1	7	5	.....	37	1	59	4	.....	14	88
Virginia.....	2	2	1	2	1	6	25	1	3	75	2	127	24	3	86	246
West Virginia.....	3	1	1	1	3	3	5	3	5	43	5	69	7	.....	92	117
<i>South Central Division</i> (2.41 <sup>1</sup> per cent)	25	8	7	2	3	4	78	20	11	232	1	424	44	1	374	681
Alabama.....	2	2	1	2	.....	6	13	2	1	41	1	71	8	.....	44	79
Arkansas.....	7	1	1	.....	.....	.....	5	.....	1	21	.....	36	6	.....	39	33
Kentucky.....	1	1	.....	3	1	.....	9	5	4	38	1	65	2	.....	39	111
Louisiana.....	.....	1	.....	.....	1	.....	3	2	1	13	.....	21	2	1	35	42
Mississippi.....	.....	1	2	.....	1	.....	7	2	.....	24	.....	37	2	.....	16	43
Oklahoma.....	.....	1	.....	1	.....	6	6	1	1	19	1	29	2	.....	42	103
Tennessee.....	5	1	1	1	1	1	11	6	1	30	2	59	11	.....	45	81
Texas.....	9	1	2	1	2	12	24	2	1	46	3	106	11	.....	114	189
<i>North Central Division</i> (7.60 <sup>1</sup> per cent)	24	17	9	10	3	15	182	2	44	960	18	1,354	110	13	1,263	2,372
Illinois.....	1	1	1	1	2	.....	20	1	1	133	2	166	20	1	248	293
Indiana.....	1	1	.....	1	1	2	16	6	3	77	2	110	7	3	122	346
Iowa.....	5	3	.....	2	.....	4	34	7	.....	107	.....	163	8	1	65	173
Kansas.....	1	.....	1	2	3	.....	7	5	2	49	.....	72	1	1	52	144
Michigan.....	3	3	3	2	1	.....	12	6	6	117	5	159	12	2	103	215
Minnesota.....	.....	1	1	1	1	1	15	4	1	110	1	138	11	.....	46	138
Missouri.....	5	1	1	.....	1	8	15	1	2	60	2	105	9	.....	192	234
Nebraska.....	1	1	.....	2	.....	.....	5	1	2	29	.....	41	.....	.....	21	97
North Dakota.....	.....	1	2	1	1	.....	5	.....	17	1	.....	28	.....	.....	5	20
Ohio.....	8	5	1	1	2	1	38	10	4	184	3	261	33	4	240	568
South Dakota.....	.....	.....	.....	.....	12	.....	3	.....	2	10	1	28	3	.....	5	21
Wisconsin.....	2	1	1	.....	2	2	12	3	.....	58	1	83	4	1	74	123
<i>Western Division</i> (2.13 <sup>1</sup> per cent)	13	8	9	6	3	4	13	2	17	259	2	376	39	3	435	228
Arizona.....	1	.....	1	.....	1	.....	1	.....	3	.....	.....	8	.....	.....	3	7
California.....	3	2	5	1	2	4	23	2	9	72	.....	126	16	.....	272	67
Colorado.....	1	1	1	2	.....	1	5	.....	3	39	.....	52	8	2	12	64
Idaho.....	.....	1	.....	.....	.....	.....	2	.....	11	.....	1	16	.....	.....	13	11







TABLE VIIA  
THE PERCENTAGE OF STUDENTS FROM THE SEVERAL GEOGRAPHICAL DIVISIONS DURING THE PAST  
TEN YEARS (EXCLUSIVE OF UNIVERSITY EXTENSION AND SUMMER SESSION)

	1022- 1023	1023- 1024	1024- 1025	1025- 1026	1026- 1027	1027- 1028	1028- 1029	1029- 1030	1030- 1031	1031- 1032
North Atlantic Division.....	75.17	76.08	75.45	76.82	75.40	76.19	76.94	77.12	78.72	80.85
South Atlantic Division.....	4.07	4.13	3.88	3.88	4.06	3.94	4.03	4.22	3.97	3.82
South Central Division.....	3.18	3.16	3.24	3.29	3.37	2.97	3.41	3.13	2.89	2.41
North Central Division.....	9.70	9.22	9.27	8.76	9.38	9.24	8.96	9.06	8.29	7.69
Western Division.....	2.99	2.65	2.84	2.67	3.13	3.03	2.73	2.74	2.47	2.13
Insular Territories.....	0.50	0.42	0.35	0.35	0.39	0.33	0.36	0.31	0.33	0.27
Foreign Countries.....	4.38	4.34	4.97	4.23	4.27	4.30	3.57	3.41	3.33	2.83
New York City.....	41.06	40.79	37.74	40.25	40.24	38.46	42.30	42.97	43.45	43.66
Out of Town.....	58.94	59.21	62.26	59.75	59.76	61.54	57.70	57.93	56.55	56.34
Syria.....				1		3				
Turkey.....	I	I	I	I		4			2	3
Venezuela.....										
West Africa.....										
Yugoslavia.....						I		I		3
Total Foreign Countries..	14	6	21	8	7	41	7	5	7	8
(2.83% per cent)									236	5
									31	I
										498
Grand Total.....	1,714	508	424	269	132	157	315	205	37	3,385
										288
										48
Duplicates.....										1,044
										7,210
										364
										318
Grand Total (Net).....										7,446
										2,502
										6,811
										11,559
										73
										17,528

1 Exclusive of University Extension and Summer Session.  
 2 Exclusive of seniors exercising a professional option, included elsewhere in this table.  
 3 Exclusive of University Undergraduates exercising a professional option, included elsewhere in this table.  
 4 Transfers at mid-year.

TABLE VIII

AGGREGATE ATTENDANCE IN ALL COURSES, 1931-1932 (EXCLUDING COURSES IN THE SCHOOL OF MEDICINE, SCHOOL OF DENTAL AND ORAL SURGERY, SUMMER SESSION, UNIVERSITY EXTENSION, TEACHERS COLLEGE, BARNARD COLLEGE COLLEGE OF PHARMACY, AND ST. STEPHEN'S COLLEGE)

<i>Department</i>	<i>Number of Half-Year Courses</i>	<i>Number of Registrations</i>
Agriculture.....	6	33
Anthropology.....	13	81
Architecture.....	49	937
Astronomy.....	5	60
Botany.....	44	355
Business:		
Accounting.....	18	609
Advertising.....	6	141
Banking.....	16	759
Economics.....	12	379
Finance.....	12	687
Industrial Relations.....	6	39
Insurance.....	7	65
Law.....	2	226
Marketing.....	10	316
Statistics.....	4	206
Stenography and Typewriting.....	4	57
Transportation.....	7	115
Chemical Engineering.....	21	394
Chemistry.....	84	3,025
Chinese.....	11	51
Civil Engineering.....	35	339
Contemporary Civilization.....	16	2,396
Economics.....	76	1,651
Electrical Engineering.....	39	629
Engineering Drafting.....	5	168
English and Comparative Literature:		
Comparative Literature.....	16	628
English.....	91	3,840
Fine Arts.....	20	373
Geography.....	13	360
Geology and Mineralogy:		
Geology.....	47	556
Mineralogy.....	4	44
Germanic Languages:		
German.....	44	1,144
Scandinavian.....	1	3
Greek and Latin:		
Classical Archaeology.....	4	27
Classical Civilization.....	8	146
Classical Literature.....	2	27
Classical Philology.....	2	27
Greek.....	18	100
Latin.....	19	322
Health Education.....	2	40
History.....	87	2,206
History of Science.....	5	94
Indo-Iranian.....	10	34
Industrial Engineering.....	11	97
Journalism.....	36	1,098
Law (Private).....	95	4,273
Library Service.....	48	2,372
Mathematics.....	46	1,721
Mechanical Engineering.....	47	855
Mining and Metallurgy:		
Metallurgy.....	23	176
Mineral Dressing.....	3	27
Mining.....	12	30

TABLE VIII—(Continued)

<i>Department</i>	<i>Number of Half-Year Courses</i>	<i>Number of Registrations</i>
Music.....	22	563
Philosophy.....	53	675
Physical Education and Hygiene:		
Hygiene.....	2	8
Physical Education.....	14	2,935
Physics, Mechanics, and Optometry:		
Mechanics.....	3	178
Optometry.....	19	384
Physics.....	56	1,941
Psychology.....	39	1,074
Public Law, Government, and Comparative Jurisprudence:		
Government.....	20	539
Public Law.....	26	836
Religion.....	5	59
Romance Languages:		
Celtic.....	2	4
French.....	80	2,384
Italian.....	14	124
Romance Philology.....	4	80
Spanish.....	18	308
Science of Language.....	6	38
Semitic Languages:		
Arabic.....	4	14
Hebrew.....	4	13
Semitic.....	5	23
Syriac.....	4	9
Slavonic Languages:		
Baltic.....	1	1
Russian.....	4	81
Slavonic.....	2	5
Social Science:		
Social Legislation.....	4	34
Sociology.....	28	686
Statistics.....	8	140
Zoölogy.....	42	1,088
Miscellaneous Course:		
Engineering.....	1	137
<i>Total</i> .....	<i>1,724</i>	<i>48,721</i>

TABLE IX

ALL STUDENTS IN UNIVERSITY EXTENSION CLASSIFIED ACCORDING TO FACULTIES  
RESIDENT AND NON-RESIDENT

	<i>Resident</i>	<i>Extra-mural</i>	<i>Special</i>	<i>Home Study</i>	<i>Total</i>
Non-matriculated:					
Columbia.....	7,378	2,592	642	6,811	17,423
Teachers College (exclusively).....	68	.....	.....	.....	68
Matriculated:					
Architecture.....	83	.....	.....	.....	83
Barnard College.....	39	.....	.....	.....	39
Business.....	254	.....	.....	.....	254
Columbia College.....	550	.....	.....	.....	550
Engineering.....	92	.....	.....	.....	92
Graduate Faculties.....	1,561	.....	.....	.....	1,561
Journalism.....	118	.....	.....	.....	118
Law.....	111	.....	.....	.....	111
Library Service.....	71	.....	.....	.....	71
Medicine.....	3	.....	.....	.....	3
Optometry.....	9	.....	.....	.....	9
Seth Low Junior College.....	51	.....	.....	.....	51
Teachers College.....	881	.....	.....	.....	881
Unclassified University.....	41	.....	.....	.....	41
University Undergraduates.....	178	.....	.....	.....	178
<i>Total</i> .....	<i>11,488</i>	<i>2,592</i>	<i>642</i>	<i>6,811</i>	<i>21,533</i>

TABLE X

## UNIVERSITY EXTENSION

AGGREGATE ATTENDANCE ON COURSES, RESIDENT, EXTRAMURAL, AND HOME STUDY  
1931-1932

Course	Number of Half-Year Courses				Number of Registrations			
	Resi- dent	Extra- mural	Home Study	Total	Resi- dent	Extra- mural	Home Study	Total
Albanian	1			1	2			2
Anthropology	13			13	227			227
Architecture	69			69	1,134			1,134
Art			1	1			15	15
Astronomy	3	1	1	5	92	21	10	123
Biblical Literature			1	1			19	19
Biology			1	1			117	117
Botany	4		1	5	52		11	63
Business:								
Accounting	39		5	44	1,057		604	1,661
Actuarial Mathematics			2	2			11	11
Administration			1	1			125	125
Advertising	22			22	709			709
Agriculture	8		10	18	102		64	166
Banking	10		2	12	208		125	333
Bookkeeping	4		1	5	96		74	170
Commercial Arithmetic			1	1			65	65
English (Business)	6		1	7	206		105	311
Finance	14		1	15	383		78	461
Industrial Relations	2			2	50			50
Insurance	9		1	10	140		59	199
Investments			1	1			203	203
Law (Business)	8		2	10	249		174	423
Marketing	12		2	14	248		24	272
Office Management	4			4	64			64
Organization			1	1			8	8
Personnel Administration			1	1			49	49
Real Estate	9		1	10	210		124	334
Salesmanship	6		1	7	103		86	189
Secretarial Correspondence	4		1	5	166		156	322
Stenography	20		1	21	504		63	567
Stenotypy	1			1	14			14
Transportation	2			2	31			31
Typewriting	14		2	16	322		56	378
Typography	2			2	105			105
Chemical Engineering	2		1	3	75		58	133
Chemistry	21		1	22	478		61	539
Chinese	2			2	8			8
Civil Engineering	4			4	47			47
Clothing	4	1		5	16	29		45
Comparative Literature	10	3	1	14	373	75	8	456
Cookery	2			2	4			4
Czechoslovak	1			1	1			1
Drafting	14		3	17	184		114	298
Drawing	5			5	75			75
Economics	28		1	29	981		119	1,100
Education		48		48	202	2,081		2,081
Electrical Engineering	10			10	202			202
English	145	5	20	170	5,106	96	3,417	8,619
Fine Arts	11	2	1	14	119	36	9	164
French	64	4	11	79	1,670	29	248	1,956
General Science	1			1	18		28	46
Geography	12		2	14	212		37	249
Geology	9			9	101			101
German	19		8	27	693		133	826
Gothic	1			1	12			12
Government	17	4	4	25	488	107	39	694
Greek	5		2	7	22		21	43
Hebrew			1	1			2	2
History	45	2	9	56	1,735	46	258	2,039
Church History			3	3			5	5
Household Chemistry		1		1		27		27
Hungarian	2			2	3			3



TABLE X—(Continued)

Course	Number of Half-Year Courses				Number of Registrations			
	Resi- dent	Extra- mural	Home Study	Total	Resi- dent	Extra- mural	Home Study	Total
Hygiene.....	2	1		3	13	22		35
Industrial Arts.....	1			1	1			1
Industrial Engineering.....	5		2	7	52		86	138
Interior Decorating.....			1	1			152	152
Italian.....	8	1	6	15	121	11	50	182
Japanese.....	2			2	5			5
Latin.....	1		7	8	19		143	162
Law.....	5			5	136			136
Library Service.....	25		10	35	360		61	421
Mathematics.....	27		14	41	822		700	1,522
Mineralogy.....	1			1	20			20
Mining.....	1			1	6			6
Music.....	19	2	1	22	236	44	45	325
Neurology.....	2			2	75			75
Norwegian.....	1			1	5			5
Persian.....	2			2	2			2
Philosophy.....	20	1	6	27	481	66	45	592
Phonetics.....	10	2		12	190	22		212
Photoplay Composition.....	4			4	43			43
Physical Education.....	8			8	48			48
Physical Training.....	2			2	8			8
Physics.....	10		1	11	161		24	185
Physiology.....	2			2	56			56
Polish.....	3			3	5			5
Portuguese.....			1	1			4	4
Psychology.....	50	8	4	62	2,077	210	400	2,687
Public Health.....			2	2			424	424
Public Law.....	9			9	480			480
Religion.....	2			2	25			25
Russian.....	9			9	91			91
Slavonic.....	2			2	6			6
Social Science.....		1		1		25		25
Sociology.....	14	1	2	17	467	7	26	500
Spanish.....	39	1	10	50	646	19	131	796
Statistics.....	11		1	12	230		32	262
Structural Mechanics.....	4			4	38			38
Teachers College Fine Arts.....	16	3		19	114	47		161
Teachers College Hygiene.....	2			2	4			4
Teachers College Music.....	4			4	9			9
Textiles.....	8			8	76			76
Yugoslav.....	1			1	2			2
Zoology.....	1		1	2	147		9	156
<i>Total</i> .....	<i>1,053</i>	<i>92</i>	<i>187</i>	<i>1,332</i>	<i>26,383</i>	<i>3,080</i>	<i>9,305</i>	<i>38,768</i>

TABLE XI

STUDENTS IN SPECIAL COURSES IN UNIVERSITY EXTENSION (NOT INCLUDED IN OTHER TABLES)

<i>Courses</i>	<i>Winter Session</i>	<i>Spring Session</i>	<i>Both Sessions</i>	<i>Total</i>
Advanced Medicine.....	120	80	49	249
Agriculture.....	...	17	...	17
Marketing.....	37	24	3	64
Recreation (Barnard).....	71	53	88	212
Spoken Language (French).....	40	33	8	81
Swimming (Barnard).....	1	...	...	1
Workers' Daytime Classes.....	1	7	10	18
<i>Total</i> .....	<i>270</i>	<i>214</i>	<i>158</i>	<i>642</i>

TABLE XII

AGE, PREPARATION, AND OCCUPATION OF STUDENTS REGISTERED IN HOME STUDY

<i>A. Age</i>	<i>Men</i>	<i>Women</i>	<i>Total</i>	<i>B. Preparation</i>	<i>Number</i>
Under 15.....	1	2	3	Part Grammar School.....	77
15 to 19.....	93	95	188	Graduates of Grammar School..	271
20 to 24.....	548	511	1,059	Part High School.....	993
25 to 29.....	755	635	1,390	Graduates of High School.....	1,069
30 to 34.....	617	632	1,249	Part College.....	1,098
35 to 39.....	535	542	1,077	Graduates of College.....	1,032
40 to 44.....	355	445	800	Holders of Higher Degrees.....	161
45 to 49.....	181	264	445	Part Business School.....	277
50 to 54.....	113	151	264	Graduates of Business School..	458
55 to 59.....	58	98	156	Part Professional School.....	182
60 to 64.....	32	47	79	Graduates of Professional School	950
65 to 69.....	16	12	28	Part Normal School.....	51
70 to 74.....	9	5	14	Graduates of Normal School....	121
75 or over.....	...	5	5	Undetermined.....	71
Undetermined.....	14	40	54		
<i>Total</i> .....	<i>3,327</i>	<i>3,484</i>	<i>6,811</i>	<i>Total</i> .....	<i>6,811</i>

*C. Occupations*

Accountant.....	155	Housewife.....	838	Prisoner.....	1
Actor and Actress.....	8	Industrial Worker..	241	Religious Worker.....	41
Agricultur.....	33	Lawyer.....	83	Social Worker.....	41
Architect.....	40	Military Officer and		Statistician.....	16
Artist.....	38	Soldier.....	23	Student.....	147
Aviator.....	7	Musician.....	39	Teacher.....	399
Business Men (Execu-		Naval Officer and		Technician.....	371
tives, etc.).....	937	Sailor.....	16	Writer.....	107
Chemist.....	32	Nurse (Registered)..	992	Retired.....	32
Chiropractor.....	1	Optometrist.....	3	Unemployed.....	64
Clerk.....	1,664	Osteopath.....	1	Undetermined.....	136
Dentist.....	18	Pharmacist.....	24		
Domestic.....	158	Physician.....	88		
Fireman.....	4	Policeman.....	13	<i>Total</i> .....	<i>6,811</i>

TABLE XIII  
SUMMER SESSION, 1932

<i>Classification</i>	<i>Number</i>	<i>Percentage</i>
<b>A. STUDENTS CLASSIFIED ACCORDING TO SEX</b>		
Men.....	3,817	33.0
Women.....	7,742	67.0
<i>Total</i> .....	<i>11,559</i>	
<b>B. STUDENTS CLASSIFIED AS OLD AND NEW</b>		
Previously Registered.....	6,789	58.7
New Students.....	4,770	41.3
<i>Total</i> .....	<i>11,559</i>	
<b>C. STUDENTS CLASSIFIED ACCORDING TO FACULTIES</b>		
I. Non-matriculated.....	2,583	22.3
II. Matriculated.....	8,976	77.7
Columbia College.....	234	
University Undergraduates.....	46	
Seth Low Junior College.....	28	
St. Stephen's College.....	2	
Barnard College.....	96	
Business B.S.....	38	
Business M.S.....	32	
Business Cert.....	7	
Pharmacy B.S.....	2	
Architecture B.Arch.....	12	
Architecture Cert.....	4	
Journalism B.Litt.....	2	
Journalism M.S.....	1	
Law LL.B.....	76	
Law LL.M.....	3	
Engineering B.S.....	7	
Engineering M.S.....	6	
Engineering (C.E., E.E., etc.).....	27	
Library Service B.S.....	200	
Library Service M.S.....	17	
Library Service Cert.....	25	
Dentistry D.D.S.....	2	
Public Health M.S.....	1	
Graduate Faculties:		
A. M.		
Political Science.....	167	
Philosophy.....	396	
Pure Science.....	138	
Ph. D.		
Political Science.....	78	
Philosophy.....	139	
Pure Science.....	94	
Education.....	92	
Practical Arts.....	8	
Business.....	15	
Union Theological Seminary.....	1	
Unclassified		
Philosophy.....	16	
Pure Science.....	11	
Political Science.....	9	
Teachers College:		
B.S.....	1,309	
A.M.....	4,125	
Unclassified.....	1,510	
<i>Total I and II</i> .....	<i>11,559</i>	

COLUMBIA UNIVERSITY  
SUMMER SESSION, 1932—(Continued)

<i>Classification</i>	<i>Number</i>	<i>Percentage</i>
<b>D. STUDENTS CLASSIFIED ACCORDING TO TEACHING POSITIONS</b>		
I. Not Engaged in Teaching .....	3,818	
II. Engaged in Teaching .....	7,741	33.1
Elementary Schools .....	2,338	66.9
Secondary Schools .....	3,250	
Higher Educational Institutions .....	799	
Normal Schools .....	167	
Principals .....	344	
Assistant Principals .....	22	
Supervisors .....	220	
Superintendents .....	127	
Special Teachers .....	99	
Private School Teachers .....	157	
Librarians .....	24	
Technical Schools .....	12	
Vocational Schools .....	20	
Hospitals .....	96	
Private Teachers .....	17	
Business Schools .....	5	
Institutes .....	2	
College Presidents .....	3	
Deans of Women in High Schools .....	9	
College Deans .....	6	
Nursery Schools .....	17	
Registrars .....	1	
Vocational Guides .....	6	
<i>Total I and II .....</i>	<i>11,559</i>	
<b>E. STUDENTS CLASSIFIED ACCORDING TO RESIDENCE</b>		
See Table VII		

## SUMMER SESSION, 1932—(Continued)

<i>Subjects</i>	<i>Number of Courses</i>	<i>Number of Registrations</i>
F. AGGREGATE ATTENDANCE ON COURSES		
Accounting . . . . .	11	130
Advertising . . . . .	3	48
Anatomy . . . . .	1	14
Anthropology . . . . .	2	28
Architecture . . . . .	12	82
Astronomy . . . . .	3	18
Bacteriology . . . . .	1	12
Banking . . . . .	2	52
Biochemistry . . . . .	6	59
Biology . . . . .	9	238
Bookkeeping . . . . .	1	4
Botany . . . . .	5	46
Business English . . . . .	1	19
Cancer Research . . . . .	1	8
Chemical Engineering . . . . .	3	64
Chemistry . . . . .	33	481
Teachers College Chemistry . . . . .	1	39
Christian Ethics . . . . .	1	50
Classical Civilization . . . . .	1	17
Clothing . . . . .	12	217
Comparative Literature . . . . .	8	303
Contemporary Civilization . . . . .	2	29
Cookery . . . . .	11	230
Drafting, Engineering . . . . .	5	35
Economics . . . . .	11	272
Education . . . . .	366	14,937
Electrical Engineering . . . . .	2	17
English . . . . .	36	1,308
Teachers College English . . . . .	4	120
Finance . . . . .	2	57
Fine Arts . . . . .	7	98
Teachers College Fine Arts . . . . .	31	829
French . . . . .	28	510
Geography . . . . .	21	242
Geology . . . . .	6	24
German . . . . .	11	182
Government . . . . .	2	75
Greek . . . . .	3	14
History . . . . .	23	780
Teachers College History . . . . .	1	34
Home Management . . . . .	2	86
Household Arts . . . . .	2	19
Household Chemistry . . . . .	4	16
Household Economics . . . . .	5	73
Household Engineering . . . . .	6	87
Hygiene . . . . .	5	337
Industrial Arts . . . . .	2	26
Institution Management . . . . .	3	58
Italian . . . . .	6	68
Journalism . . . . .	1	23
Latin . . . . .	13	192
Law . . . . .	7	182
Library Service . . . . .	49	1,152
Marketing . . . . .	1	15
Mathematics . . . . .	13	409
Music . . . . .	10	87
Teachers College Music . . . . .	62	622
New Testament . . . . .	1	12
Nursing . . . . .	11	217
Nutrition . . . . .	3	36
Office Appliances . . . . .	2	10

## SUMMER SESSION, 1932—(Continued)

<i>Subjects</i>	<i>Number of Courses</i>	<i>Number of Registrations</i>
Parliamentary Law . . . . .	1	5
Philosophy . . . . .	5	103
Philosophy of Religion . . . . .	2	53
Physical Education . . . . .	49	907
Physics . . . . .	19	196
Physiology . . . . .	6	52
Practical Theology . . . . .	3	58
Practice of Medicine . . . . .	1	14
Psychology . . . . .	17	420
Public Health . . . . .	3	20
Public Law . . . . .	2	40
Recreation . . . . .	5	242
Religion . . . . .	1	8
Religious Education . . . . .	3	59
Russian . . . . .	2	10
Secretarial Correspondence . . . . .	2	7
Social Science . . . . .	6	218
Sociology . . . . .	6	166
Spanish . . . . .	12	149
Speech . . . . .	9	377
Statistics . . . . .	2	33
Stenography . . . . .	3	55
Stenotypy . . . . .	1	2
Textiles . . . . .	3	35
Typewriting . . . . .	3	66
Zoology . . . . .	2	49
<i>Total</i> . . . . .	<i>1,064</i>	<i>28,802</i>

In addition to the foregoing tables which are published annually, the statistical material listed below is maintained by the Office of the Registrar and will be supplied on request to those interested:

Major interest of students registered for higher degrees, exclusive of the Summer Session.

Major interest of recipients of higher degrees 1931-1932, exclusive of the Master's Degree in Education, Practical Arts, and Union Theological Seminary, and the Doctor's Degree in Pharmacy.

Classification of students attending one or more courses of instruction in the various departments during the Winter and Spring Sessions, exclusive of students of Barnard College, Teachers College, the College of Pharmacy, St. Stephen's College, and University Extension.

# REPRESENTATIVES OF THE UNIVERSITY DURING 1931-1932

## AT THE INSTALLATIONS

- Of William Pearson Tolley as President of Allegheny College, Meadville, Pa. (October 9, 1931): Professor JOHN J. COSS.
- Of Wynant Wichers as President of Hope College, Holland, Mich. (October 12, 1931): ALEXANDER COWLES GLENNIE, A.B.
- Of Ralph Waldo Lloyd as President of Maryville College, Maryville, Tenn. (October 22 and 23, 1931): WILLIAM S. KNICKERBOCKER, Ph.D.
- Of Raymond George Bressler as President of Rhode Island State College, Kingston, R. I. (October 24, 1931): JAY BARRETT BOTSFORD, Ph.D.
- Of W. Vernon Lytle as President of Defiance College, Defiance, Ohio (October 31, 1931): NEILS EDWIN HENDRICKSON, Mech.E.
- Of Frank Porter Graham as President of the University of North Carolina, Chapel Hill, N. C. (November 11, 1931): Dean HOWARD LEE MCBAIN, Professor ADAM LEROY JONES.
- Of James Monroe Smith as President of Louisiana State University, Baton Rouge, La. (November 12, 1931): HAMILTON H. HOWRY, Met.E.
- Of Homer Price Rainey as President of Bucknell University, Lewisburg, Pa. (November 13, 1931): Professor ALBERT T. POFFENBERGER.
- Of Frank L. Babbott, Jr. as President of Long Island College of Medicine, Brooklyn, N. Y. (January 14, 1932): Dean WILLARD C. RAPPLEYE.
- Of Walter Scott Athearn as President of Butler University, Indianapolis, Ind. (February 6 and 7, 1932): JAMES INSLEY OSBORNE, Ph.D.
- Of John Scholte Nollen as President of Grinnell College, Grinnell, Iowa (February 11, 1932): BYRON BENNETT BOYD, M.A., Arch.Cert.
- Of Ralph Cooper Hutchison as President of Washington and Jefferson College, Washington, Pa. (April 2, 1932): HENRY F. HORNPOSTEL, A.M.
- Of Dice Robins Anderson as President of Wesleyan College, Macon, Ga. (April 8, 1932): CHARLES COTTON HARROLD, M.D.
- Of Douglas H. Gordon as President of St. John's College, Annapolis, Md. (April 30, 1932): MARCUS BENJAMIN, Sc.D.
- Of Karl Tinsley Waugh as President of Dickinson College, Carlisle, Pa. (June 3, 1932): CARL G. A. SCHMIDT, JR., Mech.E.
- Of Robert Clarkson Clothier as President of Rutgers University, New Brunswick, N. J. (June 11, 1932): BERGEN DAVIS, Sc.D.
- Of William A. Boylan as President of Brooklyn College, Brooklyn, N. Y. (June 21, 1932): EDWARD J. ALLEN, A.M.

## AT THE ANNIVERSARY CELEBRATIONS

- Of the Jubilee of the Foundation of University College, Nottingham, England (July 4, 1931): Professor GEORGE C. D. ODELL.
- Of the Centennial of Denison University, Granville, Ohio (October 16, 1931): Professor DIXON RYAN FOX.
- Of the Twenty-fifth Anniversary of Western Kentucky State Teachers College, Bowling Green, Ky. (November 5, 1931): Professor L. W. CRAWFORD.

- Of the Celebration of the 250th Anniversary of the Founding of Royal College of Physicians, Edinburgh, Scotland (November 30 and December 1, 1931): Professor WILLIAM C. VON GLAHN.
- Of the 350th Anniversary of the University of Würzburg, Würzburg, Germany (May, 1932): Professor HENRY H. L. SCHULZE.
- Of the Centennial of the Founding of the University of Richmond, Richmond, Va. (May 8, 9, 10, 1932): Dean HOWARD LEE MCBAIN.
- Of the One Hundredth Anniversary of the Founding of Lafayette College, Easton, Pa. (May 17, 1932): Professor JAMES KIP FINCH.
- Of the Centennial Celebration of the Founding of Gettysburg College, Gettysburg, Pa. (May 26 to 30, 1932): Professor WILLIAM J. GIES.
- Of the 500th Anniversary of the Founding of the University of Caen, Caen, France (June 11, 12, 13, 1932): Dean HOWARD LEE MCBAIN, Professor CHARLES SEARS BALDWIN.
- Of the Tercentenary of the University of Amsterdam, Amsterdam, Holland (June 27 to July 1, 1932): Dean HOWARD LEE MCBAIN, Professor ARTHUR F. J. REMY.
- Of the Third Centenary of Tartu University, Tartu, Dorpat, Estonia (June 30 and July 1, 1932): ARTHUR COLEMAN, Professor RALPH H. MCKEE.

## MISCELLANEOUS

- At the Anglo-American Conference of Historians, London, England (July, 1931): Professors AUSTIN P. EVANS, CARLTON J. H. HAYES, WILLIAM R. SHEPHERD, JAMES T. SHOTWELL, LYNN THORNDIKE.
- At the International Geographical Congress, Paris, France (September, 1931): Professor DOUGLAS W. JOHNSON, ERWIN RAISZ.
- At the Eighteenth International Congress of Orientalists, Leyden, Holland (September 7-12, 1931): Professors A. V. WILLIAMS JACKSON, RICHARD J. H. GOTTHEIL.
- At the Faraday Celebration, London, England (September 21-25, 1931): Dean JOSEPH W. BARKER.
- At the Regional Meeting of the American Institute of Mining and Metallurgical Engineers, Joplin, Missouri (September 27, 1931): Professor THOMAS T. READ.
- At the Fourth Pan-American Commercial Conference, Washington, D. C. (October 5-12, 1931): Professors ROSWELL CHENEY MCCREA, ARCHIBALD H. STOCKDER, HENRY PARKER WILLIS.
- At the Dedication of Harrison Chapel, the Hall of Science and the Frances St. Leger Babcock Memorial Organ at Grove City College, Grove City, Pa. (October 8, 1931): HENRY H. HORNPOSTEL, B.Arch.
- At the Meeting of the Academy of Medicine of Paris, Paris, France (October 13, 1931): Professor WILLIAM C. VON GLAHN.
- At the Sixty-seventh Convocation of the University of the State of New York, Albany, N. Y. (October 15 and 16, 1931): Professors ADAM LEROY JONES, T. BRUCE KIRKPATRICK.
- At the Annual Meeting of the Association for the Study of Negro Life and History, New York City (November 8-12, 1931): Professor ALVAN A. TENNEY.
- At the Meetings of the Association of American Universities, Chapel Hill, N. C. (November 12, 13, 14, 1931): Dean HOWARD LEE MCBAIN, Professor ADAM LEROY JONES.
- At the Third International Conference on Bituminous Coal, Pittsburgh, Pa. (November 17-20, 1931): Professor JEROME J. MORGAN.
- At the Forty-fifth Annual Convention Association of Colleges and Secondary Schools of the Middle Atlantic States and Maryland, Atlantic City, N. J. (November 27 and 28, 1931): Dean HERBERT E. HAWKES, Professor ADAM LEROY JONES.



- At the Conference on Home Building and Home Ownership, Washington, D. C. (December 2-5, 1931): Deans JOSEPH W. BARKER, WILLIAM A. BORING, Professor HAROLD V. WALSH.
- At the Group Meetings of the American Mining Congress, Washington, D. C. (December 3, 4 and 5, 1931): Professor THOMAS T. READ.
- At the Tenth Annual Meeting of the Middle Atlantic States Collegiate Athletic Conference, Philadelphia, Pa. (December 19, 1931): Professor EDWARD S. ELLIOTT.
- At the George Washington Bicentennial Convocation held by George Washington University, Washington, D. C. (February 22, 1932): MARCUS BENJAMIN, Sc.D., LL.D.
- At the Annual Meeting of the American Society of Newspaper Editors, Washington, D. C. (April 21-24, 1932): HERBERT BRUCKER.
- At the Meeting of the Association for the Advancement of University Education in Dentistry, Boston, Mass. (April 22 and 23, 1932): Dean ALFRED OWRE.
- At the Annual Conference of the American Library Association and the Association of American Library Schools, New Orleans, La. (April 23-May 1, 1932): Dean CHARLES C. WILLIAMSON.
- At the Convention of the Association of Collegiate Schools of Architecture, Washington, D. C. (April 25 and 26, 1932): Dean WILLIAM A. BORING, Professor JOSEPH HUDNUT.
- At the Meeting of the General Committee for the International Congress of Architects, Washington, D. C. (April 28, 1932): Dean WILLIAM A. BORING.
- At the Centenary of Alfred Fournier, The Sorbonne (May 12, 1932): Professor CHARLES SEARS BALDWIN.
- At the Exercises of the Forty-sixth Commencement Week at the United States Coast Guard Academy, New London, Conn. (May 12 to 16, 1932): Professor WALTER A. CURRY.
- At the International Congress of the History of Science and Technology, London, England (June 29, 1932): Professor DAVID EUGENE SMITH.
- At the Fortieth Annual Meeting of the Society for the Promotion of Engineering Education, Corvallis, Ore. (June 29, 30, July 1, 1932): Dean JOSEPH W. BARKER.



## REPORT

*To the Trustees of  
Columbia University in the City of New York*

The Treasurer makes the following report of the financial affairs of the Corporation for the year ended June 30, 1932.



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**INCOME AND EXPENSE ACCOUNT (GENERAL FUNDS)  
FOR THE YEAR ENDING JUNE 30, 1932**

**INCOME FROM ALL SOURCES**

From Students:		
Fees (see page 9) .....	\$3,906,335.05	
Residence Halls (see page 7) .....	440,644.64	
Dining Halls (see page 8) .....	307,984.26	
Other Income .....	11,835.02	\$4,666,798.97
<hr/>		
From Endowments:		
Rents (see page 8) .....	3,149,053.53	
Income of Special Endowments (see page 8) .....	1,918,354.47	5,067,408.00
<hr/>		
From Other Properties—Rents (see page 8) .....		27,853.86
From Investments in Personal Property (see page 8) .....		72,467.44
From Investment of Redemption Fund (see page 9) .....		14,411.43
From Gifts and Receipts for Designated Purposes (see Page 9) .....		670,228.25
From Allied Corporations (see page 9) .....		1,704,222.47
From School of Dental and Oral Surgery Clinics (see page 9) .....		129,751.88
From Civil Engineering Testing Laboratory (see page 9) .....		20,105.63
From Department of Buildings and Grounds (see page 9) ..		56,180.69
From Miscellaneous Sources (see page 9) .....		3,320.78
<hr/>		
Total Income .....		\$12,432,749.40

**EXPENSES**

Educational Administration and Instruction (see page 32) .....		9,897,054.85
Buildings and Grounds—Maintenance (see page 34) .....		1,052,647.19
Library (see page 37) .....		435,524.78
Business Administration of the Corporation:		
Salaries, Office Expenses etc. (see page 38) .	\$215,104.14	
Insurance on Academic Buildings (Fire and Liability) (see page 38) .....	46,628.93	261,733.07
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Annuities (see page 39) .....		61,018.59
Special Appropriations—Schedule J (see page 39) .....		309,985.93
Interest on Corporate Debt, etc. (see page 40) .....		478,742.40
<hr/>		
Total Expenses Exclusive of Provision for Amortization of Loans of 1925 and 1931 . . .		12,496,706.81
<hr/>		
Balance, being excess of Expenses over Income before providing for Amortization of Loans of 1925 and 1931 .....		63,957.41
Add:		
Amount transferred for Amortization of Loans of 1925 and 1931 .....		230,000.00
<hr/>		
Deficit, being excess of Expenses for Maintenance over Income after providing for Amortization of Loans of 1925 and 1931 . . .		\$293,957.41
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INCOME OF THE CORPORATION—YEAR ENDING JUNE 30, 1932

	From Students		From Other Sources	Total
	Fees	Other Income		
From Students:				
Morningside Heights:				
University Fees.....	\$144,805.73			
Degree and Examination Fees.....	78,602.67			
Privileges of Late Registration and Examination.....	3,924.00			
Tuition Fees.....	1,332,297.55			
		\$1,559,629.95		\$1,559,629.95
Summer Session:				
University Fees.....	98,245.00			
Tuition Fees.....	894,590.00			
Less Teachers College and Union Theological Seminary Proportions.....	286,187.50			
	1,722.00			
	1,516.00			
		387,670.50		\$387,670.50
Excursions.....		\$1,232.00		1,232.00
University Extension:				
University Fees.....	71,309.00			
Tuition Fees.....	830,115.11			
Home Study Fees.....	481,675.72			
Home Study Book Sales.....		746.95		746.95
Institute of Arts and Sciences.....	38,546.47			
American Institute of Banking.....	69,658.17			
		1,491,304.47		1,491,304.47



REPORT OF THE TREASURER

Seth Low Junior College:						
University Fees.....	5,680.00					
Tuition Fees.....	71,905.00					
Degree and Examination Fees.....	1,257.00					78,842.00
			78,842.00			
Medical School:						
University Fees.....	8,430.00					
Tuition Fees.....	199,395.00					
Deficiency and Examination Fees.....	2,466.00					
			210,291.00			210,291.00
School of Dental and Oral Surgery:						
University Fees.....	3,910.00					
Tuition Fees.....	89,901.71					
Deficiency and Late Examination.....	180.00					
Graduation Fees.....	1,100.00					
Oral Hygiene:						
University Fees.....	1,120.00					
Tuition Fees.....	16,800.00					
Graduation Fees.....	550.00					
Deficiency and Late Examination.....	123.00					
Advanced Courses:						
University Fees.....	380.00					
Tuition Fees.....	4,057.92					
Graduation Fees.....	30.00					
			118,152.63			118,152.63
Miscellaneous.....				8,341.47		8,341.47
Student Activities Fees.....			60,444.50			60,444.50
Material Furnished Students.....				1,514.60		1,514.60
Residence Halls.....				440,644.64		440,644.64

	From Students		From Other Sources	Total
	Fees	Other Income		
Dining Halls:				
University Commons.....		\$41,467.54		
John Jay Hall Dining Room.....		132,368.52		
Johnson Hall Dining Room.....		93,279.92		
Bard Hall Dining Room.....		40,868.28		\$307,984.26
From Endowment:				
Rents:				
Upper Estate.....			\$3,038,581.84	
Lower Estate.....			110,471.69	
			\$3,149,053.53	
From Income of Special Endowments:				
For Specific Purposes.....			1,248,323.72	
For General Purposes.....			670,030.75	
			1,918,354.47	5,067,408.00
From Other Properties—Rents etc.....			27,853.86	27,853.86
From Investments in Personal Property:				
Interest:				
On General Investments.....			25,530.98	
On Deposits of General Funds (Net)			2,701.21	
On Rents.....			45.33	
On Student Deposits.....			2,204.14	
On 503-11 Broadway.....			9,531.17	
On Gifts and Receipts for Designated Purposes.....			30,048.36	
On Notes Receivable.....			2,406.25	72,467.44

REPORT OF THE TREASURER

From Investment of Redemption Fund.....				14,411.43	14,411.43
From Gifts and Receipts for Designated Purposes.....				670,228.25	670,228.25
From Payments by Allied Corporations: For salaries and annuities:					
Barnard College.....		465,766.62			
Carnegie Foundation.....		138,693.92			
Presbyterian Hospital Laboratories.....		26,500.00			
Teachers College.....		908,371.54			
St. Stephens College.....		68,231.76			
New York Post-Graduate Medical School and Hospital.....		96,658.63			
				1,704,222.47	1,704,222.47
School of Dental and Oral Surgery: Teaching and Service Clinics (including Infirmary).....				129,751.88	129,751.88
Receipts from Testing Laboratory: Civil Engineering.....				20,105.63	20,105.63
Superintendent of Buildings and Grounds: Barnard College for Heat, Light and Power.....		24,002.89			
Income from Tennis Courts.....		4,541.50			
Post Office Government Allowance.....		1,000.00			
Telephone Charges.....		25,231.30			
Heating University Houses.....		1,405.00			
				56,180.69	56,180.69
From Miscellaneous Sources: Various.....				3,320.78	3,320.78
	\$3,906,335.05	\$760,463.92		\$7,765,950.43	\$12,432,749.40
		3,906,335.05			
		\$4,666,798.97			

## EXPENSES—EDUCATIONAL ADMINISTRATION AND INSTRUCTION

	Expenditures	Departmental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
<b>GENERAL UNIVERSITY ADMINISTRATION:</b>					
Salaries.....	\$262,799.62		\$226,979.62	\$4,220.00	\$31,600.00
Deans' Funds.....	4,613.39		2,954.19		1,659.20
Bureau of Supplies.....	24,605.98		24,605.98		
President's Emergency Fund.....	9,961.92		9,961.92		
President's Fund.....	20,000.00		20,000.00		
Printing.....	57,200.00		56,700.00	500.00	
Public Ceremonies.....	11,977.71		11,977.71		
Alumni Records.....	3,499.77		3,499.77		
State Aid for Blind Pupils.....	900.00				900.00
Special Convocations.....	4,862.64		4,862.64		
President's House Furnishing.....	1,739.00			1,739.00	
Clerk's Office Sundries.....	1,487.67		1,487.67		
General Catalogue.....	5,000.00		5,000.00		
Social Club Kindergarten Class for Faculty Children.....	1,450.00		1,450.00		
University Representation.....	3,901.83		3,901.83		
Collegiate Educational Research.....	500.00		500.00		
President's Anonymous Gift.....	115.58				115.58
University Quarterly.....	3,000.00		3,000.00		
Special Chapel Appropriation.....	1,433.33		1,433.33		
Expenditures from Meyer Fund.....	35.00				35.00
Expenditures from Rockefeller Foundation.....	1,087.49				1,087.49

Expenditures from Cutting Gift.....	1,465.00				1,465.00
Statistical Bureau.....	1,509.70				1,509.70
Expenditures from Harkness Gift.....	750.00				750.00
Expenditures from Alumni Federation Gift.....	950.00				950.00
Expenditures from Williams Gift.....	293.20				293.20
Expenditures from Seligman Gift.....	23.50				23.50
Expenditures from Lee Gift.....	8,581.74				8,581.74
Student Activities.....	53,214.50		53,214.50		
Athletic Association.....	42,468.00			300.00	42,168.00
<b>EARL HALL</b>					
Salaries.....	6,000.00		6,000.00		
Departmental.....	8,173.56		8,173.56		
<b>OFFICE OF THE REGISTRAR</b>					
Salaries.....	67,207.37		62,207.37		5,000.00
Diplomas.....	6,903.71		6,903.71		
Conduct of Examinations.....	5,760.39		5,760.39		
<b>ADVISER TO GRADUATE WOMEN STUDENTS</b>					
Salaries.....	3,600.00		3,600.00		
Departmental Appropriation.....	700.00		700.00		
<b>OFFICE OF UNIVERSITY ADMISSIONS</b>					
Salaries.....	15,400.00		15,400.00		
Departmental Appropriation.....	17,595.24		17,595.24		
Preparation and Rating of Examination Books.....	4,236.92		4,236.92		
Travelling Expenses.....	362.01		362.01		
Special Expense.....	450.00		450.00		
<b>OFFICE OF STUDENT APPOINTMENTS</b>					
Salaries.....	18,143.22		18,059.22	84.00	
Departmental Appropriation.....	2,967.18		2,967.18		
Shoemaker Fund.....	295.20			295.20	

	Expenditures	Departmental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
<b>OFFICE OF ALUMNI FEDERATION</b>					
Departmental Appropriation.....	\$5,266.25			\$266.25	\$5,000.00
<b>UNIVERSITY MEDICAL OFFICER</b>					
Salaries.....	39,132.00		\$37,332.00		1,800.00
Supplies.....	219.04		219.04		
Residence Halls Service.....	11,305.20		7,315.20		3,990.00
<b>COMMONS</b>					
Salaries.....	4,500.00		4,500.00		
University Commons.....	40,765.18		40,765.18		
Johnson Hall Dining Room.....	91,321.90		91,321.90		
John Jay Hall Dining Room.....	136,720.81		136,720.81		
Bard Hall Dining Room.....	40,575.19		40,575.19		
<b>JOHNSON HALL</b>					
Salaries.....	8,603.00		8,603.00		
House Appropriation.....	1,596.11		1,596.11		
<b>PUBLICATION AND RESEARCH</b>					
Columbia University Press.....	3,000.00		3,000.00		
Special Publication Fund.....	30,000.00		30,000.00		
Fund for Research.....	26,975.00		24,252.69	2,641.31	81.00
Works of John Milton.....	376.85		376.85		
Research Work at Greenwich House.....	4,696.44				4,696.44

Phoenix Fund.....	36,625.44	36,625.44	.....	36,625.44	.....
Research in Legal History.....	6,738.75	6,738.75	.....	2,500.00	4,238.75
Publication of Results of Research.....	10,000.00	10,000.00	.....	.....	.....
Fund for Research in the Social Sciences.....	10,000.00	10,000.00	.....	.....	.....
Research and Publications in International Law.....	1,529.18	1,529.18	.....	.....	.....
Publication of Studies in Journalistic History and Practice.....	975.00	975.00	.....	975.00	.....
Research in the Humanities.....	25,573.39	25,573.39	.....	.....	25,573.39
Researches in Journalism.....	777.42	777.42	.....	777.42	.....
	1,224,493.52	1,224,493.52	.....	.....	.....
<b>INTERNATIONAL RELATIONS</b>					
Salaries.....	10,300.00	10,300.00	.....	10,300.00	.....
Traveling Expenses.....	2,500.00	2,500.00	.....	2,500.00	.....
Aid for Foreign Students.....	6,200.00	6,200.00	.....	.....	1,000.00
American Council on Education.....	500.00	500.00	.....	300.00	200.00
	19,500.00	19,500.00	.....	.....	.....
<b>MAISON FRANCAISE</b>					
Salaries.....	1,200.00	1,200.00	.....	1,200.00	.....
Departmental Appropriation.....	2,138.39	2,138.39	.....	1,888.39	.....
	3,338.39	3,338.39	.....	.....	250.00
<b>CASA ITALIANA</b>					
Salaries.....	4,068.06	4,068.06	.....	419.52	3,648.54
Departmental Appropriation.....	3,783.35	3,783.35	.....	.....	3,783.35
	7,851.41	7,851.41	.....	.....	.....
<b>DEUTSCHES HAUS</b>					
Salaries.....	1,000.00	1,000.00	.....	.....	1,000.00
Maintenance.....	3,634.96	3,634.96	.....	41.52	3,593.44
Entertainment.....	634.28	634.28	.....	.....	634.28
Equipment.....	654.90	654.90	.....	.....	654.90
	5,924.14	5,924.14	.....	.....	.....
	32.00	32.00	.....	.....	32.00
<b>INSTITUTE OF RUMANIAN CULTURE</b>					
	616.33	616.33	.....	.....	616.33
<b>INSTITUTO DE LAS ESPANAS</b>					
Departmental.....	.....	.....	.....	.....	.....

	Expenditures	Departmental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
<b>INSTITUTE OF PUBLIC HEALTH</b>					
Salaries.....	\$39,616.67			\$38,416.67	\$1,200.00
Departmental Appropriation.....	3,500.00			3,500.00	
Research.....	7,677.36	\$50,794.03			7,677.36
<b>INSTITUTE OF CANCER RESEARCH</b>					
Salaries.....	60,535.49			54,047.45	6,488.04
Departmental Expenses.....	24,791.90			24,791.90	
Supplies and Equipment.....	3,809.19			3,809.19	
		89,136.58			
<b>TROPICAL MEDICINE (SCHOOL OF)</b>					
Salaries.....	34,516.63		\$10,483.30	12,033.33	12,000.00
Contingent Fund.....	3,000.00		2,200.00	800.00	
		37,516.63			
<b>NATIONAL INSTITUTE OF PUBLIC ADMINISTRATION</b>					
Salaries.....	10,000.00		5,000.00	5,000.00	
For Research.....	5,000.00		5,000.00		
		15,000.00			
<b>INSTITUTE OF INTERNATIONAL AFFAIRS</b>					
Salaries.....	11,193.11				11,193.11
Departmental Appropriation.....	348.65				348.65
Travelling Expenses.....	1,500.00				1,500.00
Legal Expenses.....	6,000.00				6,000.00
Renovating and Furnishing 421 West 117th Street.....	1,233.00				1,233.00
		20,274.76			



<b>ANTHROPOLOGY</b>							
Salaries.....	36,397.33	.....	.....	.....	.....	.....	9,397.33
Departmental Appropriation.....	100.00	.....	.....	.....	.....	.....	.....
Student Field Expenses.....	1,500.00	.....	.....	.....	.....	.....	.....
		37,997.33					
<b>ARCHITECTURE</b>							
Salaries.....	63,250.00	.....	.....	.....	.....	.....	1,500.00
Departmental Appropriation.....	3,636.99	.....	.....	.....	.....	.....	308.50
		66,886.99					
<b>ASTRONOMY</b>							
Salaries.....	10,500.00	.....	.....	.....	.....	.....	.....
Departmental Appropriation.....	539.36	.....	.....	.....	.....	.....	.....
		11,039.36					
<b>BOTANY</b>							
Salaries.....	44,600.00	.....	.....	.....	.....	.....	22,400.00
Departmental Appropriation.....	2,826.35	.....	.....	.....	.....	.....	.....
Gardener.....	1,500.00	.....	.....	.....	.....	.....	.....
		48,926.35					
<b>BUSINESS (SCHOOL OF)</b>							
Salaries.....	177,261.62	.....	.....	.....	.....	.....	2,500.00
Departmental.....	4,669.68	.....	.....	.....	.....	.....	293.93
		181,931.30					
<b>CHEMICAL ENGINEERING</b>							
Salaries.....	47,900.00	.....	.....	.....	.....	.....	.....
Laboratory Servants.....	6,500.00	.....	.....	.....	.....	.....	.....
Departmental.....	8,690.38	.....	.....	.....	.....	.....	.....
		63,090.38					
<b>CHEMISTRY</b>							
General and Inorganic: Salaries.....	88,230.15	.....	.....	.....	.....	.....	21,000.00
Organic: Salaries.....	24,500.00	.....	.....	.....	.....	.....	.....
Physical: Salaries.....	7,500.00	.....	.....	.....	.....	.....	.....
Analytical: Salaries.....	15,000.00	.....	.....	.....	.....	.....	.....
Food: Salaries.....	18,499.99	.....	.....	.....	.....	.....	.....
Equipment and Supplies.....	12,837.94	.....	.....	.....	.....	.....	.....
		63,090.38					
		67,230.15					
		18,500.00					
		7,500.00					
		15,000.00					
		10,999.99					
		8,800.84					
		6,000.00					
		6,300.00					
		4,037.10					

	Expenditures	Departmental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
Laboratory Costs.....	\$32,770.10		\$32,770.10		
Assistance.....	19,111.68		19,111.68		
Research; Salaries.....	24,063.80				\$24,063.80
Research; Supplies.....	2,518.58				2,518.58
Departmental Appropriation.....	2,987.27		2,987.27		
		\$248,019.51			
CHINESE					
Salaries.....	13,725.00		5,147.53	\$8,577.47	
Departmental Appropriation.....	63.81			63.81	
		13,788.81			
CIVIL ENGINEERING					
Salaries.....	32,983.00		32,983.00		
Departmental Appropriation.....	894.17		894.17		
For Research.....	2,295.15			2,295.15	
Testing Laboratory.....	20,449.93		20,449.93		
Special Equipment.....	3,486.63			3,486.63	
		60,108.88			
ECONOMICS					
Salaries.....	117,625.00		103,075.00		14,550.00
Departmental Appropriation.....	1,000.00		1,000.00		
		118,625.00			
ELECTRICAL ENGINEERING					
Salaries.....	45,411.50		45,411.50		
Departmental Appropriation.....	4,491.29		4,491.29		
		49,902.79			
ENGINEERING DRAFTING					
Salaries.....	15,000.00		15,000.00		

Drawing Appropriation.....	264.50	.....	264.50	.....
<b>ENGLISH AND COMPARATIVE LITERATURE</b>				
Salaries.....	210,289.17	.....	143,586.35	60,700.00
Departmental Appropriation.....	1,000.00	.....	1,000.00	.....
Dramatic Museum Equipment.....	2,626.25	.....	2,608.52	17.73
		213,915.42		
<b>FINE ARTS</b>				
Salaries.....	45,300.00	.....	29,300.00	11,900.00
Equipment.....	1,009.07	.....	934.07	75.00
		46,309.07		
<b>GEOLOGY AND MINERALOGY</b>				
<b>GEOLOGY</b>				
Salaries.....	67,322.60	.....	52,022.60	9,300.00
Departmental Appropriation.....	2,500.00	.....	2,500.00	.....
Summer Field Work.....	500.00	.....	500.00	.....
Crosby Collection of Lantern Slides.....	85.00	.....	85.00	.....
Special Scientific Equipment.....	1,081.91	.....	1,081.91	.....
Collections Fund.....	500.00	.....	500.00	.....
		80,389.51		
<b>MINERALOGY</b>				
Salaries.....	8,400.00	.....	8,400.00	.....
		64,511.75		
<b>GERMANIC LANGUAGES</b>				
Salaries.....	64,511.75	.....	41,750.00	21,500.00
Departmental Appropriation.....	120.23	.....	120.23	.....
		64,631.98		
<b>GREEK AND LATIN</b>				
<b>GREEK AND LATIN</b>				
Salaries.....	69,500.00	.....	43,700.00	25,800.00
Greek: American School at Athens.....	250.00	.....	250.00	.....
Latin: American School at Rome.....	250.00	.....	250.00	.....
Equipment.....	528.00	.....	528.00	.....
Departmental Appropriation.....	75.00	.....	75.00	.....
		70,603.00		

	Expenditures	Departmental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts and for Designated Purposes
<b>HISTORY</b>					
Salaries.....	\$183,400.00		\$145,300.00	\$10,800.00	\$27,300.00
Departmental Appropriation.....	800.00		800.00		
Publications.....	2,100.41			2,100.41	
Equipment.....	421.75			421.75	
		\$186,722.16			
<b>INDO-IRANIAN LANGUAGES</b>					
Salaries.....	26,015.56		18,600.00	900.00	6,515.56
Departmental Appropriation.....	1.78		1.78		
		26,017.34			
<b>INDUSTRIAL ENGINEERING</b>					
Salaries.....	12,500.00		12,500.00		
Departmental Appropriation.....	197.44		197.44		
		12,697.44			
<b>JOURNALISM</b>					
Salaries.....	52,000.00		14,935.66	37,000.00	64.34
Departmental Appropriation.....	2,653.26			2,653.26	
		54,653.26			
<b>LAW SCHOOL</b>					
Salaries.....	160,400.00		152,900.00	7,500.00	
Departmental Appropriation.....	586.52		586.52		
Legislative Drafting Research Fund.....	4,699.09				4,699.09
Plus and Minus Examinations.....	181.39		181.39		

Subvention to Columbia Law Review.....	985.58			985.58	
Moot Courts.....	700.00		700.00		
Legislative Drafting Contingent Fund.....	1,500.00		711.00	789.00	
Mimograph Office.....	2,923.91		2,923.91		
Assistance and Research.....	15,845.46		9,223.38	6,622.08	
Dean's Fund.....	872.99		872.99		
		188,694.94			
<b>LIBRARY SERVICE (SCHOOL OF)</b>					
Salaries.....	78,427.36		53,427.36	25,000.00	
Departmental Appropriation.....	2,984.68		2,968.84	15.84	
Books.....	2,021.27		1,955.56	65.71	
		83,433.31			
<b>MATHEMATICS</b>					
Salaries.....	83,726.25		65,326.25	18,400.00	
Departmental Appropriation.....	104.77		104.77		
		83,831.02			
<b>MECHANICAL ENGINEERING</b>					
Salaries.....	60,200.00		60,200.00		
Departmental Appropriation.....	2,960.51		2,960.51		
		63,160.51			
<b>MINING AND METALLURGY</b>					
Salaries.....	58,334.98		58,334.98		
Departmental Appropriation.....	5,188.92		5,187.92	1.00	
Equipment and Research.....	3,253.68			3,253.68	
		66,777.58			
<b>MUSIC</b>					
Salaries.....	27,700.00		4,200.00	17,500.00	6,000.00
Departmental Appropriation.....	1,293.54		793.54	500.00	
University Orchestra.....	2,298.55			1,000.00	1,298.55
		31,292.09			
<b>PHILOSOPHY AND PSYCHOLOGY</b>					
PHILOSOPHY					
Salaries.....	112,854.04		73,625.00	12,593.50	26,635.54
Departmental Appropriation.....	230.63		173.00		57.63

	Expenditures	Departmental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
<b>PSYCHOLOGY</b>					
Salaries.....	\$56,199.99	.....	\$31,800.00	\$6,000.00	\$18,399.99
Laboratory Helper.....	1,000.00	.....	1,000.00	.....	.....
Departmental Appropriation.....	4,803.99	.....	4,803.99	.....	.....
		\$175,088.65			
<b>PHYSICAL EDUCATION</b>					
Salaries.....	72,023.85	.....	44,266.09	757.76	27,000.00
Equipment.....	2,587.92	.....	2,287.92	.....	300.00
Care of Swimming Pool.....	1,470.00	.....	1,470.00	.....	.....
Sunday Opening.....	980.00	.....	980.00	.....	.....
Tennis Courts.....	625.00	.....	625.00	.....	.....
Administration of Athletic Training and Contests.....	30,000.00	.....	30,000.00	.....	.....
		107,686.77			
<b>PHYSICS</b>					
Salaries.....	155,010.21	.....	143,410.21	.....	11,600.00
Departmental Appropriation.....	13,436.39	.....	13,413.39	.....	23.00
Research Laboratory.....	848.73	.....	.....	.....	848.73
Apparatus.....	2,466.85	.....	.....	1,381.69	1,085.16
		171,762.18			
<b>PUBLIC LAW AND JURISPRUDENCE</b>					
<b>GOVERNMENT AND POLITICS</b>					
Salaries.....	32,450.00	.....	17,750.00	1,500.00	13,200.00
<b>PUBLIC LAW</b>					
Salaries.....	41,060.00	.....	32,560.00	3,500.00	5,000.00
Departmental Appropriation.....	300.00	.....	300.00	.....	.....
		73,810.00			

<b>RELIGION</b>								
Salaries.....	13,000.00	.....	.....	.....	.....	.....	.....	800.00
Chapel Services.....	9,550.00	.....	.....	.....	.....	.....	.....	100.00
Chapel Music.....	350.00	.....	.....	.....	.....	.....	.....	.....
Religious Work.....	92.20	.....	.....	.....	.....	.....	.....	32.20
Contingent Fund.....	1,000.00	.....	.....	.....	.....	.....	.....	.....
		23,992.20						1,000.00
<b>ROMANCE LANGUAGES</b>								
Salaries.....	163,065.00	.....	.....	.....	.....	.....	.....	45,800.00
Departmental Appropriation.....	900.29	.....	.....	.....	.....	.....	.....	350.87
Publications.....	725.00	.....	.....	.....	.....	.....	.....	725.00
		164,690.29						.....
<b>SEMITIC LANGUAGES</b>								
Salaries.....	10,421.25	.....	.....	.....	.....	.....	.....	500.00
Departmental Appropriation.....	50.00	.....	.....	.....	.....	.....	.....	.....
American School of Oriental Research in Jerusalem.....	100.00	.....	.....	.....	.....	.....	.....	.....
		10,571.25						.....
<b>SLAVONIC LANGUAGES</b>								
Salaries.....	6,400.00	.....	.....	.....	.....	.....	.....	.....
Departmental Appropriation.....	34.78	.....	.....	.....	.....	.....	.....	.....
		6,434.78						.....
<b>SOCIAL SCIENCE</b>								
Salaries.....	66,000.00	.....	.....	.....	.....	.....	.....	.....
Departmental Appropriation.....	488.47	.....	.....	.....	.....	.....	.....	.....
Research.....	84,748.63	.....	.....	.....	.....	.....	.....	.....
Equipment.....	849.85	.....	.....	.....	.....	.....	.....	.....
		152,086.95						.....
<b>ZOOLOGY</b>								
Salaries.....	113,325.00	.....	.....	.....	.....	.....	.....	.....
Departmental Appropriation.....	6,858.91	.....	.....	.....	.....	.....	.....	.....
Marine Table, Wood's Hole.....	750.00	.....	.....	.....	.....	.....	.....	.....
Equipment.....	9,777.51	.....	.....	.....	.....	.....	.....	.....
Columbia Table at Naples.....	250.00	.....	.....	.....	.....	.....	.....	.....
		130,961.42						.....

	Expenditures	Departmental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
<b>SUMMER SESSION</b>					
Administration and Instruction.....	\$240,066.84		\$238,316.84		\$1,750.00
Entertainment.....	562.00				562.00
<b>CAMP COLUMBIA</b>					
Administration and Instruction.....	4,500.00	\$245,128.84	4,500.00		
<b>UNIVERSITY EXTENSION</b>					
Administration and Instruction.....	649,411.24		649,411.24		
Institute of Arts and Sciences.....	41,789.87		41,789.87		
American Institute of Banking.....	69,158.17		69,158.17		
Printing and Postage.....	41,818.05		41,818.05		
Departmental.....	81,087.36		81,087.36		
Student Activities.....	7,230.00	890,494.69	7,230.00		
<b>HOME STUDY</b>					
Office Expenses: Salaries and Payments for Instruction and Supervision.....	225,110.18		225,110.18		
Printing and Office Supplies.....	161,368.21		161,368.21		
Special Course Expenses.....	18,724.91		18,724.91		
Registration and Advisory Expenses.....	181,403.30		181,403.30		
Text Books and Materials Supplied to Students.....	67,440.91	654,047.51	67,440.91		
<b>Medical School</b>					
<b>ADMINISTRATION</b>					
Salaries.....	44,975.35		43,081.75	\$1,516.36	377.24



Alcohol.....	1,147.65	.....	1,147.65	.....
Office Supplies and Sundries.....	4,339.24	.....	4,339.24	.....
Care of Animals.....	3,298.99	.....	3,298.99	.....
		53,761.23		
<b>ANATOMY</b>				
Salaries.....	96,469.48	.....	91,514.13	4,955.35
Departmental Appropriation.....	9,712.18	.....	9,712.18	.....
Publications.....	229.42	.....	.....	229.42
		106,411.08		
<b>BACTERIOLOGY</b>				
Salaries.....	85,735.10	.....	21,335.06	31,064.94
Departmental Appropriation.....	6,086.43	.....	.....	6,086.07
Equipment and Supplies.....	4,455.99	.....	.....	4,455.99
		96,277.52		
<b>BIOLOGICAL CHEMISTRY</b>				
Salaries.....	83,990.97	.....	15,338.02	42,898.98
Departmental Appropriation.....	7,828.52	.....	374.81	7,453.71
		91,819.49		
<b>DERMATOLOGY</b>				
Salaries.....	35,266.71	.....	23,040.66	12,226.05
Departmental Appropriation.....	2,460.26	.....	2,460.26	.....
		37,726.97		
<b>DISEASES OF CHILDREN</b>				
Salaries.....	66,546.78	.....	35,135.00	28,911.78
Departmental Appropriation.....	2,034.44	.....	2,034.44	.....
		68,581.22		
<b>NEUROLOGY</b>				
Salaries.....	33,949.06	.....	28,300.00	2,688.21
Departmental Appropriation.....	5,671.16	.....	5,671.16	.....
		39,620.22		
<b>OBSTETRICS AND GYNECOLOGY</b>				
Salaries.....	39,645.78	.....	36,300.00	345.78
Departmental Appropriation.....	2,902.59	.....	2,902.59	.....
Pathologist and Pathological Equipment.....	8,184.44	.....	8,184.44	.....

	Expenditures	Depart- mental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
Bacteriologist and Bacteriological Equipment.....	\$900.00	.....	\$900.00	.....	.....
Equipment and Supplies.....	70.54	.....	70.54	.....	.....
		\$51,703.35			
<b>OPHTHALMOLOGY</b>					
Salaries.....	13,102.11	.....	6,600.00	.....	\$6,502.11
Departmental Appropriation.....	71.32	.....	71.32	.....	.....
		13,173.43			
<b>OTO-LARYNGOLOGY</b>					
Salaries.....	2,540.00	.....	2,040.00	.....	500.00
Departmental Appropriation.....	543.73	.....	543.73	.....	.....
		3,083.73			
<b>PATHOLOGY</b>					
Salaries.....	80,539.81	.....	28,200.00	\$45,693.13	6,646.68
Departmental Appropriation.....	6,917.24	.....	6,792.89	124.35	.....
Research.....	13,298.41	.....	.....	.....	13,298.41
Supplies.....	4,292.43	.....	.....	3,012.43	1,280.00
		105,047.89			
<b>PHARMACOLOGY</b>					
Salaries.....	24,061.95	.....	23,700.00	.....	361.95
Departmental Appropriation.....	5,856.76	.....	5,856.76	.....	.....
		29,918.71			
<b>PHYSIOLOGY</b>					
Salaries.....	52,925.98	.....	11,676.00	41,249.98	.....
Departmental Appropriation.....	5,000.00	.....	821.96	4,178.04	.....
Equipment.....	2,078.80	.....	.....	2,078.80	.....
		60,004.78			

<b>PRACTICE OF MEDICINE</b>								
Salaries.....	174,268.40			10,838.48	121,869.92	41,560.00		
Laboratory Appropriation (Clinical Pathology).....	1,277.60			1,277.60				
Departmental Appropriation (Bellevue Hospital).....	788.22				788.22			
Departmental Appropriation.....	3,000.00				3,000.00			
Research.....	58,814.19				3,000.00	55,814.19		
Supplies.....	12,106.50				7,806.50	4,300.00		
	250,254.91							
<b>PSYCHIATRY</b>								
Salaries.....	30,149.99			26,249.99	3,900.00			
Departmental Appropriation.....	954.47			254.47	700.00			
	31,104.46							
<b>SURGERY</b>								
Salaries.....	150,973.84			34,248.32	112,316.33	4,409.19		
Departmental Appropriation.....	1,662.89			1,162.89	500.00			
Supplies (Research Laboratory).....	11,340.63				11,340.63			
	163,977.36							
<b>PHOTOGRAPHIC LABORATORY</b>								
Photographer.....	3,900.00				3,900.00			
Supplies.....	1,184.39				1,184.39			
	5,084.39							
<b>DIAGNOSTIC LABORATORIES EXPENSES</b>								
	480.00				480.00			
<b>HOSPITAL INSTRUCTION</b>								
	631.25			631.25				
<b>SLOANE HOSPITAL AND VANDERBILT CLINIC OPERATION AND MAINTENANCE</b>								
	70,000.00			70,000.00				
<b>DENTAL AND ORAL SURGERY (SCHOOL OF)</b>								
Salaries.....	315,760.48			298,918.89		16,841.59		
Equipment and Supplies.....	66,242.38			65,703.08		539.30		
Social Service.....	24,083.33			24,083.33				
Departmental.....	14,000.00			14,000.00				
	420,086.19							

	Expenditures	Departmental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
<b>NEW YORK POST GRADUATE MEDICAL SCHOOL</b>					
Salaries.....	.....	\$100,533.63	\$875.00	\$3,000.00	\$96,658.63
<b>TEACHERS COLLEGE</b>					
Salaries.....	.....	866,561.00	.....	.....	866,561.00
<b>ST. STEPHEN'S COLLEGE</b>					
Salaries.....	.....	68,231.76	.....	.....	68,231.76
<b>RETIRING ALLOWANCES.....</b>					
		139,207.27	46,060.00	.....	93,147.27
<b>WIDOW'S ALLOWANCES.....</b>					
		44,478.69	8,335.00	.....	36,143.69
<b>ANNUITIES.....</b>					
		118,402.05	84,746.82	.....	33,655.23
<b>FELLOWSHIPS, SCHOLARSHIPS AND PRIZES</b>					
<b>FELLOWSHIPS</b>					
Adams.....	\$1,250.00	.....	.....	1,250.00	.....
American Manufacturers of Toilet Articles.....	2,000.00	.....	.....	.....	2,000.00
Baier (Victor) (Music).....	1,000.00	.....	.....	1,000.00	.....
Bakelite.....	2,300.00	.....	.....	.....	2,300.00
Boring.....	930.00	.....	.....	930.00	.....
Curtis.....	1,500.00	.....	.....	1,500.00	.....
Bridgham.....	1,100.00	.....	.....	1,100.00	.....
Brown.....	1,200.00	.....	.....	.....	1,200.00

Carnegie.....	8,500.00			8,500.00
Cutting (W. Bayard).....	3,000.00			3,000.00
Drisler (Classical Philology).....	1,500.00	1,500.00		
Du Pont (E. I.) (de Nemours Co.) (Industrial Chemistry).....	1,000.00			1,000.00
Evans.....	1,500.00			1,500.00
Ellis.....	3,200.00			3,200.00
Fritzsche.....	1,500.00			1,500.00
Gilder (R. W.) (Political Science).....	2,400.00			2,400.00
Goldschmidt (Samuel Anthony) (Chemistry).....	1,500.00			1,500.00
Kemp.....	1,000.00			1,000.00
Emmons.....	1,675.06			1,675.06
Mitchell (William) (Letters or Science).....	525.00			525.00
Garth.....	1,650.00			1,650.00
Gottberger.....	1,425.00			1,425.00
Roberts (Lydia C.).....	20,017.20			20,017.20
Hendrick.....	1,200.00			1,200.00
Morris.....	1,800.00			1,800.00
Perkins.....	855.00			855.00
University.....	46,800.00	46,800.00		
Proudfit.....	1,500.00			1,500.00
Research in Perfume Chemistry.....	1,500.00			1,500.00
Resident.....	7,400.00	7,400.00		
Schiff.....	1,800.00			1,800.00
Tyndall.....	972.00			972.00
		125,499.26		
<b>SCHOLARSHIPS</b>				
Aldrich (James Herman) (College).....	275.00			275.00
Alma Mater.....	1,152.78			1,152.78
Alumni.....	51.45			51.45
Anonymous.....	350.00			350.00
Allen.....	312.00			312.00
Barker.....	1,250.00			1,250.00
Beck (College).....	100.00			100.00
Beck Prize (Law).....	400.00			400.00

	Expenditures	Depart- mental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
Benjamin.....	\$169.50				\$169.50
Blossom.....	500.00				500.00
Bangs.....	300.00			\$300.00	
Brooklyn (College).....	1,800.00		\$946.29	853.71	
Brooklyn (Barnard College).....	1,800.00		1,800.00		
Burgess (Annie P.) (College).....	255.00			255.00	
Burgess (Daniel M.) (College).....	255.00			255.00	
Butler (Richard).....	300.00			300.00	
Butler (Richard).....	310.00			310.00	
Campbell (College).....	600.00			600.00	
Class of 1848 (College).....	787.50			787.50	
Class of 1885, School of Mines.....	720.00			720.00	
Class of 1896 (College, Applied Science or Architecture).....	862.00			862.00	
Class of 1904.....	400.00				400.00
Class of 1909.....	177.56			177.56	
Class of 1920 (Decennial).....	28,299.97			28,299.97	
Collins (Perry McDonough) (College).....	330.00			330.00	
Class of 1892.....	7,750.00				7,750.00
Columbia University Club.....	600.00		600.00		
Curtis (University).....	770.00			770.00	
De Witt.....	2,000.00				2,000.00
College Art Association.....	300.00			300.00	
Edson.....	1,200.00			1,200.00	
Evans.....	23,515.00		23,305.16		209.84
Faculty.....	51,117.52		51,117.52		
Fund in Aid of Deserving Students.....	600.00			600.00	
Gibson.....	834.72			834.72	
Hall (George Henry) (College).....					

Drummond.....	100.00			100.00
Huber.....	250.00		250.00	
Hervy.....	351.00		351.00	
Jones (John D.) (Pure Science).....	400.00		400.00	
Killough.....	700.00		700.00	
MacMahon.....	300.00		300.00	
McClymonds (Louis K.) (College).....	1,647.00		1,647.00	50.00
Osborne.....	50.00		50.00	
Megrue (Roi Cooper).....	681.34		681.34	
Megrue (Stella Cooper).....	681.34		681.34	
Moffat (College).....	120.00		120.00	
New York State Scholarships.....	24,270.00		24,270.00	
Perkins.....	804.16		804.16	
President's Scholarship.....	2,500.00	2,500.00		
President's University.....	1,200.00	1,200.00		
Professors (Sons of).....	10,000.00	10,000.00		
Pulitzer Scholars.....	9,750.00	9,750.00		
Pulitzer Scholarships.....	12,902.50	12,902.50		
Rogers.....	211.33		211.33	
Sackett (Henry W.) (Journalism).....	600.00		600.00	
Salomon.....	300.00		300.00	300.00
Sandham (Anna M.) (Barnard College).....	845.12		845.12	
Saunders (Alex).....	625.00		625.00	
Saunders (Leslie M.) (College).....	325.00		325.00	
Schermerhorn (College).....	250.00		250.00	
Society for Promotion of Religion and Learning (College).....	2,000.00	2,000.00		
Stuart (College).....	360.00		360.00	
Summer Session.....	2,391.00		2,391.00	2,391.00
Turner (Charles Wesley) (College).....	255.00		255.00	
University Extension.....	77.00		77.00	77.00
Wheeler (John Visscher) (College).....	720.00		720.00	
Wheeler (H. A.) (Applied Science).....	360.00		360.00	
Woodworth (Florence).....	150.00		150.00	150.00
		206,621.79		

	Expenditures	Departmental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
<b>PRIZES AND MEDALS</b>					
Alpha Kappa Psi.....	\$25.00				\$25.00
Anonymous.....	150.00				150.00
Bennett.....	50.00			\$50.00	
Bearns.....	2,100.00			2,100.00	
Bearns (for Administration).....	250.00			250.00	
Brainard (Edward Sutliff) (College).....	60.00			60.00	
Butler (Nicholas Murray) Medals.....	25.00			25.00	
Chanler.....	268.07			268.07	
Chandler Medal.....	525.45			525.45	
Convers.....	55.00			55.00	
Curtis.....	65.00			65.00	
Class of 1889 Medal.....	70.00			70.00	
Deutscher Verein Prize.....	50.00			50.00	
Earle.....	75.21			75.21	
Eimer Medal.....	54.00			54.00	
Einstein.....	250.00			250.00	
Eisberg (Albert Marion) Prize (Modern History).....	95.00			95.00	
Ewell.....	50.00			50.00	
Field.....	150.00			150.00	
Fox.....	28.20			28.20	
Green (Albert Asher) Prize (College).....	55.00			55.00	
Illig Medals.....	90.00			90.00	
Michaelis Prize.....	50.00			50.00	
Montgomery (Robert H.) Prize (School of Business).....	100.50			100.50	
Newberry (John S.).....	250.00			250.00	
Ordronaux (John) Prize (Law).....	152.50			152.50	



Peel.....	117.50		117.50	
Philolexian Prize.....	70.00		70.00	
Pulitzer Prizes.....	25,322.23		25,322.23	
Pulitzer Prizes (For Administration).....	6,960.59		6,960.59	
Rolker (Charles M. Jr.) Prize (College).....	50.00		50.00	
Romaine (Benjamin F.) (Greek: College).....	234.00		234.00	
Rosoff Prize.....	25.00		25.00	
Toppan Prize.....	210.00		210.00	
University Medals.....	60.88		60.88	
Van Am Medal.....	296.50		296.50	
Van Amringe Mathematical Prize (College).....	265.00		265.00	
Van Buren (John Dash, Jr.) Prize (Mathematics: College).....	300.00		300.00	
Van Rensselaer.....	50.00		50.00	
Wendell Medal.....	35.00		35.00	
		39,090.63		
<b>FELLOWSHIPS, SCHOLARSHIPS AND PRIZES AT THE MEDICAL SCHOOL</b>				
Blumenthal (George Jr.) Scholarships.....	1,164.03		1,164.03	
Clark (Alonso) Scholarship.....	832.50		832.50	
Cock (Thomas F.) Prize.....	69.25		69.25	
Devendorf (David M.) Scholarship.....	501.87		501.87	
Doughty (Francis E.) Scholarship.....	687.50		687.50	
Du Bois (Dr. Abram) Fellowship.....	1,800.00		1,800.00	
Gies (William J.) Fellowship.....	786.90		786.90	
Harsen Scholarships.....	1,592.53		1,592.53	
Hartley (Frank) Scholarship.....	310.00		310.00	
Holt (L. Emmett) Fellowship.....	309.03		309.03	
Huber (Francis) Scholarship.....	260.00		260.00	
Huber (Viola) Scholarship.....	260.00		260.00	
Jacobi (Abraham) Scholarship.....	1,200.00		1,200.00	
James (Walter Belknap) Fellowship.....	2,500.00		2,500.00	
Markoe.....	600.00		600.00	

	Expenditures	Departmental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
McAneny (Marjorie) Scholarship.....	\$300.00	.....	.....	\$300.00	.....
Proudfit (Maria McLean) Fellowship.....	2,500.00	.....	.....	2,500.00	.....
Research Fellowship.....	3,600.00	.....	\$3,600.00	.....	.....
Smith (Joseph Mather) Prize.....	188.83	.....	.....	188.83	.....
Watson (Dr. William Perry) Prize.....	275.00	.....	.....	275.00	.....
		\$19,737.44			
		\$9,897,054.85	\$6,438,872.14	\$1,128,527.20	\$2,329,655.51

EXPENSES—BUILDINGS AND GROUNDS

	Expenditures	Departmental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
<b>MORNINGSIDE HEIGHTS</b>					
Salaries.....	\$22,000.00		\$22,000.00		
Wages.....	200,106.27		200,106.27		
Fuel.....	61,819.96		56,319.96	\$5,500.00	
Gas.....	2,540.00		2,540.00		
Maintenance of Buildings.....	97,517.32		97,517.32		
Supplies.....	27,676.82		27,676.82		
Water.....	18,115.66		18,115.66		
Telephone Service.....	50,000.00		50,000.00		
Maintenance of Residence Halls.....	240,741.86		240,741.86		
Maintenance of Journalism.....	16,299.13			16,299.13	
Public Ceremonies.....	2,818.62		2,818.62		
Summer Session: General Expense.....	14,977.52		14,977.52		
University Extension: Evening Attendants.....	6,900.00		6,900.00		
Urgent Repairs.....	62,958.40		62,958.40		
Maintenance of Riverside Quadrangle.....	650.00		650.00		
Maintenance of Faculty House.....	7,503.66		6,759.84	743.82	
Maintenance of Casa Italiana.....	6,366.09				\$6,366.09
Special Equipment.....	2,723.97		2,723.97		
Maintenance of Casa de las Espanas.....	1,141.93		1,141.93		
Sunday Opening.....	4,250.00		4,250.00		
Repairs to Class of 1888 Gates.....	280.23			280.23	
Heating University Houses.....	1,300.00		1,300.00		
		\$848,687.44			

	Expenditures	Departmental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
<b>BAKER FIELD</b>					
Maintenance.....	\$15,394.18		\$15,394.18		
Urgent Repairs.....	16,010.41		15,999.35		\$11.06
Flag Poles.....	205.10				205.10
Boat Houses.....	1,246.28		1,246.28		
<b>MEDICAL AND DENTAL SCHOOLS</b>					
Salaries.....	6,500.00		6,500.00		
Wages.....	53,177.72		53,177.72		
Steam and Refrigeration.....	22,037.50		22,037.50		
Gas.....	1,580.12		1,580.12		
Maintenance.....	16,414.83		16,414.83		
Supplies.....	10,171.09		10,171.09		
Urgent Repairs.....	568.92		568.92		
Electricity.....	14,623.19		14,623.19		
Maintenance of Bard Hall.....	46,030.41		46,030.41		
		\$203,959.75			
		\$1,052,647.19	\$1,023,241.76	\$22,823.18	\$6,582.25

EXPENSES—LIBRARY

	Expenditures	Departmental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
<b>LIBRARY</b>					
Salaries.....		\$214,640.72	\$208,840.72	\$1,500.00	\$4,300.00
<b>AVERY LIBRARY</b>					
Salaries.....	\$10,492.15		10,492.15		
Purchase of Books.....	2,104.07			2,104.07	
Binding.....	4,570.10		4,570.10		
		17,166.32			
<b>BUSINESS (SCHOOL OF) READING ROOM</b>					
Salaries.....	10,600.00		10,600.00		
Marvyn Scudder Library.....	1,500.00		1,500.00		
Books and Binding.....	3,550.00		3,550.00		15.00
		15,650.00			
<b>CASA ITALIANA LIBRARY</b>					
Salaries.....	1,974.38				1,974.38
Incidentals.....	18.25				18.25
		1,992.63			
<b>JOURNALISM LIBRARY</b>					
Salaries.....	8,535.00		300.00	8,235.00	
Books and Binding.....	1,885.31			1,885.31	
Newspapers.....	500.00			500.00	
Incidentals.....	101.71			101.71	
		11,022.02			

	Expenditures	Departmental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
<b>LAW SCHOOL LIBRARY</b>					
Salaries.....	\$26,319.30	.....	\$26,319.30	.....	.....
Books and Binding.....	26,856.34	.....	13,879.72	\$12,969.62	\$7.00
		\$53,175.64			
<b>LIBRARY SERVICE (SCHOOL OF)</b>					
Salaries.....		5,700.00	5,700.00		
<b>MEDICAL SCHOOL LIBRARY</b>					
Salaries.....	13,335.00	.....	13,335.00	.....	.....
Books and Binding.....	9,153.63	.....	9,153.63	.....	.....
Draper Library.....	140.61	.....	.....	140.61	.....
Grosvenor Library.....	106.44	.....	.....	106.44	.....
Huber Library.....	259.86	.....	.....	259.86	.....
E. G. Janeway Library.....	1,174.93	.....	.....	1,174.93	.....
Jacobi Library.....	306.68	.....	.....	306.68	.....
Weinstein Library.....	49.71	.....	.....	49.71	.....
		24,526.86			
		46,060.39			
<b>BOOKS AND SERIALS.....</b>					
<b>PURCHASES FROM SPECIAL FUNDS</b>					
Barnard Library.....	3,750.74	.....	.....	3,750.74	.....
Cothéal (Alexander).....	817.53	.....	.....	817.53	.....
Currier.....	2,204.27	.....	.....	2,204.27	.....
Johnston (Edward W. S.).....	120.00	.....	.....	120.00	.....
Manners (Edwin).....	189.23	.....	.....	189.23	.....
Reckford.....	165.19	.....	.....	165.19	.....
Reisinger (Hugo).....	246.99	.....	.....	246.99	.....
			41,160.39	4,600.00	300.00

REPORT OF THE TREASURER

Schermerhorn.....	137.25	.....	.....	137.25	.....
Schurz.....	745.32	.....	.....	745.32	.....
<b>PURCHASES FROM GIFTS</b>			8,376.52		
Anonymous.....	331.86	.....	.....	.....	331.86
Friends of the Library.....	7.10	.....	.....	.....	7.10
Loeb (James).....	213.31	.....	.....	.....	213.31
Low (William G.).....	62.71	.....	.....	.....	62.71
Montgomery (Robert H.).....	250.00	.....	.....	.....	250.00
Morris.....	1.03	.....	.....	.....	1.03
Stander.....	8.90	.....	.....	.....	8.90
<b>BINDING.....</b>	<b>17,932.17</b>	<b>.....</b>	<b>874.91</b>	<b>.....</b>	<b>.....</b>
<b>LIBRARIAN'S EMERGENCY FUND.....</b>	<b>7,838.37</b>	<b>.....</b>	<b>7,838.37</b>	<b>.....</b>	<b>.....</b>
<b>SPECIAL EQUIPMENT.....</b>	<b>545.65</b>	<b>.....</b>	<b>.....</b>	<b>545.65</b>	<b>.....</b>
<b>EMERGENCIES.....</b>	<b>1,418.36</b>	<b>.....</b>	<b>.....</b>	<b>1,418.36</b>	<b>.....</b>
<b>PRINTED CATALOGUE CARDS.....</b>	<b>611.88</b>	<b>.....</b>	<b>.....</b>	<b>611.88</b>	<b>.....</b>
<b>SUPPLIES.....</b>	<b>6,999.80</b>	<b>.....</b>	<b>.....</b>	<b>6,933.85</b>	<b>65.95</b>
<b>COLUMBIANA FUND.....</b>	<b>992.54</b>	<b>.....</b>	<b>36,338.77</b>	<b>841.54</b>	<b>151.00</b>
			<b>\$435,524.78</b>	<b>\$384,666.29</b>	<b>\$7,706.49</b>
				<b>\$43,152.00</b>	

## EXPENSES—BUSINESS ADMINISTRATION

	Expenditures	Departmental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
Salaries.....	\$89,745.66	.....	\$79,745.66	.....	\$10,000.00
Extraordinary Legal Expenses.....	258.28	.....	258.28	.....	.....
Treasurer's Office Sundries.....	2,000.00	.....	2,000.00	.....	.....
Auditing Accounts.....	5,000.00	.....	5,000.00	.....	.....
Special Corporation Expenses.....	9,504.72	.....	5,201.97	\$4,302.75	.....
Office Rent.....	6,300.00	.....	6,300.00	.....	.....
116th Street Tunnels—Franchises.....	595.00	.....	595.00	.....	.....
Amsterdam Avenue Franchise.....	527.00	.....	527.00	.....	.....
Attorney's Office Expenses.....	10,000.00	.....	10,000.00	.....	.....
		\$123,930.66			
Chaplain's House (413 West 117th Street) Taxes.....	702.00	.....	702.00	.....	.....
Dean's House (415 West 117th Street) Taxes.....	702.00	.....	702.00	.....	.....
Camp Columbia Taxes.....	379.35	.....	379.35	.....	.....
		1,783.35			
Joint Administrative Board Expenses.....	.....	1,740.73	1,740.73	.....	.....
Office of the Bursar:					
Clerical Assistance.....	54,323.92	.....	54,323.92	.....	.....
Supplies and Equipment.....	11,935.18	.....	11,935.18	.....	.....
		66,259.10			
Office of the Purchasing Agent:					
Assistance and Supplies.....	20,068.39	.....	20,068.39	.....	.....
Special Account.....	1,321.91	.....	.....	.....	1,321.91
Insurance.....	.....	21,390.30	.....	.....	.....
		46,628.93			
		\$261,733.07	\$246,108.41	\$4,302.75	\$11,321.91



EXPENSES—ANNUITIES

	Expenditures	Departmental Totals	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes
John W. Burgess Fund.....	\$4,000.00		\$4,000.00		
Edward R. Carpentier Fund.....	2,700.00			\$2,700.00	
H. W. Carpentier Fund.....	7,500.00		7,500.00		
W. Bayard Cutting, Jr., Fellowship Fund.....	600.00			600.00	
Ralph E. Mayer Fund.....	615.67			615.67	
Seidl Fund.....	600.00			600.00	
Waring Fund.....	4,513.89			4,513.89	
Anonymous Fund for Department of Metallurgy.....	5,000.00			5,000.00	
Anonymous Fund for Department of Physics.....	19,284.14			19,284.14	
Hemingway Scholarship Fund.....	2,463.17			2,463.17	
Stanwood Cockey Lodge Foundation.....	4,637.51			4,637.51	
Schuyler Fiske Seager Fund.....	9,104.21			9,104.21	
	\$61,018.59		\$11,500.00	\$49,518.59	

EXPENSES—SPECIAL APPROPRIATIONS

President's Reserve Fund.....	\$85,805.16		\$85,805.16		
Retiring Allowance Reserve Fund.....	66,870.88		47,895.98		18,974.90
Buildings and Grounds Reserve Fund.....	54,879.86		54,879.86		
Library Reserve Fund.....	50,434.66		50,275.00		159.66
Comparative Anatomy.....	1,995.37		1,995.37		
Seligman Library.....	50,000.00		50,000.00		
	\$309,985.93		\$290,851.37		\$19,134.56

## INTEREST ACCOUNT

## INTEREST PAID:

On Columbia College Bonds.....	\$7,000.00	
On College of Dental and Oral Surgery Mortgages...	6,187.50	
On Lower Estate Mortgage.....	134,354.17	
On 437 West 117th Street Mortgage.....	3,000.00	
On Current Loans.....	13,305.73	
On Upper Estate Mortgage.....	314,895.00	\$478,742.40

## DEDUCT INTEREST RECEIVED AS FOLLOWS:

503-11 Broadway.....	\$9,531.17
	<u>\$469,211.23</u>

EXPENSES—SUMMARY

	Total	From General Income	From Income of Special Endowments	From Gifts and Receipts for Designated Purposes	From Allied Corporations
Educational Administration and Instruction.....	\$9,897,054.85	\$6,438,872.14	\$1,128,527.20	\$2,329,655.51	.....
Buildings and Grounds.....	1,052,647.19	1,023,241.76	22,823.18	6,582.25	.....
Library.....	435,524.78	384,666.29	43,152.00	7,706.49	.....
Business Administration.....	261,733.07	246,108.41	4,302.75	11,321.91	.....
Annuities.....	61,018.59	11,500.00	49,518.59	.....	.....
Special Appropriations.....	309,985.93	290,851.37	.....	19,134.56	.....
Interest.....	478,742.40	478,742.40	.....	.....	.....
<b>Transferred From Gifts and Receipts for Designated purposes.....</b>	<b>\$12,496,706.81</b>	<b>\$8,873,982.37</b>	<b>\$1,248,323.72</b>	<b>\$2,374,400.72</b>	<b>\$1,704,222.47</b>
				\$670,178.25	
<b>Transferred from Income of Special Endowments and Gifts.</b>		670,080.75	5,000.00	.....	.....
Burgess (John W.).....	.....	.....	66,551.25	.....	.....
Carpentier (H. W.).....	.....	.....	850.00	.....	.....
Class of 1902.....	.....	.....	433,967.33	.....	.....
Eno (Amos F.).....	.....	.....	2,500.00	.....	.....
Fire Insurance.....	.....	.....	118,412.17	.....	.....
Kennedy (John Stewart).....	.....	.....	40,750.00	.....	.....
Van Cortlandt (Robert B.).....	.....	.....	1,000.00	.....	.....
Killough for Economics.....	.....	.....	1,000.00	.....	.....
Killough for English.....	.....	.....	.....	50.00	.....
Alumni Federation of Columbia University Gift.....	.....	.....	.....	.....	.....
<b>Total.....</b>	<b>\$12,496,706.81</b>	<b>\$8,203,901.62</b>	<b>\$1,918,354.47</b>	<b>\$670,228.25</b>	<b>\$1,704,222.47</b>

## STUDENT LOAN FUNDS

	Principal at June 30, 1931	Additions	Principal at June 30, 1932	Loans	Balance
<b>SPECIAL LOAN FUNDS</b>					
Benedict.....	\$45.00	.....	\$45.00	\$45.00	.....
Bertuch (Frederick).....	.....	\$8,031.35	8,031.35	3,199.17	\$4,832.18
Bishop (Cortlandt F.).....	563.85	.....	563.85	100.00	463.85
Blumenthal (George Jr.).....	34,978.75	654.10	35,632.85	16,747.15	18,885.70
Class of 1879, School of Mines.....	4,464.55	16.00	4,480.55	1,017.50	3,463.05
Class of 1886.....	632.18	.....	632.18	220.00	412.18
Class of 1887, School of Mines.....	12,491.24	74.32	12,565.56	4,015.26	8,550.30
Class of 1901.....	11,089.93	366.51	11,456.44	9,291.81	2,164.63
Class of 1904.....	354.43	.....	354.43	150.00	204.43
Class of 1906.....	.....	1,130.00	1,130.00	250.00	880.00
Class of 1908.....	1,085.02	8.50	1,093.52	1,069.21	24.31
Class of 1910.....	902.70	30.11	932.81	677.50	255.31
Class of 1914, War Memorial.....	1,116.17	28.48	1,144.65	851.00	293.65
Class of 1916.....	1,109.00	.....	1,109.00	162.90	946.10
Clyde (Mrs. Ethel and Miss Edith).....	3,867.67	26.77	3,894.44	3,006.76	887.68
Collins (Perry McDonough).....	5,042.40	101.85	5,144.25	4,771.22	373.03
Engineering School.....	2,500.00	.....	2,500.00	.....	2,500.00
Graham (Newton).....	14,768.44	336.84	15,105.28	11,536.19	3,569.09
Homes (Henry F.).....	5,000.20	41.94	5,042.14	1,779.07	3,263.07
Huber (Frederick W.).....	117.17	.....	117.17	.....	117.17
Kearney (Phil.).....	2,269.63	10.25	2,279.88	1,084.36	1,195.52
Knapp.....	2,197.43	.....	2,197.43	1,011.25	1,186.18
Law School.....	81.36	.....	81.36	67.50	13.86
Mesgrue (Roi Cooper) Emergency.....	1,606.22	513.26	2,119.48	329.00	1,790.48
Moore.....	.....	100.00	100.00	.....	100.00
Payne (C. Q.).....	3,430.19	13.04	3,443.23	3,319.29	123.94

Seth Low Junior College.....	461.85	461.85	461.85	461.85	461.85
Shoemaker (William Brock).....	6,968.27	290.83	7,259.10	4,461.74	2,797.36
Stabler (Edward L.).....	1,311.07	.....	1,311.07	362.00	949.07
Students.....	31,968.36	1,174.79	33,143.15	32,139.88	1,003.27
University Extension.....	3,567.87	76.84	3,644.71	3,561.03	83.68
Total Special.....	\$153,529.10	\$13,487.63	\$167,016.73	\$105,225.79	\$61,790.94
<b>GENERAL LOAN FUNDS</b>					
Architecture Scholarship.....	\$6,404.38	\$1,255.97	\$7,660.35	\$7,207.17	453.18
Business Scholarship.....	34,882.40	6,683.51	41,565.91	28,399.54	13,166.37
College Scholarship.....	53,140.70	10,876.95	64,017.65	62,797.98	1,219.67
Engineering Scholarship.....	23,727.68	4,506.24	28,233.92	17,439.05	10,794.87
Fund of \$40,000.....	43,495.65	1,297.14	44,792.79	43,488.21	1,304.58
Graduate Scholarship.....	42,255.47	7,908.22	50,163.69	49,160.47	1,003.22
Journalism Scholarship.....	13,988.33	2,676.14	16,664.47	10,493.63	6,170.84
Law Scholarship.....	60,707.09	11,579.42	72,286.51	51,939.37	20,347.14
Medicine Scholarship.....	68,568.53	13,535.13	82,103.66	48,784.97	33,318.69
School of Dental and Oral Surgery.....	.....	2,000.00	2,000.00	1,810.00	190.00
Total General.....	\$347,170.23	\$62,318.72	\$409,488.95	\$321,520.39	\$87,968.56
Total of Special and General Loan Funds.....	\$500,699.33	\$75,806.35	\$576,505.68	\$426,746.18	\$149,759.50

LOANS TO STUDENTS

Special and General as above.....	\$426,746.18
General (Special 1914-1915 Loan Account).....	631.00
(Special 1923-1924 Loan Account).....	614.54
Less Reserves.....	\$427,991.72
Net.....	16,516.23
	<u>\$411,475.49</u>

## BALANCE SHEET AT JUNE 30, 1932

ASSETS	General Funds	Special Endowments and Funds	Total
Cash at Banks and on hand .....	\$19,336.99	\$73,046.83	\$92,383.82
Notes Receivable.....	267,493.97	70,138.00	337,631.97
Accounts Receivable:			
Sundry Debtors.....	\$57,990.17		
Accounts Receivable—Students, Less Reserve..	23,521.78		
Arrears of Rent (see page 49).....	89,969.60		
	127,712.80	43,768.75	171,481.55
Inventories of Materials and Supplies.....	296,274.59		296,274.59
Loans to Students, Less Reserve (see page 43).....	322,099.17	89,376.32	411,475.49
Rents Accrued—not due.....	10,764.16		10,764.16
Deferred Charges.....	62,538.90	2,993.29	65,532.19
Advances:			
Building Loan.....		180,000.00	180,000.00
Against Future Appropriations and Requests.....	66,069.04		66,069.04
On account of income of Special Endowments and Gifts (see pages 59 and 71).....		47,381.40	47,381.40
University Patents, Inc.....	1,713.04		1,713.04
Investment of Deposits—Book Value (see contra \$52,839.06)....	21,800.00		21,800.00
Real Estate and Investments:			
Rental Property:			
General Funds:			
Upper and Lower Estates at 1932 assessed valuation.....	\$32,410,237.99		
Other Property at net book values (see page 110)....	5,537,466.44	\$37,947,704.43	
Special Funds.....	5,879,289.62	37,947,704.43	43,826,994.05
Securities owned—book value (see page 101).....	1,594,485.73	33,215,271.56	34,809,757.29
University Land, Buildings and Equipment at cost (see page 108)..	36,194,479.62		36,194,479.62
	\$76,932,472.44	\$39,601,265.77	\$116,533,738.21
Loans—due to General Funds and Special Endowments and Funds.....	242.44	44,746.03	44,988.47
	<u>\$76,932,714.88</u>	<u>\$39,646,011.80</u>	<u>\$116,578,726.68</u>

BALANCE SHEET AT JUNE 30, 1932

LIABILITIES, RESERVES, FUNDS AND CAPITAL	General Funds	Special Endowments and Funds	Total
Notes Payable.....	\$600,000.00		\$600,000.00
Accounts Payable.....	20,435.15		20,435.15
Deposits:			
Students.....	\$15,531.18		
Others (contra \$21,800.00).....	52,839.06		
	<hr/>		
	68,370.24		68,370.24
Payments Received in Advance:			
Students fees.....	52,206.17		
Prepaid Rents—Rental Properties.....	2,558.77		
	<hr/>		
	54,764.94	483.33	55,248.27
Interest Payable—accrued.....	178,836.66		178,836.66
Deferred Credit—Upper Estate.....	175,695.20		175,695.20
Mortgages Payable:			
Upper Estate.....	\$7,820,000.00		
Lower Estate.....	2,450,000.00		
Rental Property, etc.....	4,561,800.00		
Academic Property.....	172,500.00		
	<hr/>		
	15,004,300.00		15,004,300.00
Reserves:			
Contingent items.....	206,696.00		
Requisitions outstanding: estimates.....	450,176.42		
Unexpended income of Special Endowments (see page 59).....	470,684.96	186,187.46	656,872.42
Unexpended Gifts and Receipts for Designated Purposes (see page 71).....		1,047,171.90	1,047,171.90
		<hr/>	
		510,488.35	510,488.35
Endowments and Funds:			
Special Endowments (see page 155).....		37,711,692.78	37,711,692.78
Student Loan Endowments (see page 43).....	409,488.95	167,016.73	576,505.68
Permanent—for purchase of land, etc. (see page 157).....	21,547,406.70		21,547,406.70
Amortization—Loan of 1925.....	525,000.00		525,000.00
Amortization—loan of 1931.....	180,000.00		180,000.00
Capital Account (see page 46).....	37,675,714.86		37,675,714.86
	<hr/>		
	\$76,910,697.66	\$39,623,040.55	\$116,533,738.21
Loans—due from General Funds and Special Endowments and Funds.....	22,017.22	22,971.25	44,988.47
	<hr/>		
	\$76,932,714.88	\$39,646,011.80	\$116,578,726.68
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## CAPITAL ACCOUNT AT JUNE 30, 1932

Balance—July 1, 1931.....		\$38,319,089.20
ADD:		
Increase in book value of Upper and Lower Estates based on 1932 assessed valuations.....	\$1,541,000.00	
Redemption of Columbia College Bonds.....	700,000.00	
Transferred from Gifts (various).....	5,117.00	
Adjustment of fees and expenses applicable to pre- vious years (net).....	12,087.15	
	<hr/>	\$2,258,204.15
DEDUCT:		
Cost of acquisition of various upper estate properties —written off.....	2,429,038.70	
Expenses of loan of 1931.....	27,021.41	
Arrears of rent—written off.....	7,828.09	
Carrying charges—old Dental School.....	5,193.53	
Carrying charges—old Medical School.....	21,860.36	
Alterations—old Dental School.....	3,251.37	
Alterations—old Medical School.....	11,847.18	
Publication of directory of former members of School of Business.....	212.00	
Alterations—417 West 117th Street.....	1,093.23	
Annuity payments applicable to previous years.....	1,149.60	
Reserve for Doubtful Accounts.....	40,383.29	
	<hr/>	\$2,548,878.76
Net deductions.....		290,674.61
		<hr/>
		\$38,028,414.59
LESS:		
Transferred to Special Endowments and Gifts:		
To Student Loan Funds.....	53,840.00	
To Summer Session Scholarship Gift.....	1,722.00	
To Frederick A. Schermerhorn Gift.....	543.61	
To Fund for Care of Animals.....	2,981.01	
	<hr/>	\$59,086.62
Transferred from Principal of Special Endowments (Civil Engineering Testing Laboratory Fund)....	344.30	
	<hr/>	58,742.32
Balance.....		\$37,969,672.27
DEDUCT:		
Excess of Expenditures over Income for fiscal year ended June 30, 1932.....		293,957.41
		<hr/>
Balance—June 30, 1932.....		\$37,675,714.86
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## R. T. LINGLEY & CO.

ACCOUNTANTS AND AUDITORS

NO. 120 BROADWAY, NEW YORK

CABLE ADDRESS, 'AUDITORS-NEWYORK

September 28, 1932.

### C E R T I F I C A T E

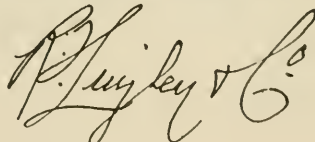
We have examined the books and records of the Treasurer of Columbia University in the City of New York for the fiscal year ended June 30, 1932 and we are satisfied as to the general correctness of the accounts. Our detailed report thereon has been submitted to the Treasurer.

The cash at banks and on hand has been verified and the securities representing the invested endowments and funds have either been produced to us or verified by a certificate received from the depository. We have verified the income receivable from invested endowments and funds and have tested and substantially verified all other income shown by the books of the University. Payments made from principal and from income of General and Special Funds and Gifts have been tested to satisfy ourselves of their general accuracy.

The securities owned are carried either at their purchase price or at the market value at the date of their acquisition by gift. No provision has been made in the accounts for shrinkage in market values at June 30, 1932.

The Academic Properties, covering Land, Buildings and Equipment are carried in the accounts at cost or assessed valuations at date of acquisition. The properties known as the Upper and Lower Estates are carried at 1932 New York City assessed valuations. The other properties of the University are carried at cost, cost plus carrying charges, 1923 and 1927 New York City assessed valuations, and in a few instances at nominal values. These valuations, for the purpose of the accompanying Balance Sheet, appear to us to be proper. In most instances, depreciation on varying bases has been deducted from the book value of active rental properties.

On the basis stated above, WE HEREBY CERTIFY that the Balance Sheet submitted herewith is in accordance with the books, and, in our opinion, fairly reflects the financial status of the University at June 30, 1932.



### Payments by Allied Corporations

(1) Salaries and Annuities Account Barnard College. Credited to the following Departments:		
General University Administration.....	\$35,600.00	
Anthropology.....	5,000.00	
Botany.....	22,400.00	
Chemistry.....	21,000.00	
Economics.....	14,550.00	
English and Comparative Literature.....	58,200.00	
Fine Arts.....	11,900.00	
Geology.....	9,300.00	
Germanic Languages.....	17,500.00	
Greek and Latin.....	21,000.00	
History.....	27,300.00	
Mathematics.....	18,400.00	
Music.....	5,000.00	
Philosophy and Psychology.....	35,399.99	
Physical Education.....	27,000.00	
Physics.....	8,000.00	
Public Law.....	13,200.00	
Religion.....	800.00	
Romance Languages.....	45,800.00	
Social Science.....	10,000.00	
Zoology.....	29,400.00	
Library.....	3,600.00	
Business Administration.....	10,000.00	
Annuity Contributions.....	13,619.59	
Retiring Allowances.....	1,797.04	
		\$465,766.62
(2) Salaries and Annuities Account Teachers College. Credited to the following Departments:		
General University Administration.....	400.00	
Food Chemistry.....	1,200.00	
Education and Practical Arts.....	866,561.00	
Institute of Public Health.....	1,200.00	
Annuity Contributions.....	39,010.54	
		908,371.54
(3) Carnegie Foundation. Credited to the following:		
Philosophy and Psychology.....	3,600.00	
Physics.....	3,600.00	
Retiring Allowances.....	91,350.23	
Widows' Allowances.....	36,143.69	
Zoology.....	4,000.00	
		138,693.92
(4) Presbyterian Hospital. Credited to the following:		
Laboratories.....		26,500.00
(5) St. Stephen's College. Credited to the following:		
Salaries.....		68,231.76
(6) The New York Post-Graduate Medical School and Hospital. Credited to the following:		
Salaries.....		96,658.63
		<u>\$1,704,222.47</u>

ARREARS OF RENT, JUNE 30, 1932

UPPER ESTATE		
12 West 49th Street.....	\$1,232.50	
14 West 49th Street.....	2,205.00	
	<hr/>	\$3,437.50
LOWER ESTATE		
55-57 Barclay Street.....	3,125.01	
65-67 Barclay Street.....	2,158.36	
75-77-79 Barclay Street.....	3,019.17	
503-11 Broadway.....	1,250.00	
237 Greenwich Street.....	450.00	
252-54 Greenwich Street.....	1,525.00	
261-67 Greenwich Street.....	2,777.56	
38 Murray Street.....	249.99	
44 Murray Street.....	122.93	
28-30 West Broadway.....	791.67	
42 West Broadway.....	752.87	
46 West Broadway.....	662.50	
52 West Broadway.....	960.00	
	<hr/>	17,845.06
RENTAL PROPERTY		
115th Street and Amsterdam Avenue.....	2,848.35	
21 Claremont Avenue.....	720.43	
29-35 Claremont Avenue.....	1,326.69	
39-41 Claremont Avenue.....	585.64	
70 Haven Avenue.....	2,096.44	
70 Morningside Drive and 400 West 118th Street.....	5,884.41	
460-64 Riverside Drive.....	5,466.79	
403 West 115th Street.....	2,269.50	
404 West 116th Street.....	1,948.97	
424-30 West 116th Street.....	6,025.08	
	<hr/>	29,172.30
ENO ESTATE		
1910 Broadway.....	366.68	
1680 Broadway.....	21,362.91	
50 South Washington Square.....	625.00	
430 West Broadway.....	150.00	
432 West Broadway.....	91.00	
434 West Broadway.....	164.00	
434½ West Broadway.....	240.00	
44 West 64th Street.....	610.00	
46 West 64th Street.....	310.00	
68th Street and Broadway.....	8,750.00	
21 South Street.....	150.00	
5-7 Mercer Street.....	4,473.14	
27 Coenties Slip.....	65.00	
426-28 West Broadway.....	1,041.67	
456 West Broadway.....	100.00	
15 West 60th Street.....	80.00	
	<hr/>	38,579.40
PHOENIX ESTATE		
94 First Avenue.....		432.00
HEMINGWAY PROPERTY		
237 Grand Street, Jersey City, N. J.....		120.00
SPECIAL PROPERTY		
19-21 West 36th Street.....		383.34
	<hr/>	

\* \$89,969.60

\* Since June 30, 1932, this amount has been reduced to \$43,745.76.

RECEIPTS AND DISBURSEMENTS OF INCOME OF SPECIAL ENDOWMENTS  
FOR THE YEAR ENDING JUNE 30, 1932

ACCOUNTS	Debit Balances June 30, 1931	Credit Balances June 30, 1931	Received 1931-1932	Total Credits	Expended 1931-1932	Debit Balances June 30, 1932	Credit Balances June 30, 1932
Adams (Ernest Kempton).....		\$11,063.06	\$2,675.98	\$13,739.04	(1) 11,250.00		\$2,489.04
Aldrich (James Herman).....		50.01	250.00	300.01	275.00		25.01
Alumni Federation of Columbia University.....			6,101.50	6,101.50	(89) 6,101.50		
Alumni War Bonus.....		412.32	336.35	748.67			748.67
Anonymous for Cancer Research.....			208.33	208.33			208.33
Anonymous for Church and Choral Music.....		5,015.56	5,050.00	10,065.56	5,000.00		5,065.56
Anonymous for Department of Metallurgy.....		4,152.78	5,000.00	9,152.78	5,000.00		4,152.78
Anonymous for Department of Physics.....	1,239.58		20,517.97	19,278.39	19,284.14	5.75	
Art Professorship.....		1,000.00	5,000.00	6,000.00	5,100.00		900.00
Avery Architectural.....		1,867.74	2,500.00	4,367.74	2,104.07		2,263.67
Baier (Victor).....		1,227.34	1,017.64	2,244.98	(2) 2,000.00		244.98
Bangs (Francis Sedgwick).....		360.00	300.00	660.00	300.00		360.00
Barker (Clarence) Musical Scholarship.....		4,515.99	1,320.56	5,836.55	(3) 5,250.00		586.55
Barlow Medals.....		57.90	109.73	167.63	60.88		106.75
Barnard Fellowships.....		1,836.31	500.00	2,336.31			2,336.31
Barnard Library.....		1,420.42	3,792.50	5,212.92	(4) 3,810.74		1,402.18
Barnard (Margaret).....			812.50	812.50	(5) 812.50		
Bearns (Joseph H.).....		6,055.96	2,141.87	8,197.83	2,350.00		5,847.83
Beck Prize.....		80.00	400.00	480.00	400.00		80.00
Beck Scholarship.....		20.00	100.00	120.00	100.00		20.00
Beckman (Gerard).....		100.00	500.00	600.00	600.00		
Beer (Julius).....		1,368.04	514.54	1,882.58			1,882.58
Bennett Prize.....			50.00	477.38	50.00		427.38
Bergh (Henry).....		10,669.56	5,043.48	15,713.04	9,500.00		6,213.04
Bertuch (Frederick).....		4,866.02	3,150.00	8,016.02	(6) 8,016.02		

Blumenthal Endowment.....	1,099.60	6,748.18	7,847.78	5,000.00	2,847.78
Bondy (Emil C.).....	10,369.14	5,000.00	15,369.14	3,809.19	11,559.95
Boring Fellowship.....	1,100.61	310.00	1,410.61	930.00	480.61
Bouvier (W. Sergeant) Cup.....	29.73	50.00	79.73	.....	79.73
Brainard (Edward Sutliff) Memorial.....	12.00	60.00	72.00	60.00	12.00
Bridgham (Samuel Willard).....	3,688.66	1,161.73	4,850.39	(7) 4,600.00	250.39
Brunner Prize.....	708.61	74.85	783.46	(8) 700.00	83.46
Burgess (Annie P.) Scholarship.....	50.00	250.00	300.00	255.00	45.00
Burgess (Daniel M.) Scholarship.....	50.00	250.00	300.00	255.00	45.00
Burgess (John W.).....	.....	5,000.00	5,000.00	5,000.00	.....
Butler (Nicholas Murray) Medal.....	782.55	150.00	932.55	25.00	907.55
Butler (Richard).....	578.12	283.82	861.94	800.00	61.94
Campbell Scholarship.....	60.00	300.00	360.00	310.00	50.00
Carpenter (Clarence).....	2,143.53	1,000.00	3,143.53	1,970.00	1,173.53
Carpenter (Edward R.).....	2,500.00	12,500.00	15,000.00	8,500.00	6,500.00
Carpentier (H. W.).....	.....	66,551.25	66,551.25	66,551.25	.....
Carpentier (James S.).....	9,807.40	15,001.56	24,808.96	12,985.58	11,823.38
Casa de las Espanas Endowment.....	134.66	257.87	392.53	.....	392.53
Casa de las Espanas Permanent.....	1.63	4.95	6.58	.....	6.58
Casa Italiana Endowment.....	.....	419.52	419.53	419.52	.01
Castner (Hamilton Young).....	2,625.30	14,250.00	16,875.30	16,337.10	538.20
Center Fund.....	1,800.00	9,000.00	10,800.00	9,000.00	1,800.00
Chamberlain (Joseph P.).....	1,000.00	7,500.00	8,500.00	8,289.00	211.00
Chamberlain (Lydia C.).....	21,786.02	21,000.00	42,786.02	(89)21,303.22	21,482.80
Chandler (Charles Frederick).....	549.79	375.00	924.79	525.45	399.34
Chanler Prize.....	268.07	55.00	323.07	268.07	55.00
Chapel Furnishing.....	79.80	19.00	98.80	.....	98.80
Chapel Music.....	10.50	52.50	63.00	63.00	.....
Civil Engineering Fire Testing Station.....	371.79	413.41	785.20	.....	785.20
Civil Engineering Testing Laboratories Fund.....	1,258.16	2,238.47	3,486.63	3,486.63	.....
Class of 1848 Scholarship.....	100.00	500.00	600.00	600.00	.....
Class of 1869.....	38.57	4.95	43.52	.....	43.52
Class of 1881 Arts and Mines.....	193.19	100.00	293.19	.....	293.19

ACCOUNTS	1931		1931-1932		Total Credits	1932	
	Debit Balances June 30,	Credit Balances June 30,	Received 1931-1932	Expended 1931-1932		Debit Balances June 30,	Credit Balances June 30,
Class of 1885 Mines.....		131.25	656.25	787.50			
Class of 1888 Arts and Mines.....		280.23	20.00	300.23		20.00	
Class of 1889 Medal.....		115.20	25.00	140.20		70.20	
Class of 1892 Arts and Mines.....		138.79	353.96	492.75		162.75	
Class of 1896 Arts and Mines.....		126.11	700.00	826.11		106.11	
Class of 1901 Decennial.....		14.00	70.00	84.00			
Class of 1902.....			850.00	850.00			
Class of 1904.....		60.00	800.00	860.00			
Class of 1909.....		70.78	50.00	120.78			
Class of 1920.....		22.44	200.00	177.56		2.00	
Class of 1927.....			16.67	16.67			
Collins (Perry McDonough).....		4,710.89	28,300.00	33,010.89	(10)	3,857.21	
Columbia Alumni in Memoriam.....		33.13	66.25	99.38		33.13	
Columbia Alumni in Perpetuity.....		100.00	200.00	300.00		100.00	
Columbia Hudson-Fulton Prize.....		210.00	50.00	260.00		260.00	
Columbia University Football Association.....			501.88	501.88		501.88	
Columbiana Endowment.....		85.10	792.19	877.29		841.54	
Convers (E. B.).....		330.13	55.00	385.13		35.75	
Cothéal.....		319.12	851.25	1,170.37		330.13	
Crocker (George).....		80,070.19	74,250.00	154,320.19		352.84	
Crosby (William O.).....		187.94	85.00	272.94		77,450.84	
Cross (A. K.).....		176.87	85.25	262.12		187.94	
Currier (Nathaniel).....		964.73	2,500.00	3,464.73		262.12	
Curtis (Carlton C.).....		15,797.41	1,967.21	17,764.62		1,260.46	
Curtis Fellowship.....		3,882.72	500.00	4,382.72		17,764.62	
Curtis (George William).....		141.09	65.00	206.09		2,882.72	
Cutting (W. Bayard).....		1,627.71	8,000.00	9,627.71		141.09	
Cutting (W. Bayard, Jr.).....			836.37	836.37	(11)	6,627.71	

Da Costa Professorship.....	866.00	4,330.00	5,196.00	4,330.00	866.00
Darling (Edward A.).....	204.44	53.50	257.94	250.00	257.94
Dean (Bashford).....	136.81	250.00	386.81	250.00	136.81
Dean Lung.....	11,164.02	12,500.00	23,664.02	13,141.28	10,522.74
Deutscher Verein Prize.....	332.94	50.00	382.94	50.00	332.94
Deutsches Haus.....	2,082.79	893.60	2,976.39	41.52	2,934.87
De Witt (George C.).....	956.12	770.00	1,726.12	770.00	956.12
Ditson (Charles H.).....	638.89	5,000.00	5,638.89	5,000.00	638.89
Drisler Classical.....	1,754.60	550.73	2,305.33	(12) 1,878.00	427.33
Dunning (William A.).....	2,099.61	2,120.37	4,219.98	(13) 3,788.33	431.65
Dyckman.....	1,838.77	542.64	2,381.41	(14) 1,700.00	681.41
Earle Prize.....	308.96	66.25	375.21	75.21	300.00
Eaton Professorship.....	6,200.00	5,000.00	11,200.00	5,000.00	6,200.00
Edson (Herman Aldrich).....	50.00	250.00	300.00	300.00	50.00
Eimer (August O.) Medal.....	150.42	50.00	200.42	54.00	146.42
Einstein.....	1,871.20	250.00	2,121.20	250.00	1,871.20
Ellis (George Adams) Scholarship.....	1,072.84	334.11	1,406.95	(11) 800.00	606.95
Ellis (George W.).....	825.69	3,750.00	4,575.69	3,200.00	1,375.69
Eisberg (Albert Marlon).....	7.34	95.00	102.34	95.00	7.34
Emmons (Samuel Franklin).....	2,139.08	837.50	2,976.58	1,675.06	1,301.52
Eno (Amos F.).....	4,000.00	433,967.33	433,967.33	433,967.33	4,000.00
Evans Fellowship.....	200.00	1,500.00	5,500.00	1,500.00	200.00
Evans (Henry) Scholarship.....	105.42	1,000.00	1,200.00	1,200.00	105.42
Ewell (Ella Marie) Medal.....	49.60	50.00	155.42	50.00	49.60
Faculty House Maintenance.....	773.59	750.00	799.60	743.82	55.78
Ferguson (David W. and Ellen A.).....	28.75	500.00	1,273.59	.....	1,273.59
Field (Otis W.).....	28.75	18,706.27	18,775	(15) 150.00	28.75
Fine Arts Endowment.....	.....	18,706.27	18,706.27	(15) 18,706.27	.....
Fire Insurance.....	.....	2,500.00	2,500.00	2,500.00	.....
Fox (Richard H.) Prize.....	5.57	28.01	33.58	28.20	5.38
Garth Memorial.....	2,135.57	825.00	2,960.57	1,650.00	1,310.57
Gebhard Professorship.....	200.00	1,000.00	1,200.00	1,200.00	200.00
German Lecture.....	113.50	62.50	176.00	61.75	114.25

ACCOUNTS	Debit	Credit	Received	Total	Expended	Debit	Credit
	Balances June 30, 1931	Balances June 30, 1931	1931-1932	Credits	1931-1932	Balances June 30, 1932	Balances June 30, 1932
Gibson (William Henry).....		100.00	500.00	600.00	600.00		
Gilder (Richard Watson).....		2,781.61	2,444.10	5,225.71	(16) 4,900.00		325.71
Goldschmidt (Samuel Anthony).....		743.94	1,500.00	2,243.94	1,500.00		743.94
Gothheil (Gustav).....		810.25	921.25	1,731.50	921.25		810.25
Gottsberger (Cornelius Heeney).....		3,435.91	475.00	3,910.91	1,425.00		2,485.91
Green Prize.....		103.75	50.00	153.75	55.00		98.75
Hall (George Henry).....		116.00	725.00	841.00	834.72		6.28
Hamilton (John Church).....		83.97	50.00	133.97			133.97
Harriman (Reverend Orlando).....		2,546.57	5,874.45	8,421.02	(22) 8,377.82		43.20
Harris (Ellen C.).....		1,609.95	5,878.52	7,488.47	(17) 6,755.57		732.90
Harrison (James Renwick) Scholarship.....			278.04	278.04			278.04
Houghton (Percy D.).....			249.22	249.22	(23) 249.22		
Hepburn (A. Barton) Endowment.....		22,713.83	44,803.28	67,517.11	(18) 64,715.23		2,801.88
Hepburn (A. Barton) Professorship.....		1,500.00	7,500.00	9,000.00	7,750.00		1,250.00
Hervey (William Addison).....		524.15	175.50	699.65	351.00		348.65
Huber (Frederick W., Jr.) Scholarship.....		158.33	250.00	408.33	250.00		158.33
Illig Medal.....		187.43	115.00	302.43	90.00		212.43
Indo-Iranian.....		150.00	750.00	900.00	900.00		
James (D. Willis).....		1,000.00	5,000.00	6,000.00	6,000.00		
Jefferson Statue Maintenance.....		609.90	90.00	699.90			699.90
Johnston (Edw. W. S.).....		20.00	100.00	120.00	120.00		
Kellett (Euretta J.).....			8,393.57	8,393.57			8,393.57
Kemp (James Furman).....		875.00	1,000.00	1,875.00	1,000.00		875.00
Kennedy (John Stewart).....			118,412.17	118,412.17	118,412.17		
Killough (James H.) Scholarship.....		1,050.00	1,400.00	2,450.00	700.00		1,750.00
Killough (Walter H. D.) for Economics.....			1,000.00	1,000.00	1,000.00		
Killough (Walter H. D.) for English Literature.....			1,000.00	1,000.00	1,000.00		



Killough (Walter H. D.) for International Peace.....	5,282.62	5,282.62	2,500.00	2,782.62
Killough (Walter H. D.) for Scientific Research.....	2,641.31	2,641.31	2,641.31	.....
Lasher (John K.).....	50.00	60.00	60.00	.....
Law Library.....	262.50	1,335.28	929.74	405.54
Libbey (Jonas M.).....	10,838.16	13,076.08	10,598.90	2,477.18
Lodge (Stanwood Cockey).....	4,637.51	4,637.51	.....	.....
Loubat.....	455.83	6,228.90	(*) 5,000.00	1,228.90
Loubat Professorship.....	5,000.00	6,000.00	6,000.00	.....
Lying Fellowship.....	2,000.00	2,116.67	.....	2,116.67
MacMahon (Katherine).....	300.00	410.46	300.00	110.46
Maison Francaise.....	250.00	300.00	250.00	50.00
Manners (Edwin).....	150.00	245.48	189.23	56.25
Matthews (James Brander).....	3,574.90	3,988.01	2,608.52	1,379.49
Mayer (Ralph Edward).....	615.67	615.67	615.67	.....
McClymonds Scholarship.....	274.51	1,647.01	1,647.00	.01
McKim Fellowship.....	1,250.00	4,329.68	.....	4,329.68
Megrue (Rol C.).....	500.00	500.00	500.00	.....
Megrue (Rol C.) Scholarship.....	350.00	681.34	681.34	.....
Megrue (Stella C.) for Basketball.....	50.00	50.00	50.00	.....
Megrue (Stella C.) Scholarship.....	350.00	731.54	681.34	50.20
Member of Class of 1885.....	52.50	177.16	.....	177.16
Mergentime (James Henry).....	81.05	161.05	.....	161.05
Michaels (Dr. Alfred Moritz) Prize.....	10.00	60.00	50.00	10.00
Miller (Nathan J.).....	19,067.24	31,942.24	(21)29,221.75	2,720.49
Mitcheil (William).....	612.50	500.00	525.00	587.50
Moffat Scholarship.....	20.00	100.00	120.00	.....
Montgomery (Robert H.) Prize.....	20.10	100.50	100.50	20.10
Morris (August Newbold).....	1,339.17	1,964.17	1,800.00	164.17
Morrow (Dwight W.).....	83.33	83.33	.....	83.33
Mosenthal Fellowship.....	1,667.39	2,042.39	.....	2,042.39
Murray (George W.).....	1,777.94	3,027.94	2,539.88	488.06
Murtlia (Thomas F.) Scholarship.....	81.94	81.94	.....	81.94
Niven (Robert Johnston).....	11,916.67	21,916.67	10,300.00	11,616.67
Ordronnaux (John).....	30.50	183.00	152.50	30.50

ACCOUNTS	Debit Balances June 30, 1931	Credit Balances June 30, 1931	Received 1931-1932	Total Credits	Expended 1931-1932	Debit Balances June 30, 1932	Credit Balances June 30, 1932
Peele (Robert).....		202.50	100.00	302.50	117.50		185.00
Pell (Mary B.).....			18,030.91	18,030.91	(29)18,030.91		
Perkins Fellowship.....		835.43	285.00	1,120.43	855.00		265.43
Perkins (Edward H. Jr.) Scholarship.....		1,554.17	750.00	2,304.17	804.16		1,500.01
Peters (William Richmond, Jr.).....		7,477.08	3,000.00	10,477.08	2,295.15		8,181.93
Phillips (Harriet S.) for Barnard College.....		35.85	4,483.31	4,519.16			4,519.16
Phillips (Harriet S.) for School of Journalism.....		649.43	1,025.00	1,674.43			1,674.43
Philolexian Centennial Washington Prize.....		227.62	50.00	277.62			277.62
Philolexian Prize.....		156.16	70.81	226.97	170.00		56.97
Phoenix Legacy.....		135,595.33	36,525.82	172,121.15	(29)63,004.73		109,116.42
Prentice.....			250.00	250.00	250.00		
President's House Furnishing and Equipment.....			1,739.00	1,739.00	1,739.00		
Proudfit (Alexander Moncrief).....		890.00	750.00	1,640.00	1,500.00		140.00
Psychology.....		1,000.00	5,000.00	6,000.00	6,000.00		
Pulitzer (Joseph) for School of Journalism.....		11,800.59	65,326.13	77,126.72	69,894.41		7,232.31
Pulitzer Prize.....		20,356.06	27,500.00	47,856.06	35,535.24		12,320.82
Pulitzer Scholarship.....		12,631.49	14,461.67	27,093.16	(29)24,902.50		2,190.66
Reckford (Louis J.).....		143.03	125.00	268.03	165.19		102.84
Reisinger (Hugo).....		50.00	250.00	300.00	246.99		53.01
Revolving Loan Fund for Athletic Activities.....			605.15	2,479.10			2,479.10
Rhodes (F. P.).....		1,873.95	117.55	1,991.50	117.55		
Rhodes (F. P.).....			117.55	117.55	(29) 861.33		121.47
Rogers (Howard Malcolm).....		733.83	248.97	982.80	50.00		48.86
Rolker (Charles M., Jr.).....		48.86	50.00	98.86	50.00		48.86
Romaine (Benjamin F.).....		40.60	217.50	258.10	234.00		24.10
Ross (George).....			1,559.72	1,256.60	757.76		498.84
Sackett (Henry W.).....		303.12	600.00	1,315.00	600.00		715.00
Sandham (Anna M.).....		348.12	500.00	848.12	845.12		3.00

Saunders (Alexander).....	150.00	600.00	750.00	625.00	125.00
Saunders (Leslie M.) Endowment.....	37.50	300.00	337.50	325.00	12.50
Schermerhorn (F. Augustus) Fellowship.....	2,755.53	625.00	3,380.53	.....	3,380.53
Schermerhorn Scholarship.....	50.00	250.00	300.00	250.00	50.00
Schermerhorn (William C.).....	8,653.44	25,000.00	33,653.44	27,273.43	6,380.01
Schiff (Jacob H.) Endowment.....	1,000.00	5,000.00	6,000.00	4,250.00	1,750.00
Schiff Fellowship.....	3,027.87	900.00	3,927.87	1,800.00	2,127.87
School of Dental and Oral Surgery Endowment.....	7,403.30	3,180.59	10,583.89	.....	10,583.89
Schurz (Carl) Fellowship.....	573.77	500.00	1,073.77	.....	1,073.77
Schurz (Carl) Library.....	317.32	535.00	852.32	745.32	107.00
Seager (Schuyler Fiske).....	.....	12,880.18	12,880.18	9,104.21	3,775.97
Settl.....	.....	600.00	600.00	600.00	.....
Shoemaker (William Brock).....	97.50	500.00	597.50	545.20	52.30
Smyth (David W.).....	152.79	1,000.00	1,152.79	1,152.78	.01
Social and Political Ethics Professorship.....	.....	2,151.46	2,151.46	.....	.....
Stokes (Caroline Phelps).....	465.00	1,000.00	1,465.00	1,375.00	90.00
Stuart Scholarship.....	60.00	300.00	360.00	360.00	.....
Toppan Prize.....	138.75	210.00	348.75	210.00	138.75
Trowbridge Fellowship.....	1,698.54	626.46	2,325.00	1,500.00	825.00
Turner (Charles W.).....	.....	255.00	255.00	255.00	.....
Tyndall Fellowship.....	4,091.39	575.00	4,666.39	972.00	3,694.39
University Publication.....	20.05	20.05	40.10	.....	40.10
Van Am Prize.....	727.59	310.76	1,038.35	736.50	301.85
Van Amringe Memorial.....	38.79	25.00	63.79	.....	63.79
Van Amringe (Professor).....	139.31	255.00	394.31	265.00	129.31
Van Buren Mathematical.....	201.28	275.00	476.28	300.00	176.28
Van Corlandt (Robert B.).....	.....	40,750.00	40,750.00	40,750.00	.....
Van Praag (L. A.).....	1,287.53	400.00	1,687.53	.....	1,687.53
Van Rensselaer (Mariana Griswold).....	88.40	50.00	138.40	50.00	88.40
Waring (Mrs.).....	.....	2,500.00	2,500.00	2,013.89	486.11
Waring (Miss).....	.....	2,500.00	2,500.00	2,500.00	.....
Wendell.....	38.95	19.50	58.45	35.00	23.45
Whiteler (H. A.) Scholarship.....	60.00	300.00	360.00	360.00	.....

ACCOUNTS	Debit Balances June 30, 1931	Credit Balances June 30, 1931	Received 1931-1932	Total Credits	Expended 1931-1932	Debit Balances June 30, 1932	Credit Balances June 30, 1932
Wheeler (John Visscher) Scholarship.....		120.00	600.00	720.00	720.00		.....
Wolffmer (Charles Berthold).....		9.72	250.00	259.72	.....		259.72
Special Investments, Account Unassigned Income.....		419,234.77	64,790.78	484,025.55	4,302.75		479,722.80
MEDICAL SCHOOL							
Anonymous for Department of Practice of Medicine.....		.....	7,761.52	7,761.52	7,761.52		.....
Blumenthal (George, Jr.).....		743.84	840.38	1,584.22	(37) 1,584.22		.....
Bull (William T.).....		3,373.90	1,612.50	4,986.40	2,562.50		2,423.90
Carpentier (R. S.).....		1,000.00	5,000.00	6,000.00	5,500.00		500.00
Carter (Herbert S.).....		.....	878.49	878.49	(41) 430.10		448.39
Cartwright.....		.....	507.17	507.17	(35) 507.17		.....
Clark Scholarship.....		1,320.53	762.50	2,083.03	832.50		1,250.53
Class of 1912.....		641.16	178.93	820.09	254.02		566.07
Cock (Thomas F., M. D.).....		688.21	56.25	744.46	69.25		675.21
DeLafield.....		.....	6,801.67	6,801.67	(35) 6,801.67		.....
De Lamar (Joseph R.).....		73,460.93	264,674.87	338,135.80	307,156.01		30,979.79
Devendorf (David M.).....		176.87	325.00	501.87	501.87		.....
Doughty (Francis, M. D.).....		187.50	500.00	687.50	687.50		.....
Draper Library.....		112.29	100.00	212.29	140.61		71.68
Du Bois (Dr. Abram).....		3,185.75	900.00	4,085.75	1,800.00		2,285.75
Dennett (Horace).....		.....	2,300.29	2,300.29	.....		2,300.29
Gies (William J.).....	.13	.....	1,613.75	1,613.62	(37) 1,593.78		19.84
Grosvenor (Robert) Memorial.....		56.01	125.00	181.01	106.44		74.57
Harkness (Edward S.) for Surgery.....	3,750.00	.....	30,000.00	26,250.00	25,500.00		750.00
Harkness Funds.....		36,746.16	140,350.57	177,096.73	168,944.60		8,152.13
Harsen Scholarship.....		525.88	1,570.00	2,095.88	1,592.53		503.35



## INCOME OF SPECIAL ENDOWMENTS—NOTES

## TRANSFERS

(1)	To Principal Ernest Kempton Adams Fund.....	\$10,000.00
(2)	To Principal Victor Baier Fund.....	1,000.00
(3)	To Principal Clarence Barker Musical Scholarship Fund.....	4,000.00
(4)	To Barnard Medal Gift.....	60.00
(5)	To Income Barnard Library Fund.....	812.50
(6)	To Bertuch Loan Fund.....	8,016.02
(7)	To Principal Samuel Willard Bridgman Fellowship Fund.....	3,500.00
(8)	To Principal Bunner Prize Fund.....	700.00
(9)	To Principal Richard Butler Scholarship Fund.....	500.00
(10)	To Principal Class of 1927 Fund.....	16.67
(11)	To Principal W. Bayard Cutting Jr. Fellowship Fund.....	236.37
(12)	To Principal Drisler Classical Fund.....	750.00
(13)	To Principal William A. Dunning Fund.....	1,687.92
(14)	To Principal Dyckman Fund.....	1,000.00
(15)	To Principal Fine Arts Endowment Fund.....	18,706.27
(16)	To Principal Richard Watson Gilder Fund.....	2,500.00
(17)	To Principal Ellen C. Harris Fund.....	1,255.57
(18)	To Principal A. Barton Hepburn Endowment Fund.....	20,000.00
(19)	To Principal Joseph F. Loubat Fund.....	5,000.00
(20)	To Megrue Loan Fund.....	500.00
(21)	To Principal Nathan J. Miller Fund.....	18,000.00
(22)	To Principal Reverend Orlando Harriman Fund.....	2,375.00
(23)	To Principal Percy D. Houghton Memorial Fund.....	249.22
(24)	To Principal Mary B. Pell Fund.....	18,030.91
(25)	To Principal Philolexian Prize Fund.....	100.00
(26)	To University Land, Buildings and Equipment.....	14,588.18
(27)	To Principal Joseph Pulitzer Scholarship Fund.....	12,000.00
(28)	To Principal F. P. F. Rhodes Scholarship Fund.....	117.55
(29)	To Principal Howard Malcolm Rogers Fund.....	650.00
(30)	To Shoemaker Loan Fund.....	250.00
(31)	To Principal William P. Trowbridge Fund.....	1,500.00
(32)	To Principal Van Am Prize Fund.....	440.00
(33)	To Blumenthal Loan Fund.....	420.19
(34)	To Principal Herbert Swift Carter Memorial Fund.....	430.10
(35)	To Principal Cartwright Lectureship Fund.....	507.17
(36)	To Principal Delafield Professorship Fund.....	6,801.67
(37)	To Principal William J. Gies Fellowship Fund.....	806.88
(38)	Refund to Trustee.....	1,286.02
(39)	To Alumni Federation of Columbia for Athletic Association.....	6,101.50
(40)	To Seligman Gift for Adler Salary.....	82.14
(41)	To Principal George Adams Ellis Scholarship Fund.....	800.00

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\$165,777.85

GIFTS AND RECEIPTS  
FOR DESIGNATED PURPOSES

**GIFTS AND RECEIPTS FOR DESIGNATED PURPOSES, RECEIPTS AND DISBURSEMENTS  
FOR THE YEAR ENDING JUNE 30, 1932**

ACCOUNTS	Debit Balances June 30, 1931	Credit Balances June 30, 1931	Received 1931-1932	Total Credits	Expended 1931-1932	Debit Balances June 30, 1932	Credit Balances June 30, 1932
Allen Scholarship Gift. . . . .		\$190.00	\$330.00	\$520.00	\$312.00		\$208.00
Alpha Kappa Psi Fraternity Prize. . . . .			25.00	25.00	25.00		
Alumni Association of the Law School Gift. . . . .			3,610.00	3,610.00	2,148.79		1,461.21
Alumni Federation. . . . .	10,000.00		19,637.50	9,637.50	(*) 9,637.50		
Alumni of the College of Physicians and Surgeons for the Huntington Memorial Library. . . . .		1,387.71	69.38	1,457.09			1,457.09
Alumni Federation Gift for Athletic Association. . . . .	10,000.00		7,623.78	Dr. 2,376.22	42,168.00	44,544.22	
Alumni Gift for Scholarships in Columbia College. . . . .		51.45		51.45	51.45		
American Council on Education. . . . .			200.00	200.00	200.00		
American Manufacturers of Toilet Articles, Gift for Chemistry Research. . . . .		2,775.00	1,503.75	4,278.75	3,500.00		778.75
Anonymous Gift for American School of Indic and Iranian Studies. . . . .		865.93	43.29	909.22			909.22
Anonymous Cancer Research Gift for 1930—\$10,000. . . . .		7,211.13	360.55	7,571.68	5,800.00		1,771.68
Anonymous Gift for Binding Volumes of Autographs and portraits of Mathematicians . . . . .		300.00	200.00	500.00	331.86		168.14
Anonymous Gift for Cancer Research. . . . .		31,722.64	11,586.13	43,308.77	(*) 10,000.00		33,308.77
Anonymous Gift for Lectureship—Institute of Japan- ese Studies. . . . .			5,000.00	5,000.00			5,000.00
Anonymous Gift for Loud Speaker for McMillin Theatre. . . . .		91.07		91.07			91.07
Anonymous Gift for New Boat House. . . . .		3,781.43	189.07	3,970.50	(*) 1,054.82		2,915.68
Anonymous Gift J. W. Olstad Scholarship. . . . .		350.00		350.00	350.00		
Anonymous Gift for Prizes in the Auditing Laboratory			200.00	200.00	150.00		50.00
Anonymous Gift for Salaries—School of Architecture. . . . .			1,500.00	1,500.00	1,500.00		



Anonymous Gift for Scholarship in the School of Architecture.....	52.00				52.00		
Anonymous Gift for Support of Columbia University Statistical Bureau.....	11,600.19	8,000.00	19,600.19	2,109.70	17,490.49		
Anonymous Scholarship Gift for School of Mines, Engineering and Chemistry.....	350.00		350.00		350.00		
Anonymous Gift for William Welsh Vibert Memorial.....	100.00	20.86	120.86		120.86		
Auchincloss Gift for Department of Chemistry.....		4,519.14	4,519.14	500.00	4,019.14		
Bakelite Research Fellowship.....	428.92	2,000.00	2,428.92	2,400.00	128.92		
Barnard College Residence Hall Service.....		3,990.00	3,990.00	3,990.00			
Barnard College Summer School Gift for Women Workers in Industry.....	10.00	1,750.00	1,750.00	1,750.00			
Barnard Medal.....		60.00	70.00		70.00		
Benjamin Gift for Students' Aid in University Extension.....	403.00		403.00	169.50	233.50		
Blossom Scholarship Gift.....	500.00	500.00	1,000.00	500.00	500.00		
Boas Gift for Department of Anthropology.....		397.33	397.33	397.33			
Borden Company Gift for Food Chemistry.....	29,248.89		29,248.89	( <sup>b</sup> ) 26,258.08	2,990.81		
Borden Company Gift No. 2 for Food Chemistry.....		10,000.00	10,000.00	4,202.78	5,797.22		
Brown Research Fellowship Gift.....		1,200.00	1,200.00	1,200.00			
Bush Gift for Assistance and Supplies—Department of Philosophy.....	3.07	2,351.58	2,354.65	2,262.49	92.16		
Butler Library Furnishing Gift.....	111.62		111.62		111.62		
Carnegie Corporation Gift for Institute of International Affairs.....		15,000.00	15,000.00		15,000.00		
Carnegie Corporation Gift for Library Fellowships.....		6,000.00	6,000.00	6,000.00			
Carnegie Corporation Gift for Library—Canadian Fellowships.....		1,000.00	1,000.00	1,000.00			
Carnegie Corporation Gift for School of Library Service.....	221.17	25,000.00	25,221.17	25,000.00	221.17		
Carnegie Corporation Gift for School of Library Service Fellowships.....	1,500.00		1,500.00	1,500.00			
Carnegie Corporation Gift for Training Librarians (Summer Session).....	2,914.00		2,914.00		2,914.00		

ACCOUNTS	1931		1931-1932		1932		
	Debit Balances June 30,	Credit Balances June 30,	Received 1931-1932	Total Credits	Expended 1931-1932	Debit Balances June 30,	Credit Balances June 30,
Casa de las Espanas Gift for General Expenses.....		963.42		963.42	616.33		347.09
Casa de Las Espanas Publication Gift.....			332.82	332.82			332.82
Casa Italiana Revolving Fund.....		18.25		18.25	18.25		
Casa Italiana Maintenance Gift.....	12,803.45		28,675.92	15,872.47	15,772.36		100.11
Chandler Museum Maintenance Fund.....		702.21		702.21			702.21
Chapel Organ Gift.....		1,050.25		1,050.25			1,050.25
Chase Gift for Apparatus.....		52.41	5.17	57.58			57.58
Check Guarantee Gift.....		364.25	49.00	413.25			413.25
Class of 1888 Arts and Mines Gift for Flagpole at Baker Field.....		2.97		2.97	2.97		
Class of 1891 Gift for Close back of Earl Hall.....			5,075.00	5,075.00	(*) 5,075.00		
Class of 1903 Gift for Flagpole at Baker Field.....		3.28		3.28	3.28		
Class of 1909 Scholarship Gift.....			400.00	400.00	400.00		
Class of 1917 Gift for Rental of a Scholarship Room.....			175.00	175.00			175.00
Class of 1921 Gift for Flagpole at Baker Field.....		4.81		4.81	4.81		
Cochran (Alexander Smith) Gift for Research and Publication in the Department of Indo-Iranian Languages.....		6,276.72	313.63	6,590.35			6,590.35
Columbiana Gift.....		135.00	153.00	288.00	151.00		137.00
College Art Association Scholarship Gift.....		2,000.00		2,000.00	2,000.00		
College Emergency Relief Gift.....			8.92	8.92			8.92
Columbia College Scholarship Gift.....		1,046.60		1,046.60			1,046.60
Columbia University Athletic Association Gift for Salary of University Medical Officer.....			1,800.00	1,800.00	1,800.00		
Columbia University Club Scholarship Gift.....			7,750.00	7,750.00			7,750.00
Commonwealth Fund for Research at Dental School.....		5,551.01	22,514.96	28,065.97	26,479.49		1,586.48
Commonwealth Fund for Research in Legal History.....		1,757.19	5,000.00	6,757.19	4,238.75		2,518.44
Corbett Relief Fund.....			375.02	375.02	308.50		66.52

Crosby Gift for Dramatic Museum.....	1,363.71	68.18	1,431.89	.....	1,431.89
Cutting Gift in Commemoration of 175th Anniversary.....	1,989.73	2,930.66	4,920.39	1,465.00	3,455.39
Czecho-Slovak Government Gift.....	97.00	.....	97.00	.....	97.00
Dental Laboratory and Infirmary Gift.....	4,310.06	2,091.91	6,401.97	100.00	6,401.97
Deutsches Haus Equipment Gift.....	4,618.44	1,825.00	6,443.44	5,782.62	660.82
Deutsches Haus Gift.....	1,000.00	.....	1,000.00	.....	1,000.00
Douglas (Mrs.) Gift for Furnishings and Fittings for the Manor House.....	17.36	.....	17.36	.....	.....
Dramatic Museum Gift.....	.....	.....	.....	17.36	.....
Drummond Gift for Student Aid—Geology.....	100.00	100.00	100.00	100.00	.....
DuPont Fellowship.....	1,000.00	1,000.00	1,000.00	.....	.....
Economic Geography Gift.....	370.22	2,500.02	2,870.24	2,793.93	76.31
Emergency Relief Gift for Foreign Students.....	.....	1,000.00	1,000.00	1,000.00	.....
Engineering Foundation Gift for Mining and Strata Research.....	.....	3,200.00	3,200.00	.....	3,200.00
Fine Arts Equipment Gift.....	.....	75.00	75.00	75.00	.....
Flagpole at Baker Field.....	345.30	.....	345.30	205.10	140.20
French Government Gift for French Activities.....	.....	1,957.50	1,957.50	.....	1,957.50
Friends of the Library.....	629.52	325.00	954.52	7.10	947.42
Fritzsche Research Fund Gift.....	1,744.15	1,000.00	2,744.15	1,500.00	1,244.15
Gans (Levi P.) Bequest.....	1,000.00	.....	1,000.00	(?) 1,000.00	.....
General Education Board Gift for Council for Research in the Humanities.....	1,561.48	18,750.00	20,311.48	20,311.48	.....
General Support of Engineering Schools.....	112.00	.....	112.00	(*) 112.00	.....
Georgian Manganese Company Gift.....	124.62	.....	124.62	124.62	.....
Gillett (Dr. Henry W.) Gift for School of Dental and Oral Surgery.....	5,280.00	.....	5,280.00	(40) 5,280.00	.....
Go (Toshi) Gift for Lectureship in Public Law.....	.....	5,000.00	5,000.00	5,000.00	.....
Grace (Louise N.) Gift.....	121.67	5,000.00	5,121.67	4,600.11	521.56
Harkness Gift for Library Building.....	.....	531,043.98	531,043.98	(41) 423,785.28	107,258.70
Harrison Gift for Work in Architecture.....	325.00	.....	325.00	.....	325.00
Hartley Corporation Gift for the Support of the Marcellus Hartley Laboratory.....	5,839.43	2,600.00	8,439.43	848.73	7,590.70
Hendrick Fellowship Gift.....	600.00	600.00	1,200.00	1,200.00	.....

ACCOUNTS	Debit Balances June 30, 1931	Credit Balances June 30, 1931	Received 1931-1932	Total Credits	Expended 1931-1932	Debit Balances June 30, 1932	Credit Balances June 30, 1932
Institute of Criminology.....		1,278.11	3,526.26	4,804.37	4,473.29		331.08
Intercollegiate Chess League Gift for General Purposes.....		395.14		395.14	(13) 395.14		
Jones (John D.) Scholarship.....		200.00	200.00	400.00	400.00		
Journal of Cancer Research Gift.....		379.50	108.84	488.34			488.34
Kane Gift for Religious Work.....		32.20		32.20	32.20		
Keeler (Mr. and Mrs. Miner S.) Gift for Institute of Cancer Research.....		1,143.45		1,143.45	688.04		455.41
King's Crown Gift for Instruction in the Department of Music.....			1,000.00	1,000.00	1,000.00		
King Gift for Printing old Minutes of College.....		159.66		159.66	159.66		
Law School Gift for Publication of Manuscripts.....		210.19	10.50	220.69	220.69		220.69
Lee Gift for the Chapel.....			100.00	100.00	100.00		
Lee Gift for the Department of Indo-Iranian Lan- guages.....		57.19	2.85	60.04	60.04		
Lee Second Gift for Department of Indo-Iranian Languages.....		4,318.25	215.91	4,534.16	4,534.16		
Lee Third Gift for Department of Indo-Iranian Languages.....		5,183.33	259.16	5,442.49	1,921.36		3,521.13
Lee Gift for Department of Spanish.....			500.00	500.00	350.87		149.13
Lee (Mrs. Frederic S.) for Department of Romance Languages.....		44.18		44.18			44.18
Lee (Professor and Mrs. Frederic) Gift.....		5,313.80	5,000.00	10,313.80	8,581.74		1,732.06
Legislative Drafting Research Fund.....		664.65	6,500.00	7,164.65	4,699.09		2,465.56
Loeb (James) Gift.....		406.46		406.46			193.15
Low (William G.) Gift.....		457.19		457.19	62.71		394.48
Library Purchase of Books and Serials.....			300.00	300.00	300.00		
Library Staff Gift.....			700.00	700.00	700.00		
Library Supplies Gift.....			65.95	65.95	65.95		



ACCOUNTS	Debit Balances June 30, 1931	Credit Balances June 30, 1931	Received 1931-1932	Total Credits	Expended 1931-1932	Debit Balances June 30, 1932	Credit Balances June 30, 1932
Research in Social Science.....			10,700.13	10,700.13	10,700.13		
Rockefeller Foundation Gift for Advanced Humanistic Work.....			18,750.00	18,750.00	15,561.91		3,188.09
Rockefeller Foundation Gift for Greenwich House.....			4,696.44	4,696.44	4,696.44		
Rockefeller (Laura Spellman) Gift for Social Research in France.....		691.48		691.48			691.48
Rockefeller Foundation Gift for Social Science Re- search.....		29,163.08	75,000.02	104,163.10	72,548.50		31,614.60
Rockefeller (Laura Spellman) Gift for Study of Familial Law.....		1,087.49		1,087.49	1,087.49		
Rockefeller Foundation Tropical Nutrition Gift.....			12,000.00	12,000.00	12,000.00		
Romanic Review Reserve Fund.....		434.96	329.99	764.95	725.00		39.95
Rosoff Gift for Prize in Accounting.....		25.00		25.00	25.00		
Institute of Roumanian Culture Gift.....		840.71	42.03	882.74	32.00		850.74
Salomon Gift for Scholarship in the School of Business.....			300.00	300.00	300.00		
Satterlee (H. L.) Gift for Painting of Admiral Hardy.....		600.00		600.00	600.00		
Schmerhorn (Frederick A.) Gift No. 2.....		183,544.57	1,155.66	184,700.23	(17) 600.00		
School of Business Association Gift.....			34.62	34.62			34.62
School of Business—Department of Accounting Gift.....		17.18	20.00	37.18			37.18
School of Dental and Oral Surgery Museum Gift.....		366.00		366.00	358.30		7.70
Seligman (Isaac N.) Gift.....		61.18		61.18	23.50		37.68
Seligman Gift for Adler Salary.....		872.53	954.67	82.14	830.68		
Smith (Edna L.) Fellowship Gift.....		.16		.16	(19) .16		
Smith Gift for Maison Francaise.....		125.00		125.00			125.00
Social Science—Study in Social Work.....			1,500.00	1,500.00	1,500.00		
Special Publications Gift.....		1,000.00		1,000.00	(20) 1,000.00		
Special Research Equipment Gift for Department of Physics.....		3,000.00		3,000.00	1,085.16		1,914.84

Stadium Gift.....	5.00	.....	5.00	(21)	.....	5.00	.....	.....	.....
Standard Can and Seal Corporation Gift.....	1,937.20	1,000.00	2,937.20	.....	1,505.81	.....	.....	.....	1,431.39
Stander (Philip) Memorial Gift.....	8.90	.....	8.90	.....	8.90	.....	.....	.....	.....
State Aid to Blind Pupils.....	150.00	900.00	1,050.00	.....	900.00	.....	.....	.....	150.00
State Scholarships.....	100.00	24,270.00	24,370.00	.....	24,270.00	.....	.....	.....	100.00
Semitic Languages, Gift for Lecturer.....	500.00	.....	500.00	.....	500.00	.....	.....	.....	.....
Straus (Isidor) Scholarship Gift.....	250.00	250.00	250.00	.....	250.00	.....	.....	.....	250.00
Stroock Gift for Semitic Languages.....	125.00	250.00	250.00	.....	250.00	.....	.....	.....	250.00
Stroock (Louis S.) Scholarship Gift.....	1,608.37	731.71	2,340.08	.....	562.00	.....	.....	.....	1,778.08
Summer Session Gift for Entertainment.....	3,012.00	1,722.00	4,734.00	.....	2,391.00	.....	.....	.....	2,343.00
Sutliff (Mary Louise) Gift for Purchase of Books (School of Library Service).....	223.58	.....	223.58	.....	65.71	.....	.....	.....	157.87
Syllabus Fund for the School of Business.....	569.45	372.11	941.56	.....	941.56	.....	.....	.....	941.56
Syllabus Fund for University Extension.....	3,049.47	184.49	3,233.96	.....	3,233.96	.....	.....	.....	3,233.96
Thompson (William Boyce) Gift.....	98,413.44	.....	98,413.44	.....	2,653.00	.....	.....	.....	95,760.44
University Extension—Gift for Student Aid.....	30.00	47.00	77.00	.....	77.00	.....	.....	.....	.....
University Extension Library Gift.....	34.51	.....	34.51	.....	34.51	.....	.....	.....	34.51
University Extension Typewriter Equipment Gift.....	109.50	35.00	144.50	.....	.....	.....	.....	.....	144.50
University Hall Gift.....	10.00	.....	10.00	.....	.....	.....	.....	.....	10.00
University Patents Inc. Gift for Antirachitic Products Research.....	34.11	5,000.00	5,034.11	.....	4,631.20	.....	.....	.....	402.91
Walker-Gordon Research Gift.....	621.52	.....	621.52	.....	621.52	.....	.....	.....	.....
Wauagh Gift for work in Orthodontia.....	141.00	.....	141.00	.....	141.00	.....	.....	.....	.....
Wilhelmina (Queen) Professorship Gift.....	1,500.00	4,000.00	5,500.00	.....	4,000.00	.....	.....	.....	1,500.00
Williams (Blair S.) Gift.....	300.00	.....	300.00	.....	293.20	.....	.....	.....	6.80
MEDICAL SCHOOL									
Adler Gift for School of Medicine.....	1,826.21	.....	1,826.21	.....	377.24	.....	.....	.....	1,448.97
Alumni Room in Medical Center.....	5.00	.....	5.00	.....	5.00	.....	.....	.....	5.00
American Medical Association Gift for Therapeutic Research.....	124.48	.....	124.48	.....	84.55	.....	.....	.....	39.93

ACCOUNTS	Debit Balances June 30, 1931	Credit Balances June 30, 1931	Received 1931-1932	Total Credits	Expended 1931-1932	Debit Balances June 30, 1932	Credit Balances June 30, 1932
Anatomy Publication Gift.....		1,386.65		1,386.65	229.42		1,157.23
Animal Accommodation Gift.....		1,475.00	2,981.01	4,456.01	( <sup>1</sup> ) 1,475.00		2,981.01
Anonymous Gift for Department of Pharmacology.....		197,868.12	265.83	265.83	265.83		
Anonymous Gift for Medical School Dormitory.....		2,499.04	8,299.47	206,167.59	( <sup>3</sup> ) 206,167.59		
Bacteriology Chemical Foundation Gift.....		6,481.02	3,800.00	6,299.04	4,454.73		1,844.31
Bacteriology—Milbank Infantile Paralysis Gift.....			5,250.00	11,731.02	11,257.70		473.32
Bacteriology—Matheson Encephalitis Gift.....			2,250.00	2,250.00	1,585.25		664.75
Bacteriology—Matheson-McKinley Gift.....		1,449.03		1,449.03	1,449.03		
Bacteriology—Simon Baruch Foundation Gift.....		.36		.36	.36		
Biological Chemistry—Chemical Foundation Gift.....		8,929.18	20,000.00	28,929.18	19,780.97		9,148.21
Biological Chemistry—Special Printing.....		563.50		563.50			563.50
College of Physicians and Surgeons for Labrador Station Gift.....		2.00		2.00			2.00
Commonwealth Clinic Fund for Psychiatry.....		117.98		117.98			117.98
Crane Gift for Department of Diseases of Children.....		291.00		291.00	286.78		4.22
Dermatology Special Research Gift.....		500.00	200.00	700.00	500.00		200.00
Friedman Gift for Tuberculosis Investigation.....		247.13	325.00	572.13	186.43		385.70
General Education Board, for Department of Tropical Medicine.....		3,078.00	9,000.00	12,078.00	11,668.80		409.20
General Education Board, for Practice of Medicine Salaries.....		18,208.15	16,303.81	34,511.96	24,300.00		10,211.96
General Education Board, for Equipment of a Research Laboratory in Bio-Physics.....		1.29		1.29	( <sup>6</sup> ) 1.29		
Harkness Gift for Department of Diseases of Children.....	75.00		28,700.00	28,625.00	28,625.00		
Harkness (Edward S.) Gift for Purchase of a Residence Hall Site at New Medical Centre.....		457,463.15	475,750.00	933,213.15	( <sup>11</sup> ) 920,172.25		13,040.90
Hartley Corporation Gift, Psychiatry.....		7,469.33	3,500.00	10,969.33			10,969.33
Hess Gift for Oto-Laryngology Research.....		250.00	500.00	750.00	500.00		250.00



Lambert (Adrian) Gift.....	3,882.50		
Lee Gift for Department of Dermatology.....			
Macy Foundation Gift—Bacteriology.....			
Macy Foundation Gift—Pathology.....			
National Tuberculosis Association Gift for Research in Biological Chemistry.....			
Neuro Pathology—Special Gift.....			
Neurology Research Gift.....	132.5		
Nutritional Research Gift.....	132.9		
Obstetrics and Gynecology—Chemical Foundation Gift.....	574.4		
Ophthalmology—Special Research Gift.....	751.4		
Otology Research Gift.....			
Pharmacology—Wanger Melamin Gift.....			
Psychiatry—Social Service Gift.....	291.4		
Rockefeller Foundation Gift for Medical Mycology.....	4,471.		
Rockefeller Foundation Gift for Study of the Common Cold.....			
Rockefeller Foundation Gift for Study of Virus Diseases.....			
Sex Research Fund—Anatomy.....			
Special Research Gift—Pathology.....	759		
Special Tuberculosis Gift.....	24,610		
Starr (M. Allen) Gift for Department of Neurology.....	685		
Wood Gift for Research in Bacteriology.....	1,815		
	<b>\$33,950.98</b>	<b>\$1,263,132.83</b>	<b>\$1,674,757.14</b>
			<b>\$2,903,938.99</b>
			<b>\$2,440,824.29</b>
			<b>\$47,373.65</b>
			<b>\$510,488.35</b>
			<b>1,770,596.04</b>
			<b>\$670,228.25</b>
			<b>Less Transfers.....</b>

## GIFTS AND RECEIPTS—NOTES

## TRANSFERS

(1)	To University Land, Buildings and Equipment.....	\$1,475.00
(2)	To Principal Anonymous Fund for Cancer Research.....	10,000.00
(3)	To Principal Anonymous Fund for Department of Practice of Medicine. . . . .	200,000.00
	To Income Anonymous Fund for Department of Practice of Medicine. . . . .	6,167.59
(4)	To University Land, Buildings and Equipment.....	1,054.82
(5)	To Borden Gift No. 2.....	5,000.00
(6)	To University Land, Buildings and Equipment.....	5,075.00
(7)	To Capital Account.....	1,000.00
(8)	To Capital Account.....	1.29
(9)	To Capital Account.....	112.00
(10)	To Principal School of Dental and Oral Surgery Endowment Fund.....	5,280.00
(11)	To University Land, Buildings and Equipment.....	919,422.25
(12)	To University Land, Buildings and Equipment.....	423,785.28
(13)	To Principal Intercollegiate Chess League Fund.....	395.14
(14)	To Principal School of Dental and Oral Surgery Endowment Fund.....	1,000.00
(15)	To Capital Account.....	2,000.00
(16)	To Capital Account.....	1,000.00
(17)	To Capital Account.....	600.00
(18)	To Principal F. Augustus Schemerhorn Endowment Fund.....	183,818.44
	To University Land, Buildings and Equipment.....	881.79
(19)	To Capital Account.....	.16
(20)	To Capital Account.....	1,000.00
(21)	To Capital Account.....	5.00
(22)	To Alumni Federation Gift for Athletic Association.....	1,522.28
		<u>\$1,770,596.04</u>

SECURITIES OWNED FOR ACCOUNT OF SPECIAL ENDOWMENTS, GENERAL ENDOWMENTS AND DESIGNATED FUNDS

At June 30, 1932	At June 30, 1931		Increase 1931-1932	Decrease 1931-1932	At June 30, 1932 Book Value
	At June 30, 1932	Book Value			
<b>Bonds</b>					
SCHEDULE I—RAILROADS					
\$6,000 Atchafon, Topeka and Santa Fe Ry. Co.'s 4 per cent. General Mortgage Bonds, due 1995. . . . .					\$5,625.00
5,000 Atlantic and Yadkin Ry. Co.'s 4 per cent First Mortgage Bonds, due 1949. . . . .	\$4,750.00		\$875.00		4,312.50
10,000 Atlantic Coast Line R. R. Co.'s 4½ per cent General Unified Mortgage Bonds, due 1964. . . . .	4,312.50				7,800.00
5,000 Baltimore & Ohio R. R. Co.'s 4 per cent First Mortgage Bonds, due 1948. . . . .	4,750.00		7,800.00		4,750.00
250,000 Baltimore & Ohio R. R. Co.'s S. W. Division 5 per cent First Mortgage Extended Bonds, due 1950. . . . .	244,750.00				244,750.00
200,000 Boston & Maine R. R. Co.'s 5 per cent First Mortgage Bonds, due 1967. . . . .	196,875.00				196,875.00
50,000 Central New England Ry. Co.'s 4 per cent 50 Year First Mortgage Bonds, due 1961. . . . .	35,970.00				35,970.00
1,000 Central Pacific Ry. Co.'s 4 per cent First Re-funding Mortgage Bonds, due 1949. . . . .			815.00		815.00
300,000 Central Pacific Ry. Co.'s Guaranteed 5 per cent Bonds, due 1960. . . . .	291,750.00				291,750.00
1,000 Central R. R. Co.'s of New Jersey 5 per cent 100 Year General Mortgage Bonds, due 1987. . . . .	1,000.00				1,000.00
5,000 Chesapeake & Ohio Ry. Co.'s 4½ per cent General Mortgage Bonds, due 1992. . . . .	5,000.00				5,000.00

At June 30, 1932	At June 30, 1931 Book Value	Increase 1931-1932	Decrease 1931-1932	At June 30, 1932 Book Value
10,000 Chesapeake Corporation's 5 per cent. Convertible Collateral Trust Bonds, due 1947 . . . . .		\$9,125.00		\$9,125.00
10,000 Chicago & Northwestern Railway Co.'s 3½ per cent General Mortgage Bonds, due 1987 . . . . .	\$7,950.00			7,950.00
1,000 Chicago & Northwestern Ry. Co.'s 4 per cent General Mortgage Bonds, due 1987 . . . . .		620.00		620.00
20,000 Chicago, Indianapolis & Louisville R. R. Co.'s 5 per cent First and General Mortgage Bonds, Series A, due 1966 . . . . .	20,230.58		\$6.78	20,223.80
200,000 Chicago, Rock Island & Pacific R. R. Co.'s 4½ per cent Secured Bonds, due 1952 . . . . .	194,962.50			194,962.50
100,000 Chicago & Western Indiana R. R. Co.'s 5½ per cent First and Refunding Mortgage Bonds, Series A, due 1962 . . . . .	104,259.21		137.40	104,121.81
10,000 Chicago Union Station Co.'s 5 per cent First Mortgage Bonds, Series "B," due 1963 . . . . .		10,000.00		10,000.00
75,000 Cleveland, Cincinnati, Chicago & St. Louis R. R. Co.'s 5 per cent Refunding and Improvement Mortgage Bonds, due 1963 . . . . .				
50,000 Cleveland & Mahoning Valley Ry. Co.'s 5 per cent 50 Year Gold Bonds, due 1938 . . . . .	74,762.48			74,762.48
100,000 Des Plaines Valley Railroad Co.'s 4½ per cent First Mortgage Gold Bonds, due 1947 (Guaranteed by Chicago & Northwestern Ry. Co.) . . . . .	50,000.00			50,000.00
100,000 Erie R. R. Co.'s 4 per cent Convertible General Mortgage Bonds, Series A, due 1953 . . . . .	100,000.00			100,000.00
200,000 Erie R. R. Co.'s 4 per cent 1st Consolidated Prior Lien Bonds, due 1996 . . . . .	76,075.00			76,075.00
300,000 Florida East Coast Ry. Co.'s 5 per cent First and Refunding Mortgage Bonds, due 1974 . . . . .	149,750.00			149,750.00
	293,000.00			293,000.00

10,000 Grand Trunk Railway Co.'s 6½ per cent Equipment Trust Certificates, due 1936.....	9,515.00				9,515.00
50,000 Grand Trunk Railway Co.'s 7 per cent 20 Year Debenture Bonds, due 1940.....	51,087.32			120.82	50,966.50
200,000 Great Northern Ry. Co.'s 5½ per cent General Mortgage Gold Bonds, Series B, due 1952.....	198,131.90			85.34	198,046.56
200,000 Gulf, Mobile & Northern Ry. Co.'s 5 per cent First Mortgage Bonds, due 1950.....	202,355.20			123.96	202,231.24
300,000 Hudson & Manhattant Co.'s 5 per cent. First Lien and Refunding Mortgage Bonds, due 1957.....	284,887.50				284,887.50
260,000 Illinois Central R. R. Co.'s 5 per cent First and Refunding Mortgage Joint Bonds, due 1963.....	249,347.50	4,000.00			253,347.50
1,000 Louisville & Nashville R. R. Co.'s (Atlanta Knoxville & Cincinnati Division) 4 per cent Bonds, due 1955.....			601.25		601.25
5,000 Louisville & Nashville R. R. Co.'s 5 per cent First and Refunding Mortgage Bonds, Series "B," due 2003.....			3,675.00		3,675.00
1,000 Mahoning Coal R. R. Co.'s 5 per cent First Mortgage Bonds, due 1934.....			1,000.00		1,000.00
3,000 Missouri, Kansas & Texas R. R. Co.'s 4 per cent First Mortgage Bonds, due 1990.....			2,212.50		2,212.50
25,250 Missouri, Kansas & Texas R. R. Co.'s 4 per cent Prior Lien Bonds, due 1962.....	20,250.00		158.75		20,408.75
225,250 Missouri, Kansas & Texas R. R. Co.'s 5 per cent Prior Lien Bonds, Series A, due 1962.....	219,195.00		168.75		219,363.75
5,000 Missouri Pacific R. Co.'s 4 per cent General Mortgage Bonds, due 1975.....	3,937.50				3,937.50
300,000 Missouri Pacific Ry. Co.'s 5 per cent First and Refunding Mortgage Bonds, due 1977.....	298,906.25				298,906.25
250,000 Missouri Pacific R. R. Co.'s 5 per cent First and Refunding Mortgage Bonds, Series 1, due 1981.....	236,875.00				236,875.00

At June 30, 1932	At June 30, 1931 Book Value	Increase 1931-1932	Decrease 1931-1932	At June 30, 1932 Book Value
100,000 New Orleans & Northeastern Ry. Co.'s 4½ per cent Refunding and Improvement Mortgage Bonds, Series A, due 1952	\$92,447.50			\$92,447.50
1,000 New Orleans, Texas & Mexico Ry. Co.'s 5½ per cent First Mortgage Bonds, Series A, due 1954		250.00		250.00
3,000 New Orleans, Texas & Mexico Ry. Co.'s 5 per cent First Mortgage Bonds, Series B, due 1954		652.50		652.50
3,000 New York Central & Hudson River Railroad Co.'s 6 per cent Conv. Debenture Bonds, due 1935	2,805.00			2,805.00
10,000 New York Central and Hudson River R. R. Co.'s 3½ per cent General Mortgage Bonds, due 1997	8,525.00		8,525.00	
10,000 New York Central R. R. Co.'s 5 per cent Refunding and Improvement Mortgage Bonds, Series C, due 2013		6,925.00		6,925.00
3,000 Norfolk & Western Ry. Co.'s 4 per cent First Consolidated Mortgage Bonds, due 1996		2,610.00		2,610.00
1,000 Northern Pacific Ry. Co.'s 3 per cent General Lien Railway & Land-Grant Bonds, due 2047		580.00		580.00
200,000 Northern Pacific Ry. Co.'s 5 per cent Refunding and Improvement Mortgage Bonds, due 2047	196,533.75			196,533.75
9,000 Pennsylvania R. R. Co.'s 4 per cent Consolidated Mortgage Bonds, due 1948	8,865.00			8,865.00
300,000 St. Louis & San Francisco Ry. Co.'s 4 per cent Prior Lien Mortgage Bonds, Series A, due 1950.	256,393.75			256,393.75

5,000 St. Louis & San Francisco Ry. Co.'s 5 per cent General Mortgage Bonds, due 1931	4,600.00				4,600.00	
6,000 St. Paul, Minneapolis & Manitoba Railroad Co.'s 4½ per cent Consolidated Mortgage Bonds, due 1933	5,975.00					5,975.00
2,000 Seaboard Air Line Ry. Co.'s (Atlanta-Birmingham Division) 4 per cent First Mortgage Bonds, due 1933			360.00			360.00
10,000 Southern Ry. Co.'s 5 per cent First Consolidated Mortgage Bonds, due 1994			8,000.00			8,000.00
305,000 Southern Ry. Co.'s 4 per cent Development and General Mortgage Bonds, Series A, due 1956	246,012.50					246,012.50
7,000 Southern Ry. Co.'s (St. Louis Division) 4 per cent First Mortgage Bonds, due 1951	4,600.00		1,400.00			6,000.00
200,000 Texas & Pacific R. R. Co.'s 5 per cent General and Refunding Mortgage Bonds, due 1977	200,450.12			10.00		200,440.12
20,000 Union Pacific R. R. Co.'s 4 per cent First Mortgage R. R. and Land Grant Bonds, due 1947	19,537.50					19,537.50
200,000 Virginian Ry. Co.'s 5 per cent First Mortgage Bonds, Series A, due 1962	88,966.22		111,000.00			199,966.22
5,000 Wabash Railroad Co.'s 5 per cent 50 Year First Mortgage Bonds, due 1939	4,637.50					4,637.50
200,000 Wabash Railroad Co.'s 5 per cent 50 Year Second Mortgage Bonds, due 1939	201,026.09			146.59		200,879.50
89,000 Wabash Railroad Co.'s 5 per cent General and Refunding Mortgage Bonds, due 1976	89,000.00					89,000.00
8,000 Western Maryland R. R. Co.'s 4 per cent First Mortgage Bonds, due 1952	4,150.00		1,725.00			5,875.00
103,000 Wisconsin Central Railroad Co.'s 4 per cent First Mortgage Bonds, due 1949	87,440.00		990.00			88,430.00
	\$5,156,600.37	\$5,156,600.37	\$175,543.75	\$13,755.89		\$5,318,388.23

At June 30, 1932	At June 30, 1931 Book Value	Increase 1931-1932	Decrease 1931-1932	At June 30, 1932 Book Value
<b>Bonds</b>				
SCHEDULE II—PUBLIC UTILITY				
200,000 Alabama Power Co.'s 5 per cent First and Refunding Mortgage Bonds, due 1951.....	\$194,625.00			\$194,625.00
303,000 American Telephone & Telegraph Co.'s 5 per cent Debenture Bonds, due 1960.....	295,593.75			295,593.75
5,000 Associated Gas and Electric Co.'s 5½ per cent Convertible Investment Certificates, due 1938..	4,050.00			4,050.00
100,000 Atlantic City Electric Co.'s 5 per cent First and Refunding Mortgage Gold Bonds, due 1956	98,250.00			98,250.00
5,000 Bellows Falls Hydro-Electric Corp.'s 5 per cent First Mortgage Bonds, due 1958.....	4,937.50			4,937.50
10,000 Brooklyn Edison Co.'s 5 per cent General Mortgage Bonds, Series A, due 1949.....		\$10,275.00		10,275.00
220,000 Brooklyn-Manhattan Transit Corporation's 6 per cent Sinking Fund Gold Bonds, Series A, due 1968.....	168,721.50			168,721.50
76,000 Brooklyn Union Gas Co.'s 6 per cent First Lien & Refunding Mortgage Bonds, Series A, due 1947	77,862.04		\$124.14	77,737.90
2,000 Cincinnati Street Ry. Co.'s 5½ per cent First Mortgage Bonds, Series A, due 1952.....		1,237.50		1,237.50
200,000 Columbia Gas and Electric Corporation's 5 per cent Gold Debenture Bonds, due 1961.....	99,500.00	98,750.00		198,250.00
50,000 Commonwealth Edison Co.'s 5 per cent First Mortgage Collateral Gold Bonds, due 1953....	46,125.00			46,125.00
105,000 Commonwealth Edison Co.'s 4½ per cent First Mortgage Bonds, Series E, due 1960.....		107,627.68		107,627.68



5,000 Continental Gas and Electric Corp.'s 5 per cent Debtenture Bonds, Series A, due 1958. . . . .	4,493.75				4,493.75
5,000 Delaware Power and Light Co.'s 4¼ per cent First Mortgage Gold Bonds, due 1969. . . . .	4,500.00				4,500.00
Denver Gas & Electric Co.'s 5 per cent First Mortgage Bonds, due 1949. . . . .	97,177.29			97,177.29	
100,000 Detroit Edison Co.'s 5 per cent General Mort- gage Bonds, due 1949. . . . .	100,225.00			12.50	100,212.50
300,000 Georgia Power Co.'s 5 per cent First and Re- funding Mortgage Bonds, due 1967. . . . .	199,000.00		102,942.86		301,942.86
100,000 Great Western Power Co.'s 5 per cent First Mortgage Bonds, due 1946. . . . .	99,500.00				99,500.00
249,000 Louisville Gas and Electric Co.'s 5 per cent First and Refunding Mortgage Bonds, Series A, due 1952. . . . .	241,659.75				241,659.75
109,000 Manhattan Railway Co.'s 4 per cent Con- solidated Mortgage Gold Bonds, due 1990. . . . .	107,948.75				107,948.75
100,000 Memphis Power & Light Co.'s 5 per cent First and Refunding Mortgage Bonds, due 1948. . . . .	99,750.00				99,750.00
50,000 Milwaukee Electric Ry. and Light Co.'s 5 per cent Refunding and First Mortgage Bonds, Series B, due 1961. . . . .	5,000.00		46,683.62		51,683.62
50,000 Milwaukee Electric Ry. & Light Co.'s 5 per cent First Mortgage Bonds, due 1971. . . . .			51,948.72		51,948.72
9,000 Mississippi Power and Light Co.'s 5 per cent First Mortgage Bonds, due 1957. . . . .	4,750.00		3,200.00		7,950.00
100,000 Mississippi River Power Co.'s 5 per cent Gold Bonds, due 1951. . . . .	99,625.00				99,625.00
15,000 New York & East River Gas Co.'s 5 per cent First Mortgage Gold Bonds, due 1945. . . . .	14,868.75				14,868.75
8,000 New York Gas and Electric Light, Heat and Power Co.'s 5 per cent First Mortgage Bonds, due 1948. . . . .	8,835.55			44.45	8,791.10

At June 30, 1932	At June 30, 1931 Book Value	Increase 1931-1932	Decrease 1931-1932	At June 30, 1932 Book Value
200,000 New York Power & Light Corporation's 4½ per cent First Mortgage Gold Bonds, due 1967 . . . . .	\$191,625.00			\$191,625.00
6,000 New York Telephone Co.'s 4½ per cent First and General Mortgage Sinking Fund Bonds, due 1939 . . . . .	6,193.33		\$24.17	6,169.16
150,000 Niagara, Lockport & Ontario Power Co.'s 5 per cent First and Refunding Mortgage Bonds, Series A, due 1955 . . . . .	149,525.00			149,525.00
100,000 The North American Co.'s 5 per cent Debenture Bonds, due 1961 . . . . .	99,125.00			99,125.00
100,000 Ohio Power Co.'s 5 per cent First and Refunding Mortgage Bonds, due 1952 . . . . .	87,815.00			87,815.00
100,000 Pacific Gas & Electric Co.'s 5 per cent First and Refunding Mortgage Bonds, Series D, due 1955 . . . . .	98,967.50			98,967.50
110,000 Pacific Gas & Electric Co.'s 5 per cent General and Refunding Mortgage Bonds, Series A, due 1942 . . . . .	98,631.25	\$10,037.50		108,068.75
96,000 Pacific Gas & Electric Co.'s 5½ per cent First and Refunding Mortgage Bonds, due 1952 . . . . .	97,722.00		82.00	97,640.00
Pennsylvania Power & Light Co.'s 5 per cent First and Refunding Mortgage Bonds, Series D, due 1953 . . . . .	196,625.00		196,625.00	143,275.00
150,000 Portland Gas & Coke Co.'s 5 per cent First and Refunding Mortgage Bonds, due 1940 . . . . .	143,275.00			140,625.00
150,000 Public Service of Northern Illinois, 5 per cent First and Refunding Mortgage Bonds, due 1956 . . . . .	140,625.00			140,625.00
100,000 Puget Sound Power & Light Co.'s 5½ per cent First and Refunding Mortgage Bonds, Series A, due 1949 . . . . .		102,117.65		102,117.65

100,000 St. Paul Gas Light Co.'s 5 per cent General Mortgage Gold Bonds, due 1944.....	46,687.50		53,343.33		100,030.83
5,000 Sioux City Gas & Electric Co.'s 6 per cent First Mortgage Bonds, due 1949.....	4,900.00				4,900.00
Southern California Edison Co.'s 5 per cent General and Refunding Mortgage Bonds, Series of 1919, due 1944.....	195,530.00			195,530.00	
200,000 Spring Brook Water Supply Co.'s 5 per cent First and Refunding Mortgage Bonds, due 1965	197,000.00				197,000.00
2,000 Third Avenue Ry. Co.'s 4 per cent First Refunding Mortgage Bonds, due 1960.....			945.00		945.00
1,000 Trenton Gas and Electric Co.'s 5 per cent First Mortgage Bonds, due 1949.....	1,036.59			2.16	1,034.43
100,000 Virginia Electric & Power Co.'s 5 per cent First and Refunding Mortgage Bonds, due 1955.....	96,737.50				96,737.50
100,000 Western Union Telegraph Co.'s 30 Year 5 per cent Bonds, due 1960.....			103,616.07		103,616.07
	<u>\$3,928,419.30</u>	<u>\$3,928,419.30</u>	<u>\$692,724.93</u>	<u>\$489,621.71</u>	<u>\$4,131,522.52</u>
<b>Bonds</b>					
SCHEDULE III—STATE AND MUNICIPAL					
55,000 City of New York 6 per cent Special Corporate Stock Notes, due 1935.....			55,058.33		55,058.33
50,000 City of New York 6 per cent Special Corporate Stock Notes, due 1936.....			50,046.88		50,046.88
55,000 City of New York 6 per cent Special Corporate Stock Notes, due 1937.....			55,137.00		55,137.00
2,000 City of New York 4½ per cent Corporate Stock, due 1957.....	2,000.00				2,000.00

	At June 30, 1932	At June 30, 1931	Increase	Decrease	At June 30, 1932
	Book Value	Book Value	1931-1932	1931-1932	Book Value
500 City of New York 4 per cent Corporate Stock, due 1938.....	\$400.63				\$400.63
1,500 City of New York 4½ per cent Corporate Stock, due 1960.....	1,490.00				1,490.00
500 City of New York 4½ per cent Corporate Stock, due 1962.....	500.00				500.00
	\$4,390.63	\$4,390.63	\$160,242.21		\$164,632.84
<b>Bonds</b>					
SCHEDULE IV—INDUSTRIAL					
123,000 Aluminum Company of America 5 per cent Sinking Fund Debenture Bonds, due 1952.....	\$122,990.63				\$122,990.63
5,000 American Cyanamid Co.'s 5 per cent Sinking Fund Debenture Bonds, due 1942.....	4,925.00				4,925.00
103,000 American Smelting & Refining Co.'s 5 per cent First Mortgage Bonds, Series A, due 1947.....	104,028.01			68.54	103,959.47
100,000 Armour & Company's 4½ per cent Real Estate First Mortgage Bonds, due 1939.....	92,488.75				92,488.75
6,000 Armour & Co. of Delaware 5½ per cent Guaranteed Bonds, Series A, due 1943.....			3,360.00		3,360.00
200,000 Batauvian Petroleum Co.'s 4½ per cent Debenture Bonds, due 1942.....	187,975.00				187,975.00
5,000 Botany Consolidated Mills, Inc. 6½ per cent 10 Year Secured Sinking Fund Bonds, due 1934.....			387.50		387.50
8,000 Bush Terminal Building Co.'s 5 per cent First Mortgage Sinking Fund Bonds, due 1960.....	2,813.25		4,200.00		7,013.25

3,000 Chesbrough Building Co.'s 6 per cent First Mortgage Sinking Fund Bonds, due 1948.....	2,990.00				2,990.00
100,000 Chile Copper Co.'s 5 per cent Debenture Bonds, due 1947.....	95,125.00				95,125.00
44,000 Columbia University Club's 5 per cent Mortgage Bonds, due 1942.....	43,925.00				43,925.00
50 Eta Chapter, Alpha Sigma Phi Fraternity, Champaign, Illinois 3 per cent Building Fund Gold Bond, due 1940.....	50.00				50.00
2,000 43 Exchange Place Building Corporation's 6 per cent First Mortgage Sinking Fund Fee Bonds, due 1938.....	1,990.00				1,990.00
3,250 Fifteen Park Row Corporation's 4 per cent First Mortgage Bonds, due 1952.....		3,233.75			3,233.75
94,000 General Motors Acceptance Corporation's 6 per cent Debenture Bonds, due 1937.....	100,000.00		6,000.00		94,000.00
200,000 Humble Oil & Refining Co.'s 5 per cent Debenture Bonds, due 1937.....	199,875.00		55.00		199,820.00
200,000 Inland Steel Co.'s 4½ per cent First Mortgage Bonds, due 1978.....	189,500.00				189,500.00
49,000 Lackawanna Steel Co.'s 5 per cent First Consolidated Mortgage Bonds, due 1950.....	49,385.45		21.42		49,364.03
100,000 Lehigh Valley Coal Co.'s 5 per cent First and Refunding Mortgage Bonds, due 1974.....	100,269.42		6.42		100,263.00
500 Liggett & Myers Tobacco Co.'s 5 per cent Debenture Bonds, due 1951.....			504.75		504.75
1,666.67 New England Investment & Security Co.'s Certificate of Indebtedness.....	166.67				166.67
5,000 Park Row Realty Co.'s 6 per cent First Mortgage Sinking Fund Bonds, due 1943.....	4,975.00		4,975.00		
15,000 Philadelphia & Reading Coal and Iron Co.'s 5 per cent Refunding Mortgage Sinking Fund Bonds, due 1973.....		10,200.00			10,200.00

At June 30, 1932	At June 30, 1931 Book Value	Increase 1931-1932	Decrease 1931-1932	At June 30, 1932 Book Value
100,000 Republic Iron & Steel Co.'s 5½ per cent. Refunding and General Mortgage Bonds, due 1953	.....	.....	.....	.....
2,000 Rocky Mountain Fuel Co.'s 5 per cent First and Refunding Mortgage Bonds, due 1943. ....	.....	\$500.00	.....	\$101,029.70
3,000 Savoy Plaza Corporation's 6 per cent First Mortgage Fee and Leasehold Sinking Fund Bonds, due 1945. ....	.....	.....	.....	.....
200,000 Shell Union Oil Corporation's 5 per cent Sinking Fund Debenture Bonds, due 1947. ....	.....	.....	.....	.....
4,000 State Randolph Building 5½ per cent First Mortgage Sinking Fund Bonds, due 1942. ....	.....	.....	.....	.....
2,000 Texas Corporation's 5 per cent Convertible Sinking Fund Debenture Bonds, due 1944. ....	.....	.....	.....	.....
300 Town Hall Club, Inc., 6 per cent Debenture Bonds, due 1935. ....	.....	.....	.....	.....
5,000 United States Rubber Co.'s 5 per cent First and Refunding Mortgage Bonds, due 1947. ....	.....	.....	.....	.....
200,000 Youngstown Sheet & Tube Co.'s 5 per cent First Mortgage Bonds, due 1978. ....	.....	.....	.....	.....
	\$1,815,433.01	\$24,213.50	\$209,705.45	\$1,629,941.06

5,000 State of Bremen, Germany, 7 per cent 10 Year External Loan Bonds, due 1935.....						2,150.00		2,150.00
50,000 Dominion of Canada 5 per cent Third War Loan Bonds, due 1937.....						45,875.00		45,875.00
3,000 Mortgage Bank of Chile 6 per cent Guaranteed Sinking Fund Bonds, due 1962.....						461.25		461.25
10,000 City of Helsingfors, Finland, 6½ per cent 30 Year External Loan Sinking Fund Bonds, due 1960.....						4,375.00		4,375.00
100,000 Montreal Light, Heat & Power Co.'s 5 per cent Consolidated First and Refunding Mortgage Bonds, due 1951.....						83,885.00		83,885.00
5,000 Oriental Development Co.'s 5½ per cent External Loan Gold Debenture Bonds, due 1958.....	4,475.00							4,475.00
111,500 State Mortgage Bank of Jugo-Slavia 7 per cent Sinking Fund Gold Bonds, due 1957.....	97,387.50							97,387.50
5,000 Tokyo Electric Light Co.'s 6 per cent First Mortgage Bonds, due 1953.....	4,337.50							4,337.50
5,000 United Steel Works Corporation, Germany, 6½ per cent 25 Year Sinking Fund Mortgage Bonds, Series A, with Warrants, due 1951.....						1,375.00		1,375.00
	\$106,200.00	\$106,200.00			\$142,001.25		\$248,201.25	\$248,201.25
SCHEDULE VI								
UNITED STATES GOVERNMENT								
58,150 United States of America Fourth Liberty Loan 4¼ per cent Bonds, due 1938.....	\$59,265.16					\$269.25		\$59,534.41
600 United States of America 3½ per cent Treasury Notes, due 1943 to 1947.....	595.02							595.02
	\$59,860.18	\$59,860.18			\$269.25		\$60,129.43	\$60,129.43

At June 30, 1932	At June 30, 1931 Book Value	Increase 1931-1932	Decrease 1931-1932	At June 30, 1932 Book Value
<b>Stocks</b>				
<b>SCHEDULE I—RAILROAD</b>				
2,000 Atchison, Topoka and Santa Fe Railroad Co. Common.....	\$177,475.00	\$86,071.87		\$263,546.87
500 shares Atchison, Topoka & Santa Fe Railroad Co. Preferred.....	44,418.75			44,418.75
2,500 shares Baltimore & Ohio Railroad Co. Preferred	149,675.21			149,675.21
4,500 shares Great Northern Railway Co. Preferred..	444,665.00			444,665.00
1,183 shares Illinois Central Railroad Co. Capital....	137,839.15			137,839.15
1,000 shares Louisville & Nashville Railroad Co. Capital.....	129,628.25			129,628.25
7 1937/10000 shares Missouri, Kansas and Texas R. Co. 7 per cent Preferred.....		107.90		107.90
20 shares Missouri Pacific R. Co. 5 per cent Preferred.....		297.50		297.50
75 shares New Brunswick Ry. Co. Capital.....	4,585.12			4,585.12
1,000 shares New York Central Railroad Co. Common.....	115,500.00			115,500.00
1,000 shares Norfolk and Western Railway Co. Common.....	195,700.00			195,700.00
4,970 shares Northern Pacific Railway Co. Capital..	521,477.51			521,477.51
2,050 shares Southern Pacific R. Co. Common.....	203,850.00			203,850.00
1,525 shares Union Pacific Railroad Co. Common....	410,962.50		\$175,300.00	235,662.50
1,305 shares Union Pacific Railroad Co. Preferred....	116,047.60	275.00		116,322.60
	\$2,651,824.09	\$86,752.27	\$175,300.00	\$2,563,276.36



Stocks

SCHEDULE II—PUBLIC UTILITY

100 shares American & Foreign Power Corporation 7 per cent Preferred, Series A.....	.....	2,725.00	.....	2,725.00	.....
1,000 shares American Telephone & Telegraph Co. Common.....	.....	170,862.50	.....	170,862.50	.....
10 shares Burlington Gas Light Co. Capital (\$50 par value).....	\$1.00	.....	.....	.....	\$1.00
1,000 shares Cleveland Electric Illuminating Com- pany 6 per cent Preferred.....	84,058.02	21,243.20	.....	21,243.20	105,301.22
1,000 shares Columbia Gas & Electric Corporation 6 per cent Preferred, Series A.....	.....	105,250.00	.....	105,250.00	105,250.00
1,000 shares Consolidated Gas Co., 5 per cent Pre- ferred.....	45,500.00	53,312.50	.....	53,312.50	98,812.50
1,000 shares Duquesne Light Co., 5 per cent Pre- ferred.....	77,875.00	21,550.00	.....	21,550.00	99,425.00
500 shares Electric Bond & Share Co., 6 per cent Preferred.....	54,543.75	.....	.....	.....	54,543.75
25 shares Gulf States Utilities Co. Preferred.....	2,462.50	.....	.....	.....	2,462.50
1,000 shares Manhattan Railway Co. M. C.....	44,650.00	.....	.....	.....	44,650.00
45 shares North American Company 6 per cent Preferred.....	.....	2,002.50	.....	2,002.50	2,002.50
100 shares Pentinsular Telephone Co., 7 per cent Preferred.....	.....	8,600.00	.....	8,600.00	8,600.00
1,000 shares Public Service Corporation of New Jersey \$5 Preferred.....	.....	102,000.00	.....	102,000.00	102,000.00
1,000 shares Rochester Gas & Electric Co., 6 per cent Preferred.....	101,900.00	.....	.....	.....	101,900.00
28 shares Southern California Edison Co., 5½ per cent Preferred, Series C.....	.....	598.50	.....	598.50	598.50
100 shares Standard Gas and Electric Co., \$7 Prior Preferred.....	.....	6,600.00	.....	6,600.00	6,600.00

At June 30, 1932	At June 30, 1931 Book Value	Increase 1931-1932	Decrease 1931-1932	At June 30, 1932 Book Value
100 shares Standard Power and Light Co. 7 per cent Preferred.....		\$6,000.00		\$6,000.00
50 shares West Penn Electric Co. 7 per cent Preferred.....		3,500.00		3,500.00
166 shares Worcester Consolidated Street Railway Co. First Preferred.....	\$8,326.26		\$8,326.26	
	\$419,316.53	\$504,244.20	\$8,326.26	\$915,234.47
<b>Stocks</b>				
SCHEDULE III—INDUSTRIAL				
25 shares American Agricultural Chemical Co. Common.....		150.00		150.00
1,000 shares American Can Co. Preferred.....				123,262.50
1,000 shares American Locomotive Co. Preferred....	\$123,262.50			
10,000 shares American Radiator and Standard Sanitary Co. Common.....	119,312.50			119,312.50
1,025 shares American Smelting & Refining Co. Preferred.....	170,762.50			170,762.50
53 shares American Tobacco Co. 6 per cent Preferred.....	115,387.50	1,425.00		116,812.50
50 shares Bethlehem Steel Corporation 7 per cent Preferred.....		5,631.25		5,631.25
10 shares City Housing Corporation, Common....	5,700.00			5,700.00
88 92/100 shares Consolidation Coal Co. of Maryland, Capital.....		400.00		400.00
	6,313.32			6,313.32

50 shares Corn Products Refining Co. Preferred.....	6,600.00				6,600.00
1,000 shares Endicott, Johnson Co. Preferred.....	117,572.50				117,572.50
175 shares Fifteen Park Row Corporation Class A Common.....		1,741.25			1,741.25
25 shares General Electric Co. "Special".....	293.76				293.76
1,350 shares General Motors Co. Preferred.....	117,750.00				117,750.00
1,644 shares Glen Alden Coal Co. Capital.....	51,423.50				51,423.50
25 shares Gold Dust Corporation Common.....		446.88			446.88
290 shares B. F. Goodrich Co. Preferred.....	7,377.20				7,377.20
250 shares Helvetia Copper Co. Common.....		25.00			25.00
200 shares Island Creek Coal Co. Common.....		3,100.00			3,100.00
110 shares Lawyers Mortgage Co. Capital.....	3,570.00				3,570.00
10 shares Manati Sugar Co. Common.....	971.43				971.43
525 shares Newmont Mining Corp. Common.....	106,125.00				106,125.00
13 shares Norfolk Country Club Common.....	1.00				1.00
410 shares Oliver Farm Equipment Co. Prior Preferred.....	35,954.50				35,954.50
500 shares The Thos. Phillips Co. Common.....		50,000.00			50,000.00
34 shares Radio Corporation of America \$5 Pre- ferred, Series B.....		408.00			408.00
135 shares Rolfe Coal Mining Co. Common (\$25 par value).....	1,687.50				1,687.50
106 shares Rolfe Coal Mining Co. Preferred (\$25 par value).....	2,650.00				2,650.00
2 shares Samarkand, Capital.....	1.00				1.00
225 shares Seager Smith Land Co. Limited, Com- mon.....		1.00			1.00
75 shares Seager Smith Land Co. Limited, Pre- ferred.....		1.00			1.00
300 shares F. G. Shattuck Co. Common.....		3,262.50			3,262.50
48 shares Standard Oil Export Corporation, Pre- ferred.....	5,016.00				5,016.00
400 shares Tropical Fruit Growers Association Capital.....		1.00			1.00

At June 30, 1932	At June 30, 1931 Book Value	Increase 1931-1932	Decrease 1931-1932	At June 30, 1932 Book Value
100 shares United States & International Securities Corporation Common . . . . .	.....	\$62.50	.....	\$62.50
100 shares United States & International Securities Corporation 5 per cent Preferred, with Warrants	.....	2,100.00	.....	2,100.00
100 shares United States & Foreign Securities Corporation Common . . . . .	.....	337.50	.....	337.50
100 shares United States & Foreign Securities Corporation 6 per cent Preferred. . . . .	.....	4,600.00	.....	4,600.00
24 shares United States Steel Co. Preferred. . . . .	\$63,012.50	.....	\$60,750.50	2,262.00
	\$1,060,744.21	\$73,692.88	\$60,750.50	\$1,073,686.59
<b>Stocks</b>				
SCHEDULE IV—BANK AND TRUST COMPANY				
1 certificate Beneficial Interest Columbia Trust Co. . . . .	\$100.00	.....	\$100.00	.....
131 shares The First Central Trust Company of Akron, Ohio, Capital. . . . .	.....	6,550.00	.....	6,550.00
	\$100.00	\$6,550.00	\$100.00	\$6,550.00
SCHEDULE V				
<b>Miscellaneous</b>				
Agreement with Greenberg, Publisher, Inc. . . . .	\$1.00	.....	.....	\$1.00
Agreements with Macmillan Co. . . . .	3.00	.....	.....	3.00

Agreement with Charles Scribner's Sons .....	1.00					1.00
Contract with Westinghouse Electric & Manufacturing Co. ....	1.00					1.00
New York Life Insurance Co. Policy .....	100,000.00					100,000.00
4 shares Clinton Hall Association & Mercantile Library Capital Stock .....	4.00					4.00
1 share New York Historical Society Stock .....	1.00					1.00
1 share New York Society Library Stock .....	1.00					1.00
Trust Agreements .....	4.00					4.00
Stock in Affiliated Corporations .....	500.00					500.00
Warrants to purchase 200 shares Cuba Cane Products Co. Common .....	8,000.00					8,000.00
Fractional Scrip for Missouri, Kansas and Texas Railroad Company. Adjustment Mortgage, 5 per cent Bonds, Series A, due 1967 .....			32.54			32.54
	\$108,516.00	\$108,516.00	\$32.54			\$108,548.54
<b>Bonds and Mortgages</b>						
On 362-370 Avenue "A," New York, at 6 per cent, due 1940 .....	\$118,000.00			\$2,000.00		\$116,000.00
On Amsterdam Avenue and 167th Street, New York, at 6 per cent, due 1933 .....			64,700.00			64,700.00
On 2479-2491 Amsterdam Avenue, New York, at 6 per cent, due 1933 .....	67,000.00			2,000.00		65,000.00
On Southwest Corner Bailey Avenue and 230th Street, New York, at 6 per cent, due 1935 .....	122,500.00			2,500.00		120,000.00
On 55-7 Barclay Street, New York, at prevailing rate. Open Mortgage .....			57,500.00			57,500.00
On 65-67 Barclay Street, New York, at prevailing rate. Open Mortgage .....	60,000.00			2,000.00		58,000.00

\$108,548.54

At June 30, 1932	At June 30, 1931 Book Value	Increase 1931-1932	Decrease 1931-1932	At June 30, 1932 Book Value
On 75-79 Barclay Street, New York, at prevailing rate, Open Mortgage.....	.....	.....	.....	\$24,000.00
On 26-28 Beaver Street, New York, at 5½ per cent, due 1934.....	.....	.....	\$5,000.00	375,000.00
On 188 Boverly, New York, at 6 per cent, due 1934.....	.....	.....	.....	60,000.00
On 503-11 Broadway, New York, at 5½ per cent, Open Mortgage.....	.....	.....	.....	448,000.00
On 1220-6 Broadway, New York, at 5½ per cent, due 1936.....	.....	\$475,000.00	.....	475,000.00
On 1241-51 Broadway, New York, at 5½ per cent, due 1936.....	.....	622,500.00	.....	622,500.00
On 506-28 Cherry Street, New York, at 6 per cent, Open Mortgage.....	.....	.....	.....	81,000.00
On 21 Claremont Avenue, New York, at 5 per cent, Open Mortgage.....	.....	.....	.....	190,000.00
On 25 Claremont Avenue, New York, at 5½ per cent, due 1935.....	.....	.....	1,875.00	246,250.00
On 29-31 Claremont Avenue, New York, at prevailing rate, Open Mortgage.....	.....	.....	3,000.00	108,000.00
On 33-35 Claremont Avenue, New York, at prevailing rate, Open Mortgage.....	.....	.....	.....	150,000.00
On Southwest Corner College Avenue and East 170th Street, New York, at 5½ per cent, due 1933.....	.....	.....	.....	210,000.00
On Delafield Avenue, Riverdale, New York, at 5½ per cent, due 1933.....	.....	.....	320.00	14,720.00
On east side of West 6th Street, Brooklyn, New York, at 5½ per cent, due 1933.....	.....	.....	.....	4,000.00
On 812 Eighth Avenue, New York, at 5½ per cent, due 1934.....	.....	.....	1,800.00	84,600.00

On Eleventh Avenue between 18th and 19th Streets, New York, at 6 per cent, due 1933.....	285,000.00				285,000.00
On 882 Faile Street, Bronx, New York, at 5½ per cent, due 1932.....	4,000.00				4,000.00
On 886 Faile Street, Bronx, New York, at 5½ per cent, due 1933.....	4,000.00				4,000.00
On 890 Faile Street, Bronx, New York, at 5½ per cent, due 1933.....	6,000.00				6,000.00
On 51st Street and Eleventh Avenue, Brooklyn, New York, at 5½ per cent, due 1934.....	5,000.00				5,000.00
On northeast corner First Avenue and 89th Street, New York, at 5½ per cent, due 1935.....	349,000.00		10,000.00		339,000.00
On 131,145 Flatbush Avenue, Brooklyn, New York, at 5½ per cent, due 1934.....	200,000.00		10,000.00		190,000.00
On 293 Front Street and 133 Roosevelt Street, New York, at 5½ per cent, due 1932.....	33,750.00				33,750.00
On 106-108 Fulton Street and 14 Dutch Street, New York, at 5½ per cent, due 1936.....	389,500.00				389,500.00
On 98-102 Gold Street, New York, at 5½ per cent, due 1936.....		300,000.00			300,000.00
On 10 Gouverneur Lane, New York, at 5½ per cent, due 1935.....	5,000.00		100.00		4,900.00
On 237 Greenwich Street, New York, at prevailing rate, Open Mortgage.....	5,500.00				5,500.00
On 239-243 Greenwich Street, at prevailing rate, Open Mortgage.....	24,000.00				24,000.00
On 252-254 Greenwich Street, New York, at prevailing rate, Open Mortgage.....	24,000.00				24,000.00
On 261-267 Greenwich Street, New York, at prevailing rate, Open Mortgage.....	70,000.00				70,000.00
On 609-13 Greenwich Street, 120-128 Leroy Street, New York, at 6 per cent, due 1933.....	225,000.00				225,000.00
On 70 Haven Avenue, New York, at prevailing rate, Open Mortgage.....	434,000.00				434,000.00

At June 30, 1932	At June 30, 1931 Book Value	Increase 1931-1932	Decrease 1931-1932	At June 30, 1932 Book Value
On 139-149 Hudson Street, Southwest corner Hubert Street, New York, at 6 per cent, due 1935. . . . .	\$650,000.00	.....	.....	\$650,000.00
On Jefferson Avenue, Richmond Hill, New York, at 5½ per cent, due 1933. . . . .	3,000.00	.....	.....	3,000.00
On 34 Laight Street and 13 Vestry Street, New York, at 5½ per cent, due 1934. . . . .	.....	\$50,000.00	.....	50,000.00
On 306 Lexington Avenue, New York, at 5½ per cent, due 1934. . . . .	.....	54,450.00	.....	54,450.00
On south side of Lexington Avenue, Brooklyn, New York, at 5½ per cent, due 1933. . . . .	2,000.00	.....	.....	2,000.00
On 800 Madison Avenue, New York, at 5 per cent, due 1934. . . . .	364,000.00	.....	\$4,000.00	360,000.00
On 51 Market Street, New York, at 5½ per cent, due 1932. . . . .	21,000.00	.....	.....	21,000.00
On 1723 Mathews Avenue, Bronx, New York, at 6 per cent, Open Mortgage. . . . .	2,800.00	.....	.....	2,800.00
On northwest corner of McCombs Place and 154th Street, New York, at 6 per cent, Open Mortgage	116,025.00	.....	.....	116,025.00
On Morningside Drive, 117th to 118th Streets, New York, at prevailing rate, Open Mortgage. . . . .	234,000.00	.....	.....	234,000.00
On 38 Murray Street, New York, at prevailing rate, Open Mortgage. . . . .	.....	24,000.00	.....	24,000.00
On 50 Murray Street, New York, at prevailing rate, Open Mortgage. . . . .	11,000.00	.....	3,500.00	7,500.00
On 68 Murray Street, New York, at prevailing rate, Open Mortgage. . . . .	27,000.00	.....	1,000.00	26,000.00
On 70 Murray Street, New York, at prevailing rate, Open Mortgage. . . . .	10,000.00	.....	.....	10,000.00
On 136 Newark Avenue, Jersey City, New Jersey, at 5 per cent, due 1934. . . . .	49,000.00	.....	.....	49,000.00



On northeast corner 134th Street and Riverside Drive, New York, at 6 per cent, due 1934.....	288,000.00			4,500.00	283,500.00
On 115th Street & Amsterdam Avenue, at prevailing rate, Open Mortgage.....	100,000.00				100,000.00
On 91-93 Park Row, New York, at 5½ per cent, Open Mortgage.....	15,000.00				15,000.00
On 93 Park Row, New York, at 5½ per cent, Open Mortgage.....	15,000.00				15,000.00
On Southwest corner Pinehurst Avenue and 176th Street, New York, at 5½ per cent, due 1933.....			193,000.00		193,000.00
On 450 Riverside Drive, New York, at 5½ per cent, due 1934.....	250,000.00				250,000.00
On 460-464 Riverside Drive, New York, at prevailing rate, Open Mortgage.....	137,000.00			10,000.00	127,000.00
On northeast corner Riverside Drive and Payson Avenue, New York, at 5½ per cent, due 1932.....	273,000.00			5,500.00	267,500.00
On 25-31 Rose Street, New York, at 6 per cent, due 1936.....			105,000.00		105,000.00
On 361-3 Seventh Avenue, New York, at 5 per cent, due 1936.....			470,250.00		470,250.00
On 421 Seventh Avenue and 157-61 West 33rd Street, New York, at 6 per cent, due 1937.....			500,000.00		500,000.00
On southwest quarter of Section 32, Township 20, Range 1, Province of Saskatchewan, Canada, at 9 per cent, Open Mortgage.....	1.00				1.00
On Property in Southport, Town of Fairfield, Conn., at 6 per cent, due on demand.....			9,000.00		9,000.00
On 28 South Street, New York, at 5½ per cent, due 1934.....	25,000.00				25,000.00
On 19 South William Street, New York, at 5½ per cent, due 1934.....	66,000.00				66,000.00
On northwest corner Tenth Avenue and 36th Street, New York, at 5½ per cent, due 1933.....	850,000.00				850,000.00

At June 30, 1932	At June 30, 1931 Book Value	Increase 1931-1932	Decrease 1931-1932	At June 30, 1932 Book Value
On 289-291 Third Avenue and 205-215 East 22nd Street, New York, at 5½ per cent, due 1933. . . .	\$237,500.00	.....	\$5,000.00	\$232,500.00
On 780-786 Twelfth Avenue, New York, at 5½ per cent, due 1932. . . . .	475,000.00	.....	.....	475,000.00
On 771-775 Washington Street, New York, at 5½ per cent, due 1935. . . . .	84,000.00	.....	2,000.00	82,000.00
On 40 Washington Square South, New York, at 5½ per cent, due 1936. . . . .	55,000.00	.....	.....	55,000.00
On 26 West Broadway, New York, at prevailing rate, Open Mortgage. . . . .	.....	\$12,500.00	.....	12,500.00
On 28-30 West Broadway, New York, at prevailing rate, Open Mortgage. . . . .	.....	39,500.00	.....	39,500.00
On 32 West Broadway, New York, at prevailing rate, Open Mortgage. . . . .	.....	7,500.00	.....	7,500.00
On 40 West Broadway, New York, at prevailing rate, Open Mortgage. . . . .	20,000.00	.....	.....	20,000.00
On 42 West Broadway, New York, at prevailing rate, Open Mortgage. . . . .	.....	30,000.00	.....	30,000.00
On 44 West Broadway, New York, at prevailing rate, Open Mortgage. . . . .	.....	26,000.00	.....	26,000.00
On 46 West Broadway, New York, at prevailing rate, Open Mortgage. . . . .	33,500.00	.....	.....	33,500.00
On 48 West Broadway, New York, at prevailing rate, Open Mortgage. . . . .	.....	9,000.00	.....	9,000.00
On 50 West Broadway, New York, at prevailing rate, Open Mortgage. . . . .	.....	6,300.00	.....	6,300.00
On 745-47 East 6th Street, New York, at 5½ per cent, Open Mortgage. . . . .	.....	31,200.00	.....	31,200.00
On 133-137 East 16th Street, New York, at 5½ per cent, due 1933. . . . .	106,000.00	.....	.....	106,000.00

On 153-161 East 24th Street and 150-158 East 25th Street, New York, at 5½ per cent, due 1934, . . . . .		334,000.00			334,000.00
On 3-7 East 27th Street, New York, at 6 per cent, due 1932, . . . . .	240,000.00				240,000.00
On 20 East 31st Street and 15-19 East 30th Street, New York, at 5½ per cent, due 1936, . . . . .	225,000.00				225,000.00
On 408-418 East 48th Street, New York, at 6 per cent, due 1934, . . . . .	67,000.00				67,000.00
On 154-56 East 53rd Street, New York, at 5½ per cent, due 1936, . . . . .		130,000.00			130,000.00
On 524-28 East 73rd Street, New York, at 6 per cent, due 1936, . . . . .		120,000.00			120,000.00
On 522-24 East 81st Street, New York, at 6 per cent, due 1933, . . . . .	60,000.00				60,000.00
On 309-27 East 94th Street, New York, at 6 per cent, due 1938, . . . . .	320,000.00		20,000.00		300,000.00
On 171 East 107th Street, New York, at 5½ per cent, due 1935, . . . . .	6,000.00				6,000.00
On 58 East 120th Street, New York, at 5½ per cent, due 1935, . . . . .		16,000.00			16,000.00
On 139-149 West 19th Street, New York, at 5½ per cent, due 1936, . . . . .	114,000.00				114,000.00
On 136-140 West 23rd Street, New York, at 5½ per cent, due 1933, . . . . .		140,000.00			140,000.00
On 549-557 West 23rd Street, New York, at 5½ per cent, due 1932, . . . . .	335,000.00		10,000.00		325,000.00
On 25-27 West 30th Street, New York, at 5½ per cent, due 1933, . . . . .	92,450.00		750.00		91,600.00
On 6-8 West 32nd Street, New York, at 5½ per cent, due 1934, . . . . .	350,000.00				350,000.00
On 335-43 West 35th Street, New York, at 5½ per cent, due 1932, . . . . .	345,000.00		5,000.00		340,000.00
On 19-21 West 36th Street, New York, at 6 per cent, due 1932, . . . . .	267,500.00		267,500.00		

At June 30, 1932	At June 30, 1931 Book Value	Increase 1931-1932	Decrease 1931-1932	At June 30, 1932 Book Value
On 141-145 West 36th Street, New York, at 5½ per cent, due 1935 . . . . .	\$600,000.00	.	.	\$600,000.00
On 542-548 West 36th Street, New York, at 5½ per cent, due 1934 . . . . .	.	\$100,000.00	.	100,000.00
On 40-42 West 37th Street, New York, at 6 per cent, due 1935 . . . . .	290,000.00	.	.	290,000.00
On 323-327 West 38th Street, New York, at 5¾ per cent, due 1934 . . . . .	445,000.00	.	\$15,000.00	430,000.00
On 344-343 West 38th Street, New York, at 5¾ per cent, due 1931 . . . . .	216,250.00	.	216,250.00	.
On 264-8 West 41st Street, New York, at 6 per cent, due 1932 . . . . .	185,000.00	.	.	185,000.00
On 521-23 West 43rd Street, through to 522-32 West 44th Street, New York, at 5½ per cent, due 1936 . . . . .	.	615,000.00	.	615,000.00
On 530-532 West 47th Street, New York, at 5½ per cent, due 1933 . . . . .	45,000.00	.	.	45,000.00
On 553 West 51st Street, New York, at 5½ per cent, due 1935 . . . . .	.	.	.	.
On 13-15 West 60th Street, New York, at 5 per cent, due 1930 . . . . .	175,000.00	14,000.00	.	14,000.00
On 243-249 West 67th Street and 248-250 West 68th Street, New York, at 5 per cent, due 1934 . . . . .	250,000.00	.	175,000.00	.
On 403 West 115th Street, New York, at prevailing rate, Open Mortgage . . . . .	58,000.00	130,000.00	.	188,000.00
On 404 West 116th Street, New York, at prevailing rate, Open Mortgage . . . . .	173,000.00	.	.	173,000.00
On 420 West 116th Street, New York, at 5½ per cent, Open Mortgage . . . . .	225,000.00	.	.	225,000.00
On 420 West 116th Street, New York, at prevailing rate, Open Mortgage . . . . .	142,500.00	.	6,500.00	136,000.00

On 424-430 West 116th Street, New York, at prevailing rate, Open Mortgage.....	352,000.00			6,000.00	346,000.00	
On 153rd Street, west of Broadway, New York, at 6 per cent, due 1932.....	85,000.00		1,000.00		84,000.00	
	<u>\$14,622,241.00</u>	<u>\$4,686,400.00</u>	<u>\$799,095.00</u>		<u>\$18,509,546.00</u>	
<b>Guaranteed Certificates</b>						
By Title Guarantee & Trust Co. of New York, at 5½ percent, due 1935.....	\$16,600.00				\$16,600.00	
By Title Guarantee & Trust Co. of New York, at 5½ percent, due 1933.....	1,000.00				1,000.00	
By U. S. Mortgage and Trust Company of New York, at 5¼ per cent, due 1933.....	10,000.00				10,000.00	
	<u>\$27,600.00</u>	<u>\$27,600.00</u>			<u>\$27,600.00</u>	
<b>Participation Certificates</b>						
(Guaranteed by Lawyers Mortgage Co.)						
On south side of Perry Avenue, near 205th Street, Bronx, New York, at 5½ per cent, due 1931.....	\$2,000.00			\$2,000.00		
On west side of Fulton Avenue, near East 172nd Street, Bronx, New York, at 5½ per cent, due 1931.....	1,000.00			1,000.00		
On west side of Rochambeau Avenue, near East Gun Hill Road, Bronx, New York, at 5½ per cent, due 1937.....	20,000.00				20,000.00	
On northwest corner East 193rd Street and Decatur Avenue, Bronx, New York, at 5½ per cent, due 1936.....	5,000.00				5,000.00	

At June 30, 1932	At June 30, 1931 Book Value	Increase 1931-1932	Decrease 1931-1932	At June 30, 1932 Book Value
On north side of West 93rd Street, near Columbus Avenue, New York, at 5½ per cent, due 1936. . . . .	.....	\$1,000.00	.....	\$1,000.00
On south side of West 182nd Street, near Jerome Avenue, Bronx, New York, at 5½ per cent, due 1932	\$3,000.00	.....	.....	3,000.00
On northeast corner Gerard Avenue and East 164th Street, Bronx, New York, at 5½ per cent, due 1932. . . . .	1,000.00	.....	\$1,000.00	.....
On southwest corner Sherman Avenue and Isham Street, New York, at 5½ per cent, due 1935. . . . .	2,500.00	.....	.....	2,500.00
On Thayer Street and Sherman Avenue, New York, at 5½ per cent, due 1932. . . . .	13,000.00	.....	.....	13,000.00
On Teasdale Place and Cauldwell Avenue, Bronx, New York, at 5½ per cent, due 1932. . . . .	5,000.00	.....	.....	5,000.00
On west side of Marion Avenue, Bronx, New York, at 5½ per cent, due 1936. . . . .	.....	2,000.00	.....	2,000.00
On west side of East 19th Street, near Albemarle Road, Brooklyn, at 5½ per cent, due 1936. . . . .	.....	1,000.00	.....	1,000.00
	\$52,500.00	\$4,000.00	\$4,000.00	\$52,500.00
	\$30,013,745.32			\$34,809,757.29

SECURITIES SUMMARY

	At June 30, 1932	At June 30, 1931	Increase 1931-1932	Decrease 1931-1932	At June 30, 1932 Book Value
<b>BONDS</b>					
Schedule I—Railroad.....	\$5,156,600.37	\$11,070,903.49	\$175,543.75	\$13,755.89	\$5,318,388.23
Schedule II—Public Utility.....	3,928,419.30	.....	692,724.93	489,621.71	4,131,522.52
Schedule III—State and Municipal.....	4,390.63	.....	160,242.21	.....	164,632.84
Schedule IV—Industrial.....	1,815,433.01	.....	24,213.50	209,705.45	1,629,941.06
Schedule V—Foreign Government.....	106,200.00	.....	142,001.25	.....	248,201.25
Schedule VI—United States Government.....	59,860.18	.....	269.25	.....	60,129.43
					\$11,552,815.33
<b>STOCKS</b>					
Schedule I—Railroad.....	2,651,824.09	.....	86,752.27	175,300.00	2,563,276.36
Schedule II—Public Utility.....	419,316.53	.....	594,244.20	8,326.26	915,234.47
Schedule III—Industrial.....	1,060,744.21	.....	73,692.88	60,750.50	1,073,686.59
Schedule IV—Bank and Trust Co.....	100.00	.....	6,550.00	100.00	6,550.00
					4,538,747.42
MISCELLANEOUS.....	108,516.00	.....	32.54	.....	108,548.54
BONDS AND MORTGAGES.....	14,622,241.00	.....	4,686,400.00	799,095.00	18,509,546.00
GUARANTEED CERTIFICATES.....	27,600.00	.....	.....	.....	27,600.00
PARTICIPATION CERTIFICATES.....	52,500.00	.....	4,000.00	4,000.00	52,500.00
					\$34,809,757.29
Totals.....	\$30,013,745.32	\$30,013,745.32	\$6,556,666.78	\$1,760,653.81	\$34,809,757.29
<b>DISTRIBUTION</b>					
Special Endowments—Principal.....	.....	\$28,374,932.54	\$3,330,719.01	.....	\$31,705,651.55
Special Endowments—Income.....	.....	835,891.33	164,166.77	.....	1,000,058.10
Student Loans.....	.....	895.02	53,312.50	.....	54,207.52
Gifts.....	.....	797,875.71	.....	342,521.32	455,354.39
General Endowment.....	.....	4,150.72	1,590,335.01	.....	1,594,485.73
					\$34,809,757.29

## UNIVERSITY LAND, BUILDINGS AND EQUIPMENT

	At June 30, 1931	Additions 1931-1932	Deductions 1931-1932	At June 30, 1932
Land: 114th to 116th Streets Amsterdam Ave. and Broadway. Improvements to Grounds .....	\$2,022,440.06 56,464.15	\$5,075.00		\$2,022,440.06 61,539.15
116th to 120th Streets, Amsterdam Ave. and Broadway. Improvements to Grounds .....	2,000,000.00 429,601.17			2,000,000.00 429,601.17
116th Street, north side, Morningside Drive to Amster- dam Avenue .....	563,193.40			563,193.40
117th Street, south side, Morningside Drive to Amster- dam Avenue .....	503,656.95			503,656.95
Baker Field, Broadway, 218th St. and Harlem Ship Canal Improvements and additions to Baker Field .....	736,656.65 261,372.04			736,656.65 261,372.04
Avery Library Building: Construction .....	998,028.69			998,028.69
Equipment .....	339,821.42 1,829.68			339,821.42 1,829.68
Baker Field Boat House .....	341,651.10			341,651.10
Baker Field Boat House Equipment .....	55,779.41			55,779.41
Baker Field Fence .....	1,500.00	1,054.82		2,554.82
Baker Field Grandstands .....	1,850.98			1,850.98
Baker Field Grandstands .....	86,306.22			86,306.22
Boat House at Highland, N. Y. ....	30,040.00			30,040.00
Casa Italiana: Construction .....	315,526.06			315,526.06
Equipment .....	1,675.27	334.34		2,009.61
Land .....	265,388.90			265,388.90
	582,590.23			582,924.57



REPORT OF THE TREASURER

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Chemical Engineering Building; Construction	3,166.44	.....	.....	3,166.44	.....	.....	.....	3,166.44
Dental and Oral Surgery: (School of): Construction and Equipment	592,267.00	.....	.....	592,267.00	.....	.....	.....	592,267.00
Crocker Research Building: X-Ray Equipment	18,465.53	.....	.....	18,465.53	.....	.....	.....	18,465.53
Earl Hall: Construction and Equipment	165,925.65	.....	.....	165,925.65	.....	.....	.....	165,925.65
Trophy Room Equipment	13,402.62	.....	.....	13,402.62	.....	.....	.....	13,402.62
East Hall: Alterations and Equipment	286,575.50	.....	.....	286,575.50	.....	.....	.....	286,575.50
Engineering Building: Equipment	20,775.47	.....	.....	20,775.47	.....	.....	.....	20,775.47
Faculty House: Construction	299,725.43	.....	.....	299,725.43	.....	.....	.....	299,725.43
Equipment	35,287.42	.....	.....	35,287.42	.....	.....	.....	35,287.42
Fayerweather Hall: Construction	362,610.91	.....	.....	362,610.91	.....	.....	.....	362,610.91
Equipment	48,497.54	.....	.....	48,497.54	.....	.....	.....	48,497.54
Furnald Hall: Construction	352,666.66	.....	.....	352,666.66	.....	.....	.....	352,666.66
Equipment	33,610.20	.....	.....	33,610.20	.....	.....	.....	33,610.20
Hamilton Hall: Construction	486,572.26	.....	.....	486,572.26	.....	.....	.....	486,572.26
Equipment	24,156.49	.....	.....	24,156.49	.....	.....	.....	24,156.49
Hartley Hall: Construction	337,202.65	.....	.....	337,202.65	.....	.....	.....	337,202.65
Equipment	30,554.62	.....	.....	30,554.62	.....	.....	.....	30,554.62
Havemeyer Hall: Construction	536,427.47	.....	.....	536,427.47	.....	.....	.....	536,427.47
Equipment	114,074.86	.....	.....	114,074.86	.....	.....	.....	114,074.86
Havemeyer Hall Annex: Construction	781,108.11	.....	.....	781,108.11	.....	.....	.....	781,108.11
Equipment	218,280.79	.....	.....	218,280.79	.....	.....	.....	218,280.79
	999,388.90	.....	.....	999,388.90	.....	.....	.....	999,388.90
	361.08	.....	.....	361.08	.....	.....	.....	361.08
	650,502.33	.....	.....	650,502.33	.....	.....	.....	650,502.33
	367,757.27	.....	.....	367,757.27	.....	.....	.....	367,757.27
	510,728.75	.....	.....	510,728.75	.....	.....	.....	510,728.75
	386,276.86	.....	.....	386,276.86	.....	.....	.....	386,276.86
	411,108.45	.....	.....	411,108.45	.....	.....	.....	411,108.45
	335,012.85	.....	.....	335,012.85	.....	.....	.....	335,012.85
	304,850.97	.....	.....	304,850.97	.....	.....	.....	304,850.97
	2,500.00	.....	.....	2,500.00	.....	.....	.....	2,500.00
	2,500.00	.....	.....	2,500.00	.....	.....	.....	2,500.00
	164,945.65	.....	.....	164,945.65	.....	.....	.....	164,945.65
	980.00	.....	.....	980.00	.....	.....	.....	980.00
	18,465.53	.....	.....	18,465.53	.....	.....	.....	18,465.53
	592,267.00	.....	.....	592,267.00	.....	.....	.....	592,267.00
	3,166.44	.....	.....	3,166.44	.....	.....	.....	3,166.44

	At June 30, 1931	Additions 1931-1932	Deductions 1931-1932	At June 30, 1932
John Jay Hall:	Construction.....	\$1,662,295.39	.....	\$1,662,295.39
	Equipment.....	137,712.23	.....	139,036.18
	Commons Equipment.....	53,387.22	\$1,323.95	54,408.84
		\$1,853,394.84	.....	\$1,855,740.41
Johnson Hall:	Construction.....	1,145,942.25	.....	1,145,942.25
	Equipment.....	90,742.40	.....	90,742.40
	Commons Equipment.....	30,188.35	371.38	30,559.73
		1,266,873.00	.....	1,267,244.38
Kent Hall:	Construction.....	588,704.91	.....	588,704.91
	Post Office.....	1,164.50	.....	1,164.50
		589,869.41	.....	589,869.41
Library Building:	Construction.....	1,108,461.08	.....	1,108,461.08
	Equipment.....	103,038.31	.....	103,038.31
	Alterations.....	46,600.00	.....	46,600.00
		1,258,099.39	.....	1,258,099.39
Livingston Hall:	Construction.....	333,607.50	.....	333,607.50
	Equipment.....	30,754.06	916.96	31,671.02
		364,361.56	.....	365,278.52
Philosophy Building:	Construction.....	352,574.38	.....	352,574.38
	Construction and Equipment.....	1,282,809.17	.....	1,282,809.17
	Equipment.....	267,997.00	53.53	268,050.53
		1,550,806.17	.....	1,550,859.70
President's House:	Construction.....	196,830.82	.....	196,830.82
	Furnishing.....	24,410.17	.....	24,410.17
		221,240.99	.....	221,240.99
St. Paul's Chapel:	Construction.....	266,676.54	.....	266,676.54
	Equipment.....	57,090.62	.....	57,090.62
		323,767.16	.....	323,767.16

Schermerhorn Hall:	Construction.....	485,292.87			485,292.87
	Equipment.....	117,948.38			117,948.38
		603,241.25			603,241.25
Schermerhorn Hall Extension:	Construction.....	942,850.82			942,850.82
	Equipment.....	254,358.23	881.79		255,240.02
		1,197,209.05			1,198,090.84
School of Business:	Construction.....	1,000,820.29			1,000,820.29
	Equipment.....	70,534.86			70,534.86
School of Journalism:	Construction.....	534,863.38			534,863.38
	Equipment.....	28,637.83			28,637.83
School of Mines Building:	Construction.....	305,506.29	4,311.68		309,817.97
	Equipment.....	19,760.85	5,276.50		25,037.35
		325,267.14			334,855.32
South Hall:	Construction.....		273,785.28		273,785.28
University Hall:	Construction.....	988,431.53			988,431.53
	Equipment.....	28,419.15			28,419.15
	Power House Equipment.....	322,547.64	231,317.77		553,865.41
	Power House Conduits.....	13,866.30			13,866.30
	Gymnasium Equipment.....	43,149.23			43,149.23
	Commons Equipment.....	18,069.54		9,634.28	8,435.26
		1,414,483.39			1,636,166.88
No. 411 West 117th Street (Maison Francaise).....		34,624.72			34,624.72
No. 413 West 117th Street (Chaplain's Residence).....		24,789.89			24,789.89
No. 415 West 117th Street (Dean's Residence—College).....		24,789.89			24,789.89
No. 417 West 117th Street (Dean's Residence—Engineering).....		45,225.25			45,225.25
No. 419 West 117th Street (Research).....		31,333.33			31,333.33
No. 421 West 117th Street (Institute of International Affairs).....		22,833.00			22,833.00
No. 423 West 117th Street (Deutsches Haus).....		37,712.65			37,712.65
No. 435 West 117th Street (Casa de las Espanas).....		21,691.88			21,691.88
Class of 1880 Gates.....		2,000.00			2,000.00
Class of 1881 Flagstaff.....		4,600.00			4,600.00
Class of 1883 Mines—Setting Bust of Professor Eggleston.....		390.00			390.00

	At June 30, 1931	Additions 1931-1932	Deductions 1931-1932	At June 30, 1932
Class of 1885 Sun-Dial.....	\$10,000.00	.....	.....	\$10,000.00
Class of 1886 Granite Exedra.....	5,000.00	.....	.....	5,000.00
Class of 1888 Gates.....	2,000.00	.....	.....	2,000.00
Class of 1889 Mines "Hammerman".....	5,000.00	.....	.....	5,000.00
Class of 1890 Arts and Mines—Statue of Letters and pylon.....	8,598.72	.....	.....	8,598.72
Class of 1891 Gates.....	15,000.00	.....	.....	15,000.00
Class of 1897 Boat House.....	8,000.00	.....	.....	8,000.00
Class of 1893 Chapel Bell.....	5,114.84	.....	.....	5,114.84
Class of 1900 Statue of Science and pylon.....	13,148.95	.....	.....	13,148.95
Class of 1906 Clock.....	1,159.16	.....	.....	1,159.16
Fountain of the God Pan.....	12,013.50	.....	.....	12,013.50
Granite Posts for Class of 1891 Gates.....	2,563.00	.....	.....	2,563.00
Hamilton Statue.....	10,900.00	.....	.....	10,900.00
Lighting University Grounds.....	1,035.00	.....	.....	1,035.00
Portrait of President Butler.....	9,880.57	.....	.....	9,880.57
Seth Low Memorial Tablet.....	1,010.00	.....	.....	1,010.00
Marcellus Hartley Research Tablet.....	417.00	.....	.....	417.00
John B. Pine Tablet.....	1,374.00	.....	.....	1,374.00
Munroe Smith Tablet.....	1,840.00	.....	.....	1,840.00
Van Amringe Memorial.....	20,738.34	.....	.....	20,738.34
Removal and Re-erection of Fence.....	15,371.71	.....	.....	15,371.71
Manor House, Improvements and Furnishings.....	12,286.52	.....	.....	12,286.52
Hegeler Furnace.....	2,000.00	.....	.....	2,000.00
Model of Buildings and Grounds.....	19,972.70	.....	.....	19,972.70
Model of Coal Mine.....	250.00	.....	.....	250.00
Braden Mine Models.....	1,700.00	.....	.....	1,700.00
Sprinkler System for Academic Buildings.....	3,495.72	.....	.....	3,495.72
Repairs and Equipment of Old Buildings: East Hall.....	5,113.34	.....	.....	5,113.34

South Court Fountains.....	4,932.88	.....	.....	.....	4,932.88
Students Army Training Corps Equipment.....	850.00	.....	.....	.....	850.00
Botany and Agricultural Greenhouses.....	16,486.50	.....	.....	.....	16,486.50
Optical Instruments.....	7,100.00	.....	.....	.....	7,100.00
Assessments:					
Boulevard Sewer.....	2,579.90	.....	.....	.....	2,579.90
129th Street Sewer.....	749.25	.....	.....	.....	749.25
Opening and acquiring title to Addition to Riverside Park.....	8,168.98	.....	.....	.....	8,168.98
Opening 116th Street.....	2,882.77	.....	.....	.....	2,882.77
Opening 120th Street.....	38,033.59	.....	.....	.....	38,033.59
Opening Riverside Drive and Parkway.....	4,814.55	.....	.....	.....	4,814.55
On 116th Street for Inwood Park.....	45.80	.....	.....	.....	45.80
Expenses during construction and removal to New Site—(Net)	57,274.84	.....	.....	.....	57,274.84
Outside Street Work.....	372,058.68	.....	.....	.....	372,058.68
Vaults: East.....	107,140.39	.....	.....	.....	107,140.39
West.....	67,699.19	.....	.....	.....	67,699.19
Medical School:					
Buildings.....	628,969.31	.....	.....	.....	628,969.31
Equipment.....	33,896.20	.....	.....	.....	33,896.20
Library.....	1,400.00	.....	.....	.....	1,400.00
Roof Laboratory.....	14,938.07	.....	.....	.....	14,938.07
School of Dentistry.....	39,084.92	.....	.....	.....	39,084.92
Sloane Hospital for Women.....	399,263.14	.....	.....	.....	399,263.14
New Site.....	737,062.50	.....	.....	.....	737,062.50
New Residence Hall Site.....	506,186.26	.....	.....	.....	506,186.26
Improvements to New Site.....	9,068.47	.....	.....	.....	9,068.47
Bard Hall Construction and Equipment.....	836,350.59	.....	.....	.....	836,350.59
New Buildings.....	3,632,418.89	.....	.....	.....	3,632,418.89
New Equipment.....	58,380.38	.....	.....	.....	58,380.38
School of Dental and Oral Surgery.....	630,728.55	.....	.....	.....	630,728.55
		5.36			

	At June 30, 1931		Additions 1931-1932	Deductions 1931-1932	At June 30, 1932	
Sloane Hospital and Vanderbilt Clinic Buildings and Equipment.....	\$750,000.00	\$8,277,752.64			\$750,000.00	\$9,197,169.53
Camp Columbia, Morris, Conn.....		40,717.69				40,717.69
Less Reserve for Depreciation of Commons Equipment.....	43,036.69	\$34,784,986.56	\$1,452,341.87	\$9,639.64		\$36,227,688.79
Less Reserve for Hartley Hall.....	211.66					33,209.17
Less Reserve for Baker Field Grandstands.....	95.50					
Less Reserve for Class of 1905 Gates.....	34.00					
Less Reserve for Old Dental School.....	37.00	43,414.85				
		\$34,741,571.71				\$36,194,479.62

OTHER PROPERTY

	At June 30, 1931	Increase	Decrease and Amortization	At June 30, 1932
Amsterdam Avenue and 115th Street.....	\$106,420.07			\$106,420.07
55-57 Barclay Street.....		\$57,718.88		\$57,718.88
65-67 Barclay Street.....	59,888.05		1,842.54	58,045.51
75-77-79 Barclay Street.....	40,186.63		4,831.47	35,355.16
83 Barclay Street.....	1.00			1.00
503-11 Broadway.....	649,673.57	2,400.00	12,569.02	639,504.55
21 Claremont Avenue.....	276,676.96		14,380.34	262,296.62
21 Claremont Avenue.....	3,622.58		925.57	2,697.01
29-35 Claremont Avenue.....	393,440.10		17,585.34	375,854.76
39-35 Claremont Avenue.....	8,757.65		2,159.65	6,598.00
39-41 Claremont Avenue.....	423,907.79		2,143.17	421,764.62
237 Greenwich Street.....	5,686.20			5,686.20
239-41-43 Greenwich Street.....	24,185.16			24,185.16
252-4 Greenwich Street.....	24,178.70			24,178.70
261-7 Greenwich Street.....	70,082.21			70,082.21
70 Haven Avenue.....	435,322.66	579.12		435,901.78
38 Murray Street.....		25,143.00		24,314.48
44 Murray Street.....	790.75	2,471.57	828.52	3,262.32
46 Murray Street.....	3,154.47	2,578.94		5,733.41
50 Murray Street.....	12,013.65		3,462.88	8,550.77
68 Murray Street.....	27,084.30		794.85	26,289.45
70 Murray Street.....	10,094.09			10,094.09
72 Murray Street.....	5,042.40		240.12	4,802.28
460-64 Riverside Drive.....	548,544.39		9,844.74	538,699.65
26 West Broadway.....		12,598.00		12,598.00
28-30 West Broadway.....		40,202.00		39,810.22
32 West Broadway.....		7,594.15		7,594.15

	At June 30, 1931	Increase	Decrease and Amortization	At June 30, 1932
40 West Broadway.....	\$20,104.13			\$20,104.13
42 West Broadway.....		\$30,135.83		30,135.83
44 West Broadway.....		26,135.82		26,135.82
46 West Broadway.....	33,375.62			33,375.62
48 West Broadway.....		9,089.15		9,089.15
50 West Broadway.....		6,375.68		6,375.68
18 East 16th Street.....	167,109.75			167,109.75
41 West 47th Street.....	61,750.72			61,750.72
403 West 115th Street.....	194,324.51			194,324.51
404 West 116th Street.....	\$178,992.77			\$178,992.77
420 West 116th Street.....	400,098.80	6,050.99	\$6,296.17	399,853.62
424-30 West 116th Street.....	364,143.48		5,867.93	358,275.55
405 West 117th Street.....	25,190.57		340.00	24,850.57
407 West 117th Street.....	21,866.79		262.12	21,604.67
431 West 117th Street.....	22,862.58		309.51	22,553.07
433 West 117th Street.....	22,245.21		280.11	21,965.10
117th Street, Morningside Drive and 118th Street.....	738,930.83			738,930.83
Advances on Properties in Process of Acquisition.....	30,000.00		16,000.00	14,000.00
Real Estate (Amos F. Eno Endowment).....	\$5,409,749.14	\$229,073.13	\$101,355.83	\$5,537,466.44
Real Estate (Phoenix Endowment).....	4,937,775.68	195,891.18	12,152.85	5,121,514.01
Real Estate (Anonymous Endowment).....	380,157.07		1,276.00	378,881.07
Real Estate (Anonymous Endowment).....	75,000.00			75,000.00
Real Estate (Hemingsway Endowment).....	4,500.00			4,500.00
Real Estate (Long Lake, N. Y.).....	1.00			1.00
Real Estate (Phillips Endowment).....		4.00		4.00
Real Estate (Special Endowments).....		317,734.73	3,691.71	314,043.02
	\$10,807,182.89	\$742,703.04	\$118,476.39	\$11,431,409.54



SPECIAL ENDOWMENTS

	At June 30, 1931	Additions 1931-1932	At June 30, 1932
<b>(A) For General Purposes</b>			
<b>BURGESS (JOHN W.) FUND:</b> Gift of Anonymous Donors to the general endowment of the University. Established 1910. ....	\$100,000.00	.....	\$100,000.00
<b>CARPENTIER (H. W.) ENDOWMENT FUND:</b> Legacy of the late Horace W. Carpentier, the income to be expended in such manner and for such purposes as the Trustees may from time to time direct. Established 1918. ....	1,320,000.00	.....	1,320,000.00
<b>CIVIL ENGINEERING FIRE TESTING STATION FUND:</b> Created by act of the Trustees on October 6, 1930, by the transfer of the sum of \$7,435.97 from the unexpended balance on June 30, 1930, of receipts from the Civil Engineering Fire Testing Station, this sum to be set up as the Civil Engineering Fire Testing Station Fund, the income or principal to be used as the Trustees may from time to time determine for the support and development of the work of this station. Established 1930. ....	8,268.27	\$1,284.40	9,552.67
<b>CIVIL ENGINEERING TESTING LABORATORIES FUND:</b> Created by act of the Trustees on January 5, 1925, by the transfer of the sum of \$10,000 from the unexpended balance on June 30, 1924, of receipts from the Civil Engineering Testing Laboratories, this sum to be set up as a Civil Engineering Testing Laboratories Fund, the income or principal of which shall be used as the Trustees may from time to time determine for the support and development of the work of these laboratories. Established 1925. ....	28,920.04	(decrease) 1,126.77	27,793.27
<b>CLASS OF 1902 FUND:</b> Gift of the Class of 1902 College, the income to be used for the general purposes of the University. Established 1928. ....	17,000.00	.....	17,000.00

	At June 30, 1931	Additions 1931-1932	At June 30, 1932
<p><b>COLUMBIA UNIVERSITY PERMANENT ALUMNI FUND:</b>                      Inaugurated by a gift of \$10,000.00 from the Class of 1895 Arts and Mines and subsequently increased by gifts from the Alumni Federation of Columbia University, the income to be expended in such manner and for such purposes as the Trustees may from time to time direct. Established 1919. . . . .</p>	\$122,050.00	\$500.00	\$122,550.00
<p><b>ENO (AMOS F.) ENDOWMENT FUND:</b>                      Bequest of the late Amos F. Eno, the principal and income to be expended in such manner and for such purposes as the Trustees may from time to time direct. Established 1923. . . . .</p>	7,889,922.24	(Decrease) 14,653.48	7,875,268.76
<p><b>KENNEDY (JOHN STEWART) ENDOWMENT FUND:</b>                      Bequest of the late John Stewart Kennedy, a Trustee of Columbia University 1903 to 1909. Established 1910. . . . .</p>	2,806,146.47	.....	2,806,146.47
<p><b>KILLOUGH (W. H. D.) FUNDS:</b>                      Bequest of the late Walter H. D. Killough, for the general endowment of the University. (Principal held by the Trustees under the Will.) Established 1930.</p>	360,618.27	18,030.91	378,649.18
<p><b>PELL (MARY B.) LEGACY:</b>                      Bequest of the late Mary B. Pell, the income to be expended in such manner and for such purposes as the Trustees may from time to time direct. Established 1914. . . . .</p>	815,000.00	.....	815,000.00
<p><b>VAN CORTLANDT (ROBERT B.) FUND:</b>                      Bequest of the late Robert B. Van Cortlandt, the income to be expended in such manner and for such purposes as the Trustees may from time to time direct. Established 1918. . . . .</p>		\$4,035.06	\$13,471,960.35

**(B) For Designated Purposes**

**ADAMS (ERNEST KEMPTON) FUND FOR PHYSICAL RESEARCH:**

Gift of Edward D. Adams, in memory of his son, the late Ernest Kempton Adams, such part of the income as shall be designated by the Trustees to be applied to the stipend of the Research Fellow pursuing researches in the Physical Sciences or in their practical applications; the income received in excess of such stipend to be used in the publication and distribution of the results of the investigation carried on by such Fellows. Established 1904.

**ALDRICH (JAMES HERMAN) SCHOLARSHIP FUND:**

Gift of James H. Aldrich, of the Class of 1863, to establish this fund in commemoration of the fiftieth anniversary of his graduation. Established 1913.

**ALUMNI WAR BONUS FUND:**

Proceeds of Adjusted Compensation Certificates donated by Columbia University War Veterans, the income to be expended in such manner and for such purposes as the Trustees may from time to time direct. Established 1929.

**ANONYMOUS FUND FOR CANCER RESEARCH:**

Established by transfer of a gift for the same purpose, the income to be used for the work of the Institute of Cancer Research. Established 1932.

**ANONYMOUS FUND FOR CHURCH AND CHORAL MUSIC:**

Gift of an Anonymous Donor to establish this fund, the income to be used to maintain a Professorship in Church and Choral Music. Established 1913.

**ANONYMOUS FUND FOR THE DEPARTMENT OF MINING AND METALLURGY:**

Gift of an Anonymous Donor to establish a fund for the use and benefit of the Department of Metallurgy in the School of Mines, the income of the fund to be paid to the wife of the donor during her lifetime and thereafter to the donor, should he survive her. Established 1925.

**ANONYMOUS FUND FOR DEPARTMENT OF PRACTICE OF MEDICINE:**

Established by the transfer of a gift for the creation of a Medical School Dormitory, the income to be used for the Department of Practice of Medicine until such time as the principal is used for the erection of the Dormitory. Established 1932.

50,000.00	10,000.00	60,000.00
5,000.00		5,000.00
6,727.00		6,727.00
	10,000.00	10,000.00
		101,000.00
		100,000.00
	200,000.00	200,000.00

	At June 30, 1931	Additions 1931-1932	At June 30, 1932
<b>ANONYMOUS FUND FOR PHYSICS AND PHYSICAL CHEMISTRY:</b> Gift of an Anonymous Donor, the income to be paid to the donor during his lifetime and thereafter to Columbia University in accordance with the terms of agreement. Established 1928.....	\$500,109.63		\$500,109.63
<b>ART PROFESSORSHIP FUND:</b> Request of Hugo Reisinger to found a professorship of the History of Arts. Established 1916.....	100,000.00		100,000.00
<b>EVERY ARCHITECTURAL FUND:</b> Gift of Samuel P. Avery and Mary Ogden Avery in memory of their deceased son, Henry Ogden Avery, the income of the fund to be applied to the purchase of books relating to architecture, decorations and allied arts. Established 1890, and augmented in 1910 by \$20,000.....	50,000.00		50,000.00
<b>BAIER (VICTOR) FELLOWSHIP FUND:</b> Request of the late Victor Baier to establish a fellowship in church music to be governed by such rules and regulations as may be determined by the Trustees. Established 1922.....	20,000.00	\$1,000.00	21,000.00
<b>BANGS (FRANCIS SEDGWICK) FUND:</b> Gift of Mrs. Francis Sedgwick Bangs to establish a scholarship in the School of Law in memory of her husband, the late Francis Sedgwick Bangs of the Class of 1878 and a Trustee of the University from 1900 to 1920; the scholarship to be awarded to a qualified student who is a member of either the Anglo-Saxon, the Germanic, the Scandinavian, or the Latin race; and preferably one who has been a student in Columbia College. Established 1926.....	6,000.00		6,000.00
<b>BARKER (CLARENCE) MUSICAL SCHOLARSHIP FUND:</b> Request of the late Mrs. Virginia Purdy Bacon, to establish a graduate scholarship in the Department of Music. Established 1921.....	25,000.00	4,000.00	29,000.00
<b>BARLOW (DR. WALTER J.) FUND:</b> Gift of Dr. Walter J. Barlow, the income or principal to be used to meet the cost of Columbia University Medals. Established 1930.....	2,194.74		2,194.74

**BARNARD FELLOWSHIP FUND:**  
 Legacy from the late President Barnard to establish the 'Barnard Fellowship for encouraging Scientific Research,' Established 1889.....

10,000.00

10,000.00

**BARNARD LIBRARY FUND:**  
 The residuary estate of the late President Barnard was left to the Trustees of Columbia College to constitute a fund under the name of the 'Barnard Fund for the Increase of the Library,' the income of which is to be devoted to the purchase of books, especially those relating to physical and astronomical science; but out of the income of this fund so much as may be necessary is to be applied in procuring a gold medal of the bullion value of not less than \$200, to be styled the 'Barnard Medal for Meritorious Service to Science,' to be awarded every five years on the judgment of the National Academy of Science of the United States. The medal will be next awarded in June, 1935. Established 1889.....

59,600.00

59,600.00

**BARNARD (MARGARET) FUND:**  
 The residuary estate of the late Margaret Barnard, widow of the late President Barnard, was left to the Trustees of Columbia College, "to augment the sum left by my late husband," Established 1892.....

16,250.00

16,250.00

**BEARNS (JOSEPH H.) FOUNDATION:**  
 Bequest of the late Lillia M. Bearns, the income to be used for prizes in Music. (Principal held by the Trustees under the Will.) Established 1926.....

10,000.00

10,000.00

**BECK FUNDS:**  
 The late Charles Bathgate Beck bequeathed the sum of \$10,000.00 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

	At June 30, 1931	Additions 1931-1932	At June 30, 1932
<b>BECKMAN (GERARD) FUND:</b> Bequest of the late Gerard Beekman, formerly a Trustee of Columbia University, the income to be used in connection with the work of the Chaplain. Established 1920.....	\$10,000.00	.....	\$10,000.00
<b>BEER (JULIUS) LECTURE FUND:</b> Bequest of the late Julius Beer, the income of which is to be applied to providing lectures at intervals not exceeding three years, by lecturers nominated by the Faculty of Political Science and confirmed by the Trustees. Established 1903.....	10,290.79	.....	10,290.79
<b>BENNETT PRIZE FUND:</b> Gift of James Gordon Bennett, the income, or a medal of equal value, to be given for 'an essay in English prose upon some subject of contemporaneous interest in the domestic or foreign policy of the United States.' Established 1893.....	1,000.00	.....	1,000.00
<b>BERGH (HENRY) FUND:</b> Anonymous Gift, the income to be used for the promotion of humane education. Established 1907.....	100,000.00	.....	100,000.00
<b>BERTUCH (FREDERICK) SCHOLARSHIP FUND:</b> Bequest of the late Frederick Bertuch, the income to be applied in assisting needy students to pursue courses of study in any department of the University. Established 1929.....	63,000.00	.....	63,000.00
<b>BLUMENTHAL ENDOWMENT FUND:</b> Gift of George Blumenthal for the endowment of a Chair of Politics. Established 1906.....	112,000.00	.....	112,000.00
<b>BLUMENTHAL (GEORGE, JR.) SCHOLARSHIP FUND:</b> 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.....	48,000.00	.....	48,000.00

<p><b>BONDY (EMIL C.) FUND:</b> Bequest of the late Emil C. Bondy, the income of which is to be applied, first, toward investigation into the cause, prevention and cure of cancer, and, second, toward general research in medicine and surgery and their allied subjects. Established 1916.</p>	100,000.00	100,000.00	100,000.00
<p><b>BORING FELLOWSHIP FUND:</b> Gift of Edward C. Moore, Jr., to establish a Fellowship in the School of Architecture. Established 1922.</p>	6,200.00	6,200.00	6,200.00
<p><b>BOUVIER (W. SERGEANT) MEMORIAL CUP FUND:</b> Gift of John Vernou Bouvier, Jr. and John Vernou Bouvier III, the income to provide an annual Cup to be presented to the member of the Freshman Crew who has best exhibited the qualities of college loyalty, self-discipline and improvement in watermanship throughout the rowing season. Established 1930.</p>	1,000.00	1,000.00	1,000.00
<p><b>BRAINARD (EDWARD SUTLIFF) MEMORIAL PRIZE FUND:</b> Gift of Miss Phoebe T. Sutliff in memory of her nephew Edward Sutliff Brainard of the Class of 1921, the income to be awarded annually to that student in the graduating class of Columbia College who is adjudged by his class mates, according to such rules as the Faculty may prescribe, as most worthy of distinction on the ground of his qualities of mind and character. Established 1920.</p>	1,200.00	1,200.00	1,200.00
<p><b>BRIDGHAM (SAMUEL WILLARD) FUND:</b> Gift of Mrs. Fanny Bridgham to establish a fund, in memory of the late Samuel Willard Bridgham, of the Class of 1867, School of Mines, the income to be applied to the support of a Fellowship to be awarded annually by the Faculty of Applied Science. Established 1915.</p>	22,000.00	22,000.00	3,500.00
<p><b>BULL (WILLIAM T.) MEMORIAL FUND:</b> 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.</p>	32,250.00	32,250.00	32,250.00

	At June 30, 1931	Additions 1931-1932	At June 30, 1932
<b>BUNNER PRIZE FUND:</b> Gift of friends of the late Henry Cuyler Bunner, the income to be used to provide every year the 'H. C. Bunner Medal,' to be given to the student who shall present the best essay on an assigned subject in American literature. Established 1896. ....	\$1,250.00	\$700.00	\$1,950.00
<b>BURGESS (ANNIE P.) SCHOLARSHIP FUND:</b> Bequest of the late Annie P. Burgess to establish a fund, the income to be applied to the tuition and expenses each year of a worthy and deserving young man of good habits and Christian character. Established 1913. ....	5,000.00	.....	5,000.00
<b>BURGESS (DANIEL M.) SCHOLARSHIP FUND:</b> Bequest of the late Annie P. Burgess to establish a fund, the income to be applied to the tuition and expenses each year of a worthy and deserving young man of good habits and Christian character. Established 1913. ....	5,000.00	.....	5,000.00
<b>BUTLER (NICHOLAS MURRAY) MEDAL FUND:</b> Gift of Archer M. Huntington to establish a fund, the income to be used in providing a gold medal every five years and a silver or bronze medal annually for the most distinguished contribution made anywhere in the world to philosophy, or to educational theory, practice or administration. Established 1914. ....	3,000.00	.....	3,000.00
<b>BUTLER (RICHARD) SCHOLARSHIP FUND:</b> Gift of Mrs. Richard Butler in memory of her deceased husband, Richard Butler. Open to students born in the State of Ohio. Established 1903. ....	5,500.00	500.00	6,000.00
<b>CAMPBELL SCHOLARSHIP FUND:</b> Gift of \$3,000 each from Miss Maria L. Campbell and Miss Catherine B. Campbell to establish two scholarships in Columbia College in memory of Robert B. Campbell, of the Class of 1844, and Henry P. Campbell, of the Class of 1847. Established 1900. ....	6,000.00	.....	6,000.00



REPORT OF THE TREASURER 119

CARPENTER (CLARENCE) FUND: Gift of Mrs. Josephine L. Carpenter in memory of her husband, Clarence Carpenter, the income to be used to promote Cancer Research. Established 1928.	20,000.00	20,000.00	20,000.00
CARPENTIER (EDWARD R.) FUND: Gift of Mrs. Maria H. Williamson for the endowment of a Professorship, or an endowed lectureship, on the origins and growth of civilization among men. Established 1906.	250,000.00	250,000.00	250,000.00
CARPENTIER (JAMES S.) FUND: Gift of General H. W. Carpenter to establish a fund in memory of his brother, James S. Carpenter, for the benefit of the Law School. Established 1903.	300,031.20	300,031.20	300,031.20
CARPENTIER (R. S.) FUND: Gift of General H. W. Carpenter towards a professorship in the Medical School, in memory of Reuben S. Carpenter. Established 1904.	100,000.00	100,000.00	100,000.00
CARTER (HERBERT S.) MEMORIAL FUND: Gift of Dr. Nathaniel R. Norton, the income to be used for lectures in the Medical School. Established 1929.	18,000.00	17,569.90	430.10
CARTWRIGHT LECTURESHIP FUND: Gift of the Alumni Association of the College of Physicians and Surgeons, the income to be allowed to accrue and to be added to the principal until further action by the Trustees, the annual income then to be used for the support of lectureships at the Medical School in accordance with the wishes of the late Benjamin Cartwright. Original gift \$8,800.50. Established 1928.	11,250.75	10,743.58	507.17
CASA DE LAS ESPANAS ENDOWMENT FUND: Gift of various donors, the income to be applied toward the maintenance of the Casa de las Espanas. Established 1930.	5,179.88	5,127.38	52.50
CASA DE LAS ESPANAS PERMANENT FUND, FELLOWSHIP INTERCOLLEGIATE ALLIANCE: Gift of various donors, the income to be applied toward the maintenance of the Casa de las Espanas. Established 1930.	105.10	59.10	46.00

	At June 30, 1931	Additions 1931-1932	At June 30, 1932
<b>CASA ITALIANA ENDOWMENT FUND:</b> Gift of various donors, the income to be applied toward the maintenance of the Casa Italiana. Established 1926.....	\$8,390.37	.....	\$8,390.37
<b>CASTNER (HAMILTON YOUNG) FUND:</b> Bequest of the late Cora M. Perkins, the income to be invested by the Trustees of Columbia University in such manner as shall in their judgment most effectively encourage chemical investigation and research. Established 1923.....	285,000.00	.....	285,000.00
<b>CENTER FUND:</b> Gift of Mary E. Ludlow, in memory of her son, the late Robert Center, the income to be applied either to the salary of a Professor of Music, or of other Instructors of Music, or to Fellowships, Scholarships in Music, or to be used in any one or more of these or such other ways as shall, in the judgment of the Trustees, tend most effectually to elevate the standard of musical instruction in the United States, and to afford the most favorable opportunity for acquiring instruction of the highest order. Established 1896.....	180,000.00	.....	180,000.00
<b>CHAMBERLAIN (JOSEPH P.) ENDOWMENT FUND:</b> Gift of Joseph P. Chamberlain for the endowment of a chair of legislation. Established 1917.....	150,000.00	.....	150,000.00
<b>CHAMBERLAIN (LYDIA C.) FUND:</b> Gift of Lydia C. Chamberlain, the income to be used for fellowships in accordance with the terms of the Deed of Trust. (Principal held by Trustees under the Deed of Trust.) Established 1920.			
<b>CHANDLER (CHARLES FREDERICK) FUND:</b> From the Alumni of Columbia University to establish this fund in honor of Professor Charles Frederick Chandler, the income to be applied to the delivery and publication of at least one public lecture each year on some phase of the science of Chemistry, etc. Established 1910.....	7,500.00	.....	7,500.00

CHANLER PRIZE FUND: Bequest of J. Winthrop Chanler, of the Class of 1847, to found an annual prize for 'the best original manuscript essay in English prose on the History of Civil Government of America, or some other historical subject.' Established 1877. ....	1,100.00	1,100.00
CHAPEL FURNISHING FUND: Created by act of the Trustees on Feb. 1, 1926, by the transfer of the balance of the St. Paul's Chapel Windows Gift Account. This sum to constitute a special fund, either the principal or income of which may be used for furniture and equipment of St. Paul's Chapel. Established 1926. ....	380.06	380.06
CHAPEL MUSIC FUND: Gift of Gerard Beekman of the Class of 1864 to establish this fund, the income to be applied to the purchase of suitable music for use in the services in St. Paul's Chapel. Established 1913. ....	1,050.00	1,050.00
CLARK SCHOLARSHIP FUND: Bequest of the late 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. ....	15,250.00	15,250.00
CLASS OF 1848 SCHOLARSHIP FUND: Gift of an Anonymous Friend, for the endowment of two Scholarships in Columbia College. Established 1902. ....	10,000.00	10,000.00
CLASS OF 1869 FUND: Representing the amount held by the Treasurer of the Class of 1869 at the time of his death. The income or principal to be used as the surviving members of the class may designate. Established 1924. ....	99.01	99.01
CLASS OF 1881 ARTS AND MINES FUND: Gift of the Class of 1881 Arts and Mines in commemoration of the fortieth anniversary of their graduation, for the maintenance of the Class of 1881 flagpole and for the purchase of Columbia flags. Established 1921. ....	2,000.00	2,000.00

	At June 30, 1931	Additions 1931-1932	At June 30, 1932
<b>CLASS OF 1885 SCHOOL OF MINES FUND:</b> Gift of the Class of 1885 School of Mines in commemoration of the twenty-fifth anniversary of their graduation, the income to be applied to the maintenance of a Scholarship in the Schools of Mines, Engineering and Chemistry. Established 1910.....	\$13,125.00	.....	\$13,125.00
<b>CLASS OF 1888 ARTS AND MINES FUND:</b> For the maintenance of the Class of 1888 Gates. Established 1917.....	400.00	.....	400.00
<b>CLASS OF 1889 MEDAL FUND:</b> Gift of the Class of 1889 School of Mines in commemoration of the twenty-fifth anniversary of their graduation, the income to be applied to the cost of a medal to be awarded triennially to a graduate of the School of Mines, or of any of the schools of applied science or architecture, who shall have distinguished himself by eminent achievement in any sphere of human effort. Established 1915.....	500.00	.....	500.00
<b>CLASS OF 1892 ARTS AND MINES FUND:</b> Gift of the Class of 1892 Arts and Mines for the endowment of rooms 633 Hartley and 431 Furnald, the occupancy thereof to be awarded as provided in the deed of gift. Established 1917.....	6,600.00	7,887.50	14,487.50
<b>CLASS OF 1896 ARTS AND MINES SCHOLARSHIP FUND:</b> Gift of the Class of 1896 Arts and Mines, in commemoration of the twenty-fifth anniversary of their graduation. Established 1921.....	14,000.00	.....	14,000.00
<b>CLASS OF 1901 DECENNIAL FUND:</b> Gift of the Class of 1901 College and Applied Science, the income to be applied toward the expenses of maintaining the work of the Committee on Employment of Students. Established 1911.....	1,400.00	.....	1,400.00
<b>CLASS OF 1904 SCHOLARSHIP FUND:</b> Gift of the Class of 1904 College and Science, the income to be used for scholarships in accordance with the terms of the gift. Established 1929.....	16,000.00	.....	16,000.00

1,000.00	.....	1,000.00
3,572.77	15.00	3,587.77
4,000.00	.....	4,000.00
294.65	56.57	351.22
1,125.00	.....	1,125.00
566,000.00	.....	566,000.00

**CLASS OF 1909 FLAGPOLE FUND:**  
 Created by act of the Trustees November 7, 1927, the income to be used for the care and maintenance of the flagpole on Baker Field. ....

**CLASS OF 1912 PHYSICIANS AND SURGEONS FUND:**  
 Gift of the Class of 1912 of the College of Physicians and Surgeons, the income to be used under the direction of the Dean of the School of Medicine. Established 1927. ....

**CLASS OF 1920 DECENNIAL FUND:**  
 Gift of the Class of 1920 for the endowment of room 603 Hartley Hall, the occupancy thereof to be awarded as provided in the deed of gift. Established 1930. ....

**CLASS OF 1927 FUND:**  
 Gift of the members of the Class of 1927, the income to be added to the principal until further advice of the members of the Class. Established 1929. ....

**COCK (THOMAS F., M. D.) PRIZE FUND:**  
 Bequest of the late Augustus C. Chapin, the income to be used to provide an annual prize to be known as the "Thomas F. Cock, M. D., Prize" for the best thesis on puerperal fever. Established 1915. ....

**COLLINS (PERRY McDONOUGH) SCHOLARSHIP FUND:**  
 Bequest of the late Kate Collins Brown, the annual income to be divided into amounts of three hundred dollars (\$300) to be paid annually under such rules and regulations as the Board of Trustees of the College may from time to time establish, to each of those undergraduates in the academic and scientific courses of the College whose pecuniary condition and resources are, in the judgment of the Board of Trustees, insufficient to defray the expenses of his college education; and if the College is unable in any year to use the entire income of the said Fund for the purpose aforesaid, after making every proper effort to do so, the balance of the income from the Fund in that year, not needed for the aforesaid purposes, shall be applied to the general purposes of the academic and scientific departments of the College. Established 1918. ....

	At June 30, 1931	Additions 1931-1932	At June 30, 1932
<b>COLUMBIA ALUMNI IN MEMORIAM FUND:</b> Gifts received through the Columbia Alumni Fund, the income to be paid to the Columbia Alumni Fund. Established 1928.....	\$1,325.00	.....	\$1,325.00
<b>COLUMBIA ALUMNI IN PERPETUITY FUND:</b> Gifts received through the Columbia Alumni Fund, the income to be paid to the Columbia Alumni Fund. Established 1928.....	4,000.00	.....	4,000.00
<b>COLUMBIA HUDSON-FULTON PRIZE FUND:</b> Gift of the representatives of the various Committees having charge of the reception given on the University grounds in October, 1909, under the auspices of the Hudson-Fulton Celebration Commission, the income to be used for an annual prize or prizes, to be known as the Columbia Hudson-Fulton Prize or Prizes, for an athletic event. Established 1909.....	1,000.00	.....	1,000.00
<b>COLUMBIANA ENDOWMENT FUND:</b> Gift of various donors, the income to be used for the support of Columbiانا. Established 1930.....	15,448.50	\$5,105.00	20,553.50
<b>COLUMBIA UNIVERSITY FOOTBALL ASSOCIATION FUND:</b> From the Trustees of the trust created by the Columbia University Football Association, the income to be applied towards the support of athletic teams or crews representing Columbia University in intercollegiate sports. Established 1911.....	10,037.72	.....	10,037.72
<b>CONVERS (E. B.) PRIZE FUND:</b> Gift of Miss Alice Convers and Miss Clara B. Convers to endow, in memory of their brother, Ebenezer Buckingham Convers, of the Class of 1866, a prize in the Columbia Law School. Established 1906	1,100.00	.....	1,100.00
<b>COTHEAL FUND:</b> 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.....	17,025.00	.....	17,025.00

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<p><b>CROCKER (GEORGE) SPECIAL RESEARCH FUND:</b> Bequest of the late George Crocker, the income to be used in Cancer Research, Established 1911 . . . . .</p>	1,415,000.00	1,415,000.00	
<p><b>CROSBY (WILLIAM O.) COLLECTION OF LANTERN SLIDES FUND:</b> Gift of \$1,800 from friends of Professor William O. Crosby, of Boston, to establish and maintain the collection of geological lantern slides in the Department of Geology known by above title. One hundred dollars was made immediately available and \$1,700 is to constitute a permanent fund, the income only to be used for above purposes. Established 1913. . . . .</p>	1,700.00	1,700.00	
<p><b>CROSS (A. K.) VISION TRAINING FUND:</b> Gift of various donors, the income to be used for the benefit of the students of the Home Study Course in Drawing and Painting. Established 1928. . . . .</p>	1,705.15	1,705.15	
<p><b>CURRIER (NATHANIEL) FUND:</b> Bequest of Laura Currier, to establish the Nathaniel Currier Fund, the income to be used for the purchase of books for the Library. Established 1908. . . . .</p>	50,000.00	50,000.00	
<p><b>CURTIS (CARLTON C.) FUND:</b> Gift of Carlton C. Curtis for the endowment of a branch of creative investigation under the terms and conditions as set forth in the deed of gift, Established 1921. . . . .</p>	26,381.23	26,381.23	
<p><b>CURTIS FELLOWSHIP FUND:</b> Gift of the George William Curtis Memorial Committee to establish a fellowship in the School of Political Science in Columbia University, to bear the name and to perpetuate the memory of the late George William Curtis, the holder of the fellowship to devote himself to the study of the science of government, with a special view to its application to the then existing condition of the United States, or the State or City of New York, and to publish a monograph on some subject relating to the then existing condition of the United States, etc. Established 1899. . . . .</p>	10,000.00	10,000.00	
<p><b>CURTIS (GEORGE WILLIAM) MEDALS FUND:</b> Gift from an associate of George William Curtis in the Civil Service Reform work. Established 1902. . . . .</p>	1,300.00	1,300.00	

	At June 30, 1931	Additions 1931-1932	At June 30, 1932
<b>CUTTING (W. BAYARD) FUND:</b> Gift of Mrs. W. Bayard Cutting and her children to establish this fund in memory of the late W. Bayard Cutting, of the Class of 1869, the income to provide travelling fellowships. Established 1913. ....	\$160,000.00	.....	\$160,000.00
<b>CUTTING (W. BAYARD, JR.) FELLOWSHIP FUND:</b> 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 Wurbrand and the Grafin Eva von Wurbrand during their lifetime; thereafter, the income shall be used to provide a fellowship in International Law, to be awarded annually at the pleasure of the Trustees, to that student, who, in their judgment, shall have attained a standard of excellence to justify the award. Established 1912. ....	16,727.52	\$236.37	16,963.89
<b>DA COSTA PROFESSORSHIP FUND:</b> The late Charles M. DaCosta, a member of the Class of 1855, bequeathed to the Trustees of Columbia College \$100,000. Of this sum, the Trustees, on October 6, 1891, for the endowment of a chair in the Department of Biology, set apart \$80,000, which has been increased by the profits of certain investments to. ....	86,600.00	.....	86,600.00
<b>DARLING (EDWARD A.) PRIZE FUND:</b> Bequest of the late Edward A. Darling, formerly Superintendent of Buildings and Grounds, the income to be awarded as a prize each year at Commencement to that student of the senior class in Engineering whose work during his course of study is voted by his classmates to have been the most honest and thorough. Established 1903. ....	1,070.00	.....	1,070.00
<b>DEAN LUNG PROFESSORSHIP OF CHINESE FUND:</b> Gift of an anonymous friend to found a department of Chinese Languages, Literatures, Religion and Law and especially for the establishment of a Professorship to be known as the Dean Lung Professorship of Chinese. Established 1901. ....	250,000.00	.....	250,000.00



<b>DELAFIELD (FRANCIS) ALUMNI PROFESSORSHIP FUND:</b> Gift of the Alumni Association of the College of Physicians and Surgeons, the income to be allowed to accrue and to be added to the principal until such time as the principal shall amount to \$200,000, the income then to be used for the salary of a professorship in the Department of Pathology. Original gift \$119,022.20. Established 1928. . . . .	143,209.95	6,801.67	150,011.62
<b>DE LAMAR (JOSEPH R.) FUND:</b> Bequest of the late Joseph R. De Lamar, the income to be expended in such manner as the Trustees may from time to time direct in accordance with the terms of the bequest. Established 1919. . . . .	5,200,000.00	.....	5,200,000.00
<b>DENNETT (HORACE) SCHOLARSHIP FUND:</b> Bequest of Lizzie Dennett Lockwood, the income to provide annual scholarships to Third and Fourth year students in the College of Physicians and Surgeons. Established 1932. . . . .	.....	173,795.28	173,795.28
<b>DEUTSCHER VEREIN PRIZE FUND:</b> Gift of the Deutscher Verein in Columbia University to establish an annual prize in German. Established 1917. . . . .	1,000.00	.....	1,000.00
<b>DEUTSCHES HAUS ENDOWMENT FUND:</b> Gift of Adolph Busch received in 1912 and later transferred to the Germanistic Fund: re-established in 1928, the income to be expended in equipping and maintaining the Deutsches Haus. . . . .	17,872.16	.....	17,872.16
<b>DEVENDORF (DAVID M.) SCHOLARSHIP FUND:</b> Gift of Mrs. David M. Devendorf, to establish the 'David M. Devendorf Scholarship Fund' as a memorial to her deceased husband, David M. Devendorf, the income to provide a scholarship in the College of Physicians and Surgeons. Established 1911. . . . .	6,500.00	.....	6,500.00
<b>DE WITT (GEORGE G.) SCHOLARSHIP FUND:</b> Gift of Mrs. George G. DeWitt of New York to establish this fund, the net annual income to be awarded as a scholarship by the Faculty of Law to any graduate of Columbia College of good mental and moral standing in his class, who may need such assistance to enable him to pursue the three-years course at the Law School and who, in the judgment of the Faculty of Law, shall be worthy of such privilege; provided that the holder of this scholarship shall reside in one of the Residence Halls of the University during his period of study. Established 1917. . . . .	15,400.00	.....	15,400.00

	At June 30, 1931	Additions 1931-1932	At June 30, 1932
<b>DITSON (CHARLES H.) ENDOWMENT FUND:</b> Bequest of Charles H. Ditson, the income to maintain a chair or to provide scholarships, fellowships, etc., in Music. Established 1931.....	\$100,000.00	.....	\$100,000.00
<b>DOUGHTY (FRANCIS, M. D.) SCHOLARSHIP FUND:</b> Bequest of Phebe Caroline Swords to establish the 'Francis E. Doughty, M. D., Scholarship Fund' in the College of Physicians and Surgeons, open to members of any class. Established 1912.....	10,000.00	.....	10,000.00
<b>DRAPER LIBRARY FUND:</b> Gift of an anonymous donor, the income to be used to maintain the Draper Memorial Collection of books in the Medical School Library. Established 1929.....	2,000.00	.....	2,000.00
<b>DRISLER CLASSICAL FUND:</b> Gift of Seth Low, formerly President of the University, for the endowment of the 'Henry Drisler Clas- sical Fund' for the purchase of books, maps, charts, busts and such other equipment as will tend to make instruction in the classics more interesting and effective. Established 1894.....	10,750.00	\$750.00	11,500.00
<b>DU BOIS (DR. ABRAM) MEMORIAL FUND:</b> Gift of William A. Du Bois, Matthew B. Du Bois and Katharine Du Bois, in memory of their father, Dr. Abram Du Bois, the income to be applied to the maintenance of a fellowship to be known as the Doctor Abram Du Bois Fellowship, to be open to a graduate of the College of Physicians and Surgeons devoting himself to the subject of diseases of the eye. Established 1910.....	18,000.00	.....	18,000.00
<b>DUNNING (WILLIAM A.) FUND:</b> Bequest of the late William A. Dunning, the income to be paid to Mathilde M. Dunning during her lifetime, and thereafter to be applied to the promotion of instruction and research in the Depart- ment of History. Established 1923.....	41,812.08	1,687.92	43,500.00

<p><b>DYCKMAN FUND:</b>                      Gift of Isaac Michael Dyckman in memory of his uncles, Dr. Jacob Dyckman and Dr. James Dyckman, both of the College of Physicians and Surgeons, to establish the 'Dyckman Fund for the Encouragement of Biological Research,' the interest derived therefrom to be devoted annually to such object, consistent with the purposes of the gift, as shall be recommended by the Department of Zoology and approved by the President. Established 1899. ....</p>	1,000.00	11,500.00
<p><b>EARLE PRIZE FUND:</b>                      Gift of the Earle Memorial Committee to establish the Earle Prize in Classics. Established 1907. ....</p>	1,325.00	1,325.00
<p><b>EATON PROFESSORSHIP FUND:</b>                      Bequest of the late Dorman B. Eaton to endow and maintain a Professorship of Municipal Science and Administration in the College. Established 1903. ....</p>	100,000.00	100,000.00
<p><b>EDSON (HERMAN ALDRICH) SCHOLARSHIP FUND:</b>                      Bequest of the late Mary Gertrude Edson Aldrich to establish this Fund. Established 1925. ....</p>	5,000.00	5,000.00
<p><b>EIMER (AUGUST O.) MEDAL FUND:</b>                      Gift of the classmates and friends of August O. Eimer of the Class of 1906, the income to provide medals for proficiency in swimming under the direction of the Columbia University Athletic Association. Established 1927. ....</p>	1,000.00	1,000.00
<p><b>EINSTEIN FUND:</b>                      Gift of Dr. and Mrs. Charles Waldstein, as a memorial to Mrs. Waldstein's parents, Mr. and Mrs. D. L. Einstein, the income of which is to be awarded annually to that graduate student doing the best and most original work in the field of American Diplomacy. Established 1911. ....</p>	5,000.00	5,000.00
<p><b>ELLIS (GEORGE W.) FELLOWSHIP FUND:</b>                      Bequest of the late George W. Ellis for the general purposes of the University. Established 1930. ....</p>	75,000.00	75,000.00
<p><b>ELLIS (GEORGE ADAMS) SCHOLARSHIP FUND:</b>                      Gift of George Adams Ellis, the income to provide an annual scholarship in the Law School. Established 1927. ....</p>	800.00	7,200.00

	At June 30, 1931	Additions 1931-1932	At June 30, 1932
<b>ELSBURG (ALBERT MARION) PRIZE FUND:</b> Gift of Mrs. Albert Elsborg to establish this fund as a memorial to her son, Albert Marion Elsborg, of the Class of 1905, the income to provide the 'Albert Marion Elsborg Prize in Modern History,' Established 1912. ....	\$2,100.00	.....	\$2,100.00
<b>EMMONS (SAMUEL FRANKLIN) MEMORIAL FUND:</b> Amount collected by the Committee of the Emons Memorial Fund for a fellowship in Scientific Research, Established 1913. ....	16,750.00	.....	16,750.00
<b>EVANS (HENRY) FELLOWSHIP FUND:</b> Gift of Mrs. Henry Evans in memory of her husband, the late Henry Evans of the Class of 1881, the income to be awarded annually as a fellowship in accordance with the terms and conditions of the gift. Established 1928. ....	30,000.00	.....	30,000.00
<b>EVANS (HENRY) SCHOLARSHIP FUND:</b> Gift of Mrs. Henry Evans in memory of her husband, the late Henry Evans of the Class of 1881, the income to be paid under such rules and regulations as the Trustees may from time to time establish, to an undergraduate in Columbia College entering upon his Freshman year, whose pecuniary condition and resources are, in the judgment of the Faculty, insufficient to defray the cost of his college education. Established 1926. ....	20,000.00	.....	20,000.00
<b>EWELL (ELLA MARIE) MEDAL FUND:</b> Bequest of Glover C. Beckwith-Ewell in memory of his wife, Ella Marie Ewell, the income to provide an annual medal in the School of Dental and Oral Surgery. Established 1926. ....	1,000.00	.....	1,000.00
<b>FACULTY HOUSE MAINTENANCE FUND:</b> Created by act of the Trustees on October 5, 1925 by the transfer of the balance of the Schiermerhorn (F. Augustus) Bequest, this sum to constitute a special fund, the income to be used for the physical maintenance and upkeep of the Faculty House. Established 1925. ....	15,000.00	.....	15,000.00

<p><b>FERGUSON (DAVID W. AND ELLEN A.) FELLOWSHIP FUND:</b>                      Gift of William C. Ferguson of the Class of 1887, School of Mines, to establish a fellowship in the Department of Chemistry, the holder of the fellowship to devote himself to investigation upon the subject of synthetic drugs and medicines. Established 1921.</p>	10,000.00	10,000.00
<p><b>FIELD (OTIS W.) FUND:</b>                      Bequest of the late Otis W. Field, the income to be awarded annually to the man of the Junior or Senior Class who, in the judgment of the Dean of the University, shall be deemed most worthy to receive same; basing the award on the good character and fair scholarship of a scholar who is working his way through college and is in need of financial assistance. Established 1930.</p>	3,000.00	3,000.00
<p><b>FINE ARTS ENDOWMENT FUND:</b>                      Gift of an anonymous donor to establish this fund for the benefit of the School of Architecture. Established 1913.</p>	374,325.36	18,706.27
<p><b>FOX (RICHARD H.) MEMORIAL PRIZE FUND:</b>                      Gift of Mr. and Mrs. Leon S. Fox, the income to provide the Fox Prize in the College. Established 1927.</p>	560.39	560.39
<p><b>GARTH MEMORIAL FUND:</b>                      Gift of Horace E. Garth to establish a fellowship in Political Economy in memory of his son, the late Granville W. Garth. Established 1904.</p>	16,500.00	16,500.00
<p><b>GEBHARD FUND:</b>                      Bequest of Frederick Gebhard to found a Professorship of German Language and Literature. Established 1843.</p>	20,000.00	20,000.00
<p><b>GERMAN LECTURE FUND:</b>                      Gifts for an endowment for Public Lectures in German at the University, the income to be used for advertising, printing, slides, etc. Established 1901.</p>	1,250.00	1,250.00

	At June 30, 1931	Additions 1931-1932	At June 30, 1932
<b>GIBSON (WILLIAM HENRY) SCHOLARSHIP FUND:</b> Gift of Mrs. Honora Gibson Pelton in memory of her father, William Henry Gibson, of the Class of 1875, the income to be awarded annually as a scholarship in accordance with the terms and conditions of the gift. Established 1927. ....	\$10,000.00	.....	\$10,000.00
<b>GIES (WILLIAM J.) FELLOWSHIP FUND:</b> Gift of the William J. Gies Fellowship Fund Committee to establish a fellowship in Dental and Medical research. Established 1923. ....	32,274.98	\$806.88	33,081.86
<b>GILDER (RICHARD WATSON) FUND FOR THE PROMOTION OF GOOD CITIZENSHIP:</b> Contributions by the friends of the late Richard Watson Gilder to establish this fund in his honor, the income to be used to enable succeeding classes of students to devote themselves as 'Gilder Fellows' to the investigation and study of political and social conditions in this country and abroad, etc. Established 1911. ....	48,000.00	2,500.00	50,500.00
<b>GOLDSCHMIDT (SAMUEL ANTHONY) FELLOWSHIP FUND:</b> 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. ....	30,000.00	.....	30,000.00
<b>GOTTHEIL (GUSTAV) LECTURES FUND:</b> Gift from Temple Emanu-El to establish a lectureship, the holder of which is to be nominated by the Professors in the Department of Semitic Languages, subject to confirmation by the Trustees. Established 1903. ....	18,425.00	.....	18,425.00
<b>GOTTSBERGER (CORNELIUS HEENEY) FELLOWSHIP FUND:</b> Bequest of Eileen Josephine Banke to establish a fellowship to bear the name and be in memory of her deceased brother, Cornelius Heeney Gottsberger. Established 1904. ....	9,500.00	.....	9,500.00

<b>GREEN PRIZE FUND:</b> Gift of Mrs. and Mrs. Asher Green to establish this fund, in memory of their son, a member of the Class of 1914, the income to provide the Green Prize in the College. Established 1913.....	1,000.00	.....	1,000.00
<b>GROSVENOR (ROBERT) MEMORIAL FUND:</b> Gift of Mr. William Grosvenor of Providence, R. I., in behalf of his mother and her family, in memory of Robert Grosvenor, deceased, a former member of the Class of 1918 in the Medical School, the income to be used for the purchase of books for the library at the Medical School. Established 1920.....	2,500.00	.....	2,500.00
<b>HALL (GEORGE HENRY) FUND:</b> Bequest of the late George Henry Hall to establish this fund, the income of which is to be used to maintain continuously one scholar in the University for the full term of four years, such scholar to be selected by the Trustees. Established 1913.....	14,500.00	.....	14,500.00
<b>HAMILTON (JOHN CHURCH) FUND:</b> Bequest of Miss Adelaide Hamilton to be set apart as a fund for the purchase of books, as a memorial to her father, John Church Hamilton, a son of Alexander Hamilton, a proper book-plate to be set in each volume purchased with the income of the fund. Established 1917.....	1,000.00	.....	1,000.00
<b>HARKNESS (EDWARD S.) FUND:</b> Gift of Edward S. Harkness, the income to be used for medical education and research. Established 1922.....	1,127,159.50	.....	1,127,159.50
<b>HARKNESS (EDWARD S.) FUND FOR DEPARTMENT OF SURGERY:</b> Gift of Edward S. Harkness, the income to be used for the department of Surgery in accordance with the terms of gift. Established 1930.....	600,000.00	.....	600,000.00
<b>HARKNESS (MRS. STEPHEN V.) FUND:</b> Gift of Mrs. Stephen V. Harkness, the income to be used for medical education and research. Established 1922.....	1,426,939.91	.....	1,426,939.91

	At June 30, 1931	Additions 1931-1932	At June 30, 1932
<b>HARRIMAN (REVEREND ORLANDO) FUND:</b> Gift of the children of the late Reverend Orlando Harriman, of the Class of 1835, as a memorial to their father, the income until further action by the Trustees, to be applied to the salary of the Professor of Rhetoric and English. Established 1908.....	\$116,625.00	\$2,375.00	\$119,000.00
<b>HARRIS (ELLEN C.) FUND:</b> Bequest of the late Ellen C. Harris for the erection and endowment of a building as a memorial to her mother, the late Evelina M. Harris. Established 1922.....	120,744.43	(decrease) 165.68	120,578.75
<b>HARRISON (JAMES RENWICK) SCHOLARSHIP FUND:</b> Bequest of James Renwick Harrison of the Class of 1917 to the Athletic Association, the income to be used for the James Renwick Harrison Scholarship in accordance with a plan to be approved by Mrs. Harrison, his mother. Established 1932.....	.....	10,000.00	10,000.00
<b>HARSEN SCHOLARSHIP FUND:</b> 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.....	31,400.00	.....	31,400.00
<b>HARTLEY (FRANK) SCHOLARSHIP FUND:</b> Gifts from friends of the late Frank Hartley, M. D., to endow a scholarship in the College of Physicians and Surgeons, as a memorial. Established 1914.....	6,000.00	.....	6,000.00
<b>HAUGHTON (PERCY D.) MEMORIAL FUND:</b> Gift of the Haughton Memorial Committee in memory of the late Percy D. Haughton, the income to be applied to the rental and maintenance of a specified room in John Jay Hall to be known as the Haughton Memorial Room. Established 1926.....	4,984.43	249.22	5,233.65



HAYS (WALTER) MEMORIAL FUND: Gift of Mrs. Walter Hays, the income to be used for the promotion of research at the College of Physicians and Surgeons. Established 1929.....	1,000.00	.....	1,000.00
HEMINGWAY (THE) SCHOLARSHIP FUND: Gift of William Herbert Hemingway, the income to be paid to the donor during his lifetime, and thereafter to be used for the Hemingway Scholarships in Medicine. Established 1928.....	85,908.70	(decrease) 2,092.18	83,816.52
HEPBURN (A. BARTON) ENDOWMENT FUND: Gift of A. Barton Hepburn, formerly a trustee of the University, the income to be applied, as the Trustees may from time to time provide, to the maintenance and conduct of the School of Business. Established 1918.....	890,000.00	20,000.00	910,000.00
HEPBURN (A. BARTON) PROFESSORSHIP FUND: Bequest of the late A. Barton Hepburn, formerly a trustee of the University, to found or aid in founding a professorship in either economics or history. Established 1922.....	150,000.00	.....	150,000.00
HERVEY (WILLIAM ADDISON) MEMORIAL SCHOLARSHIP FUND: Gift of William Addison Hervey Memorial Committee, the income to provide a scholarship in the department of Germanic Languages. First awarded October 1, 1925, and biennially thereafter. Established 1924.....	3,510.00	.....	3,510.00
HOLT (L. EMMETT) FELLOWSHIP FUND: Bequest of Dr. L. Emmett Holt to establish a fellowship for the study of the diseases of children. Established 1925.....	24,500.00	.....	24,500.00
HUBER (FRANCIS) SCHOLARSHIP FUND: Gift of Francis Huber to establish a scholarship to be awarded to a student entering the Medical School from an institution other than Columbia College, Barnard College or Hunter College. Established 1921.....	5,000.00	.....	5,000.00
HUBER (FREDERICK W. JR.) SCHOLARSHIP FUND: Gift of Dr. Frederick W. Huber to establish a scholarship to be awarded, under the terms of the gift, to a student in the first or freshman year in Columbia College. Established 1924.....	5,000.00	.....	5,000.00

	At June 30, 1931	Additions 1931-1932	At June 30, 1932
<b>HUBER (JOSEPH AND CHRISTINA) MEDICAL LIBRARY FUND:</b> Gift of Francis Huber, the income to be expended for the purchase of books on internal medicine. Established 1929.....	\$5,000.00	.....	\$5,000.00
<b>HUBER (VIOLA B.) SCHOLARSHIP FUND:</b> Gift of Francis Huber to establish a scholarship to be awarded to a student entering the Medical School from Hunter College. Established 1921.....	5,000.00	.....	5,000.00
<b>ILLIG FUND:</b> Bequest of William C. Illig, of the Class of 1882 School of Mines, the income to be applied to the purchase of prizes to be awarded to students of the graduating class of the School of Mines who shall, in the judgment of the Faculty, have merited the same by commendable proficiency in such scientific subjects as the Faculty may designate. Established 1898.....	2,300.00	.....	2,300.00
<b>INDO-IRANIAN FUND:</b> Gift of an Anonymous Donor to found this Fund, the income to be used for the maintenance of the Department of Indo-Iranian Languages. Established 1908.....	15,000.00	.....	15,000.00
<b>INTERCOLLEGIATE CHESS LEAGUE FUND:</b> Established by the transfer of a gift, the income to be expended through King's Crown for the chess teams. Established 1932.....	.....	\$395.14	395.14
<b>JACOBI (ABRAHAM) LIBRARY FUND:</b> Gift of Francis Huber, the income thereof to be expended for the purchase of books and journals on pediatric subjects for the Library of the Medical School. Established 1921.....	5,025.00	.....	5,025.00
<b>JACOBI (ABRAHAM) SCHOLARSHIP FUND:</b> Gift of Francis Huber to establish four scholarships, two of which shall be awarded to students entering the Medical School from Columbia College and two to students entering the Medical School from the College of the City of New York. Established 1921.....	20,000.00	.....	20,000.00

<p><b>JAMES (WALTER BELKNAP) RESEARCH FELLOWSHIP FUND:</b></p>	<p>Bequest of Dr. Walter B. James, the income to be used for the benefit of the College of Physicians and Surgeons. Established 1927. Augmented in 1928 by gift of Mrs. Walter B. James, \$25,000.00</p>	<p>50,000.00</p>	<p>.....</p>	<p>50,000.00</p>
<p><b>JAMES (D. WILLIS) FUND:</b></p>	<p>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. ....</p>	<p>100,000.00</p>	<p>.....</p>	<p>100,000.00</p>
<p><b>JANEWAY (E. G.) LIBRARY ENDOWMENT FUND:</b></p>	<p>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. ....</p>	<p>26,750.00</p>	<p>.....</p>	<p>26,750.00</p>
<p><b>JEFFERSON STATUE MAINTENANCE FUND:</b></p>	<p>From the Executors of the Estate of Joseph Pulitzer, the income to be used for the care and repair of the Statue of Thomas Jefferson. Original gift, \$1,589.92, to which has been added accrued income \$210.08. Established 1917. ....</p>	<p>1,800.00</p>	<p>.....</p>	<p>1,800.00</p>
<p><b>JOHNSTON (EDWARD W. S.) FUND:</b></p>	<p>Bequest of Mrs. Anna A. Johnston, the income to be used for the upkeep of the Scudder-Johnston collection in the Library. Established 1926. ....</p>	<p>2,000.00</p>	<p>.....</p>	<p>2,000.00</p>
<p><b>KELLETT (EURETTA J.) FELLOWSHIP FUND:</b></p>	<p>Bequest of Euretta Jane Schlegel, to establish fellowships for the study of letters at Oxford or Cambridge University, England. Established 1931. ....</p>	<p>.....</p>	<p>183,246.67</p>	<p>183,246.67</p>
<p><b>KEMP (JAMES FURMAN) FUND:</b></p>	<p>Gift of an Anonymous Donor, the income to be exclusively for the benefit of the Department of Geology and to be used for fellowships, scholarships, loans to students or research. Established 1924. ....</p>	<p>20,000.00</p>	<p>.....</p>	<p>20,000.00</p>
<p><b>KILLOUGH (W. H. D.) SCHOLARSHIP FUND:</b></p>	<p>Bequest of the late Walter H. D. Killough, the income to be used for scholarships in accordance with the terms of the Will. (Principal held by Trustees under the Will.) Established 1930.</p>	<p>.....</p>	<p>.....</p>	<p>.....</p>

	At June 30, 1931	Additions 1931-1932	At June 30, 1932
<b>KOPLIK CHILDREN'S SCHOLARSHIP FUND:</b> Bequest of Henry Koplik in memory of his wife, Stephanie Koplik, the income to be paid every two years to the physician, under thirty years of age, who shall be selected by a committee appointed by the Faculty of the Medical School for having shown special aptitude for original work in the investigation of diseases of children. Established 1928. ....	\$15,000.00	.....	\$15,000.00
<b>LASHER (JOHN K.) FUND:</b> Bequest of the late John K. Lasher, Jr., the income to be applied toward the support of the work of the Columbia University Christian Association. Established 1920. ....	1,000.00	.....	1,000.00
<b>LAW LIBRARY FUND:</b> Created by act of the Trustees on March 5, 1900, by the consolidation of the Alexander Cole gift (\$1,500), John J. Jenkins Legacy (\$500), John McKeon Fund (\$1,000), Samson Simpson Fund (\$1,000); and Edgar J. Nathan Gift (\$250), the income to be applied to the purchase of law books. Augmented by act of the Finance Committee, October 2, 1907, by adding the Pyne Law Gift (\$1,000).....	5,250.00	.....	5,250.00
<b>LEE (THE) FUND:</b> Gift of Dr. and Mrs. Frederic S. Lee to establish this fund, the income to be used to meet the cost of equipment and research in the Department of Physiology. Established 1914. Original gift \$20,000.00. Augmented in 1928 by \$10,000.00. ....	30,000.00	.....	30,000.00
<b>LIBBEY (JONAS M.) FUND:</b> Bequest of the late Jonas M. Libbey, the income to be used to promote and support research and to publish and distribute the results of such research in regard to the application of the principles of biological and pathological chemistry, and of electro-chemistry and electro-physics to human need and welfare. Established 1923. ....	216,763.23	.....	216,763.23

<p><b>LODGE (STANWOOD COCKEY) FOUNDATION:</b>            Gift of an Anonymous Donor the income to be paid to the donor during his lifetime, to his wife after his death and thereafter for the publication of works in Classical Philology and Literature. Established 1930.</p>	91,481.25	.....	91,481.25
<p><b>LOUBAT FUND:</b>            Gift of Joseph F. Loubat for prizes to be given every five years for works in the English Language on the History, Geography, Archaeology, Ethnology, Philology or Numismatics of North America. First Prize, \$1,000; second prize, \$400. Established 1892.</p>	7,000.00	5,000.00	12,000.00
<p><b>LOUBAT PROFESSORSHIP FUND:</b>            Gift of Joseph F. Loubat to establish the Loubat Professorship in American Archaeology. Established 1903.</p>	100,000.00	.....	100,000.00
<p><b>LYDIG FELLOWSHIP FUND:</b>            Bequest of Hannah M. Lydig, for the endowment and maintenance of a Fellowship. Established 1931</p>	40,000.00	.....	40,000.00
<p><b>MACMAHON (KATHERINE) SCHOLARSHIP FUND:</b>            Bequest of the late Katherine MacMahon, the income to be awarded to the first year student in Journalism deemed most worthy by the Faculty of that School as a help for further study in the School of Journalism during the following year. Established 1925. Bequest \$1,500.00 augmented by gifts from Mrs. Louise Ewing Dexter. \$4,500.00.</p>	6,000.00	.....	6,000.00
<p><b>MAISON FRANCAISE ENDOWMENT FUND:</b>            Gift of Robert Bacon, the income to be used in defraying the running expenses of the Maison Francaise. Established 1913.</p>	5,000.00	.....	5,000.00
<p><b>MANNERS (EDWIN) FUND:</b>            Legacy of the late Edwin Manners to establish this Fund. Established 1914.</p>	3,000.00	.....	3,000.00
<p><b>MARKOE (FRANCIS HARTMAN) SCHOLARSHIP FUND:</b>            Bequest of Madeline Shelton Markoe in memory of her husband Francis Hartman Markoe, the income to be awarded annually to a student in the College of Physicians and Surgeons. Established 1929.</p>	10,000.00	.....	10,000.00

	At June 30, 1931	Additions 1931-1932	At June 30, 1932
<b>MATTHEWS (JAMES BRANDER) FUND FOR THE DRAMATIC MUSEUM:</b> Bequest of the late James Brander Matthews for the maintenance and enlargement of the Brander Matthews Dramatic Museum. Established 1930.....	\$69,443.86		\$69,443.86
<b>MAYER (RALPH EDWARD) FUND:</b> Contributions by the friends of the late Professor Ralph Edward Mayer to establish this fund to perpetuate the memory of his constant devotion to the University and of his unselfish service to the Alumni, the income to be paid to the family of the late Professor Mayer as long as the Trustees of the Fund may deem it expedient. Later the income is to be used for a scholarship or loan fund for the benefit of deserving students in the Schools of Mines, Engineering and Chemistry who may be in need of assistance. Established 1924.....	12,313.50		12,313.50
<b>McANENY (MARJORIE) SCHOLARSHIP FUND:</b> Gift of Francis Huber to establish a scholarship to be awarded to a student entering the Medical School from Barnard College. Established 1921.....	5,000.00		5,000.00
<b>MCCLYMONDS (LOUIS K.) SCHOLARSHIP FUND:</b> Bequest of Mrs. Annie M. McClymonds in memory of her husband, Louis K. McClymonds, the income to provide scholarships to young men of limited means receiving the relative highest standing in the entrance examinations in Columbia College. Established 1926.....	27,450.00		27,450.00
<b>McKIM FELLOWSHIP FUND:</b> Gift of Charles F. McKim for two traveling fellowships in the Department of Architecture. The fellowships are awarded in odd-numbered years. Established 1889.....	25,000.00		25,000.00

<b>MEDICAL SCHOOL EQUIPMENT FUND:</b> Created by act of the Committee on Finance on October 31, 1922, by the transfer of \$12,340 received from the United States Government on account of the cost of equipment received from the Columbia War Hospital, this sum to constitute a special fund for the purchase of equipment for the Medical School, the income of which, and if necessary any portion of the principal, to be expended as may be needed under the direction of the Trustees. Established 1924. . . . .	12,340.00	12,340.00
<b>MEGRUE (ROI COOPER) EMERGENCY LOAN FUND:</b> Bequest of Stella Cooper Megrue, the income to be loaned to deserving students. Established 1928. . . . .	10,000.00	10,000.00
<b>MEGRUE (ROI COOPER) SCHOLARSHIP FUND:</b> Bequest of Stella Cooper Megrue, the income to be awarded annually as a scholarship in accordance with the terms and conditions of the gift. Established 1928. . . . .	7,000.00	7,000.00
<b>MEGRUE (STELLA COOPER) FUND:</b> Bequest of Stella Cooper Megrue, the principal or income to be expended for the support and maintenance of the basketball team in such manner as the Trustees may direct. Established 1928. . . . .	1,000.00	1,000.00
<b>MEGRUE (STELLA COOPER) SCHOLARSHIP FUND:</b> Bequest of Stella Cooper Megrue, the income to be awarded annually as a scholarship in accordance with the terms and conditions of the gift. Established 1928. . . . .	7,000.00	7,000.00
<b>MEIERHOF (DR. HAROLD LEE) MEMORIAL PRIZE FUND:</b> Gift of Dr. and Mrs. Edward Lee Meierhof, as a memorial to their son, Dr. Harold Lee Meierhof, the income of which is to be awarded annually, in recognition of some meritorious piece of research accomplished in the Department of Pathology. Established 1921. . . . .	1,000.00	1,000.00
<b>MEMBER OF THE CLASS OF 1885 FUND:</b> Gift of Grant Squires, of the Class of 1885, the income to be awarded every five years to defray the expenses of a sociological investigation that promises results of a scientific value. Established 1895	1,050.00	1,050.00
<b>MERGENTIME (JAMES HENRY) FUND:</b> Bequest of the late James Henry Mergentime to be used at the discretion of the Trustees to promote the study of organic chemistry. Established 1930. . . . .	1,599.95	1,599.95

	At June 30, 1931	Additions 1931-1932	At June 30, 1932
<b>MICHAELIS (DR. ALFRED MORITZ) PRIZE FUND:</b> Gift of Mrs. Jeanette Michaelis, to establish this fund, the income to be awarded annually to a student in Columbia College for proficiency in certain designated courses in Physics. Established 1926. . . . .	\$1,000.00	.....	\$1,000.00
<b>MILLER (GUY B.) FUND:</b> Bequest of the late Guy B. Miller, of the Class of 1898, College of Physicians and Surgeons, for the general purposes of the Medical School. Established 1904. . . . .	10,000.00	.....	10,000.00
<b>MILLER (NATHAN J.) FUND:</b> Gift of Mrs. Nathan J. Miller, in memory of her husband, Nathan J. Miller, to found a Chair in Jewish History, Literature and Institutions. Established 1928. . . . .	250,000.00	\$18,000.00	268,000.00
<b>MITCHELL (WILLIAM) FELLOWSHIP FUND:</b> Bequest of the late Benjamin D. Stillman to establish, in honor and memory of his friend, William Mitchell, deceased, the William Mitchell Fellowship Fund in Letters or Science. Established 1908. . . . .	10,000.00	.....	10,000.00
<b>MOFFAT SCHOLARSHIP FUND:</b> Bequest of William B. Moffat, M. D., of the Class of 1838, 'for the purpose of one or more scholarships for the education and instruction of one or more indigent students.' Established 1862. . . . .	2,000.00	.....	2,000.00
<b>MONTGOMERY (ROBERT H.) PRIZE FUND:</b> Gift of Robert H. Montgomery to establish this fund, the income to be awarded as a prize to the member of the graduating class of the School of Business who has specialized in accounting and who is deemed by the staff of the School of Business to be most proficient in all courses. Established 1916. . . . .	2,010.00	.....	2,010.00
<b>MORRIS (AUGUSTUS NEWBOLD) FUND:</b> Gift of Newbold Morris, of the Class of 1891 Law, in memory of his father Augustus Newbold Morris, of the Class of 1860, the income to provide a fellowship for an advanced student of Public or Private Law who may be a candidate for the degree of Doctor Juris. Established 1924. . . . .	12,500.00	.....	12,500.00



<p><b>MORROW (DWIGHT W.) FUND FOR THE LAW SCHOOL:</b> Bequest of Dwight W. Morrow, the income to be used for the School of Law. Established 1932.</p>	50,000.00	50,000.00	50,000.00
<p><b>MOSENTHAL FELLOWSHIP FUND:</b> Gift of the friends of the late Joseph Mosenthal, to found a fellowship in Music. Established 1898.</p>	7,500.00	7,500.00	7,500.00
<p><b>MURRAY (GEORGE W.) FUND:</b> Gift of George Welwood Murray, of the Class of 1876 Law, to establish this fund, the income to be used for Research in Legal History. Established 1924.</p>	25,000.00	25,000.00	25,000.00
<p><b>MURTHA (THOMAS F.) SCHOLARSHIP FUND:</b> Gift of Clara W. Murtha, Raymond W. Murtha and Thomas V. Murtha in memory of Thomas F. Murtha, the income to be used for the benefit of needy students in the School of Law. Established 1932.</p>	5,000.00	5,000.00	5,000.00
<p><b>NEWBERRY (JOHN S.) PRIZE FUND:</b> Bequest of the late Bashford Dean, the income to be awarded annually as the John S. Newberry Prize, in the Department of Zoology. Established 1929.</p>	5,000.00	5,000.00	5,000.00
<p><b>NIVEN (ROBERT JOHNSTON) FUND:</b> Bequest of the late Charlotte E. de Sers in memory of her father, Robert Johnston Niven, to endow a chair in such branch of learning as the Trustees may decide. Established 1930.</p>	200,000.00	200,000.00	200,000.00
<p><b>ORDRONAUX (JOHN) FUND:</b> Bequest of Dr. John Ordronaux, to establish prizes in the Law School, to be presented annually. Established 1909.</p>	3,050.00	3,050.00	3,050.00
<p><b>OTTOMANN (MADELEINE L.) RESEARCH FUND:</b> Bequest of Madeleine L. Ottmann, the income or principal to be used for research in the Department of Neurology. Established 1931.</p>	50,000.00	50,000.00	50,000.00

	At June 30, 1931	Additions 1931-1932	At June 30, 1932
<b>PEELE (ROBERT) PRIZE FUND:</b> Gift of E. E. Olcott, the income to be given annually to a member of the graduating class in mining and metallurgical engineering who shall have shown the greatest proficiency in his course of study. Established 1925.....	\$2,000.00	.....	\$2,000.00
<b>PERKINS FELLOWSHIP FUND:</b> Bequest of Willard B. Perkins, the income to be expended every four years for a travelling fellowship in the Architectural Department. Established 1898.....	5,700.00	.....	5,700.00
<b>PERKINS (EDWARD H., JR.) SCHOLARSHIP FUND:</b> Bequest of Norton Perkins in memory of his father, Edward H. Perkins, Jr., the income to provide a scholarship in History or Economics. Established 1926.....	15,000.00	.....	15,000.00
<b>PETERS (WILLIAM RICHMOND, JR.) FUND FOR ENGINEERING RESEARCH:</b> 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.....	60,000.00	.....	60,000.00
<b>PHILLIPS (HARRIET S.) FUND:</b> Bequest of Harriet S. Phillips, the income to be used for Scholarships in the School of Journalism. Established 1931.....	20,000.00	.....	20,000.00
<b>PHILLIPS (HARRIET S.) FUND FOR BARNARD COLLEGE:</b> Bequest of Harriet S. Phillips, the income to be used for any purposes of Barnard College. Established 1931.....	1,501.00	\$60,263.47	61,764.47

<p><b>PHILOLEXIAN CENTENNIAL WASHINGTON PRIZE FUND:</b>                      Gift of the Philolexian Society from J. Ackerman Coles, of the Class of 1864, the accumulated income to be expended every four years for a duplicate of the life-size bronze bust of George Washington, modeled from life at Mount Vernon, by Jean Antoine Houdon. Bust to be cast at the Barbadienne Foundry, Paris, France, and to be given to that member of the Philolexian Society, who, in the opinion of the President of the University, the President of the Society, and a third man of their choosing, shall be deemed most worthy, upon his delivery of an original patriotic address. Established 1902.....</p>	<p>1,000.00</p>	<p>.....</p>	<p>1,000.00</p>
<p><b>PHILOLEXIAN PRIZE FUND:</b>                      From the Philolexian Society, the income to be paid to the Society for prizes. Established 1904.....</p>	<p>1,400.00</p>	<p>100.00</p>	<p>1,500.00</p>
<p><b>PHOENIX LEGACY:</b>                      Bequest of the late Stephen Whitney Phoenix, the income to be used for the purpose of scientific instruction and research. Established 1881.....</p>	<p>1,200,000.00</p>	<p>59,994.00</p>	<p>1,259,994.00</p>
<p><b>PRENTICE FUND FOR ROWING:</b>                      Established by transfer of the Prentice Gift for Rowing received in 1926, the income to be paid to the Athletic Association for the support of rowing. Established 1929.....</p>	<p>5,000.00</p>	<p>.....</p>	<p>5,000.00</p>
<p><b>PRESIDENT'S HOUSE (FURNISHING AND EQUIPMENT) FUND:</b>                      Created by act of the Trustees on November 6, 1922, by the transfer of \$13,415.13 remaining in the anonymous gift of \$30,000.00 reported to the Trustees on March 6, 1911, and increased from the general funds of the University to \$20,000.00, this sum to constitute the principal of a special fund for the furnishing and equipment of the President's House, the income of which, and if necessary any portion of the principal, to be expended as may be needed under the direction of the President. Established 1922.....</p>	<p>18,000.00</p>	<p>1,258.50</p>	<p>19,258.50</p>

	At June 30, 1931	Additions 1931-1932	At June 30, 1932
<b>PROUDFIT (ALEXANDER MONCRIEF) FELLOWSHIP FUND:</b> Bequest of the late Alexander Moncrief Proudfit, of the Class of 1892, to found a fellowship for the encouragement of study in English Literature, to be known as the 'Alexander Moncrief Proudfit Fellowship in Letters', to be held only by such persons as, being the sons of native-born American parents, shall have taken the degree of Bachelor of Arts after a three years' residence in Columbia College, and shall, while enjoying such fellowship, or the income thereof, remain unmarried. Established 1899.	\$15,000.00	.....	\$15,000.00
<b>PROUDFIT (MARIA MCLEAN) FELLOWSHIP FUND IN MEDICINE:</b> Bequest of the late Alexander Moncrief Proudfit, of the Class of 1892, to found a fellowship to be known as the 'Maria McLean Proudfit Fellowship,' to be held only by such persons, as being the sons of native-born American parents, shall, under the direction of the Medical Faculty of Columbia College, pursue advanced studies in Medicine, and shall, while enjoying such fellowship, or the income thereof, remain unmarried. Established 1899.	15,000.00	.....	15,000.00
<b>PSYCHOLOGY FUND:</b> Gift of John D. Rockefeller, as an endowment of the head professorship of the Psychological Department of Columbia University. Established 1899.	100,000.00	.....	100,000.00
<b>PULTIZER (JOSEPH) FUND FOR SCHOOL OF JOURNALISM:</b> Gift from Joseph Pulitzer to establish and endow a School of Journalism in Columbia University. Established 1903.	1,300,000.00	.....	1,300,000.00
<b>PULTIZER PRIZE FUND:</b> Gift of Joseph Pulitzer, the income to be used for prizes in accordance with the terms of the gift. Established 1903.	550,000.00	.....	550,000.00

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<p><b>PULITZER SCHOLARSHIP FUND:</b>                      Gift of \$100,000 by Joseph Pulitzer to found thirty scholarships for graduates of City Grammar Schools, one-half the sum to be used on improvements on the new site at 116th St. Established 1893. Augmented in 1912.</p>	285,000.00	12,000.00	297,000.00
<p><b>RECKFORD (LOUIS J.) FUND:</b>                      Gift of Miss Adelaide Reckford in memory of her father, Louis J. Reckford, of the Class of 1886, the income to be used for the purchase of books and other illustrative material for the University Library. Established 1929.</p>	2,500.00	.....	2,500.00
<p><b>REISINGER (HUGO) FUND:</b>                      Bequest of the late Hugo Reisinger, the income to be applied in the discretion of the Trustees to the purchase of books, periodicals and other material for instruction and research in matters relating to the German peoples. Established 1919.</p>	5,000.00	.....	5,000.00
<p><b>REVOLVING LOAN FUND FOR ATHLETIC ACTIVITIES:</b>                      Gift of Various Donors to establish a Revolving Loan Fund for Athletic Activities, the principal to be loaned to the University Committee on Athletics at such times, for such purposes, and on such terms and conditions as the Trustees may approve. Established 1927.</p>	70,091.03	.....	70,091.03
<p><b>RHODES (F. P. F.) SCHOLARSHIP FUND:</b>                      Gift of E. E. Olcott in memory of his classmate, Francis Pell Forsyth Rhodes, School of Mines, '74, to establish this fund, the income to be awarded on Commencement Day of each year to a member of the graduating class in Metallurgy, in accordance with the terms of the gift. Established 1926.</p>	2,351.11	117.55	2,468.66
<p><b>ROGERS (HOWARD MALCOLM) SCHOLARSHIP FUND:</b>                      Bequest of the late Henrietta Rogers to establish this Fund. Established 1925.</p>	4,750.00	650.00	5,400.00
<p><b>ROLKER (CHARLES M., JR.) PRIZE FUND:</b>                      Gift of Mrs. Charles M. Rolker, the annual income to constitute a prize to be publicly awarded on Class Day of each year to that member of the graduating class in Columbia College who, in the judgment of his classmates, has proven himself most worthy of special distinction as an undergraduate student, either because of his industry and success as a scholar, or because of his helpful participation in student activities, or because of pre-eminence in athletic sports. Established 1909</p>	1,000.00	.....	1,000.00

	At June 30, 1931	Additions 1931-1932	At June 30, 1932
<b>ROMAINE (BENJAMIN F.) PRIZE FUND:</b> Gift of Benjamin F. Romaine to establish a prize for proficiency in the Greek language and literature. Established 1922.....	\$3,630.00		\$3,630.00
<b>ROSS (GEORGE) FUND:</b> Bequest of the late Catherine A. Ross, the income to be used for the advancement and development of athletics at Columbia University. Established 1923.....	30,534.52		30,534.52
<b>SACKETT (HENRY W.) FUND:</b> Bequest of the late Henry W. Sackett, the income to provide two annual scholarships in the School of Journalism. Established 1930.....	12,000.00		12,000.00
<b>SANDHAM (ANNA M.) SCHOLARSHIP FUND:</b> Bequest of the late Anna M. Sandham to establish a scholarship at Barnard College. Established 1922	10,000.00		10,000.00
<b>SAUNDERS (ALEXANDER) SCHOLARSHIP FUND:</b> Bequest of the late Mary Ellen Saunders in memory of her husband Alexander Saunders, to establish an undergraduate scholarship for the benefit of an American boy of Scotch, English or Irish parentage, to be nominated by the superintendent, principal and teachers of the Yonkers High School, in Yonkers, N. Y. Established 1922.....	12,000.00		12,000.00
<b>SAUNDERS (LESLIE M.) SCHOLARSHIP FUND:</b> Bequest of the late Alexander Saunders to establish a scholarship for the benefit of the youth nomi- nated therefor by the principal and teachers of the Yonkers High School in Yonkers, N. Y., in the first instance, and thereafter to fill a vacancy as it may occur from time to time perpetually, and upon such conditions as such principal and teachers may determine, with such power and authority to them to fill such a scholarship for a term of either one year, two years, three years, or four years, as they may from time to time determine. Established 1917.....	6,000.00		6,000.00

<p><b>SCHERMERHORN (F. AUGUSTUS) FUND:</b> Established by the Trustees for a traveling fellowship in the Department of Architecture in recognition of the liberality of Mr. F. Augustus Schermerhorn of the Class of 1868, to this Department. This fellowship is awarded in even-numbered years. (Name changed from Columbia Fellowship Fund.) Principal reduced from \$13,000.00 to \$12,500.00. Established 1889. ....</p>	<p>12,500.00</p>	<p>.....</p>	<p>12,500.00</p>
<p><b>SCHERMERHORN (F. AUGUSTUS) ENDOWMENT FUND:</b> Established by the transfer of the unexpended balance on June 30, 1932 of the Schermerhorn Gift, the income to be applied to the maintenance and equipment of the work to be carried on in Schermerhorn Hall and Schermerhorn Hall Extension Established 1932. ....</p>	<p>.....</p>	<p>183,818.44</p>	<p>183,818.44</p>
<p><b>SCHERMERHORN SCHOLARSHIP FUND:</b> Bequest of John J. Schermerhorn, of the Class of 1825, 'for the purpose of free scholarships, the nomination to which shall vest in my nearest male relative in each generation during his lifetime.' Established 1877. ....</p>	<p>5,000.00</p>	<p>.....</p>	<p>5,000.00</p>
<p><b>SCHERMERHORN (WILLIAM C.) MEMORIAL FUND:</b> Bequest of Mrs. John Innes Kane in memory of her father, William C. Schermerhorn, the income to be applied, as the Trustees may direct, to the support of the religious work of the University. Established 1927. ....</p>	<p>500,000.00</p>	<p>.....</p>	<p>500,000.00</p>
<p><b>SCHIFF FELLOWSHIP FUND:</b> Gift of Jacob H. Schiff to found a fellowship in the School of Political Science, to be annually awarded by the Faculty on the nomination of the donor or his eldest living male descendant, etc. Established 1898. ....</p>	<p>18,000.00</p>	<p>.....</p>	<p>18,000.00</p>
<p><b>SCHIFF (JACOB H.) ENDOWMENT FUND:</b> 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. ....</p>	<p>100,000.00</p>	<p>.....</p>	<p>100,000.00</p>
<p><b>SCHOOL OF DENTAL AND ORAL SURGERY ENDOWMENT FUND:</b> Gift of Various Donors for the endowment of the School of Dental and Oral Surgery. Established 1929. ....</p>	<p>61,780.00</p>	<p>6,280.00</p>	<p>68,060.00</p>

	At June 30, 1931	Additions 1931-1932	At June 30, 1932
<b>SCHURZ (CARL) FELLOWSHIP FUND:</b> From the Carl Schurz Fund Committee in honor of Carl Schurz. Established 1900 . . . . .	\$10,000.00	.....	\$10,000.00
<b>SCHURZ (CARL) LIBRARY FUND:</b> From the Carl Schurz Fund Committee in honor of Carl Schurz, the income to be devoted to the purchase of books, maps, pamphlets and the like, in the field of the German Language and Literature. Established 1900 . . . . .	10,700.00	.....	10,700.00
<b>SEAGER (SCHUYLER FISKE) ENDOWMENT FUND:</b> Bequest of the late Professor Henry R. Seager, the income to be paid to beneficiaries under the Will during their life-time, thereafter the income is to be expended annually for the advancement of economic study and research. Established 1932 . . . . .	.....	\$66,971.97	66,971.97
<b>SEIDL FUND:</b> 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 life-time, and thereafter to be awarded at least every second year to the most promising candidate, either man or woman, prepared to devote himself, or herself, to the study of musical composition at Columbia University, or elsewhere in this country or abroad . . . . .	12,000.00	.....	12,000.00
<b>SHOEMAKER (WILLIAM BROCK) FUND:</b> Gift as a memorial to the late William Brock Shoemaker, of the Class of 1902, in Columbia College, established jointly by his wife, Ella de Peyster Shoemaker, and his father, Henry F. Shoemaker, the income to be used for the benefit of self-supporting students. Established 1908 . . . . .	10,000.00	.....	10,000.00
<b>SIMON (THEODORE W.) FUND:</b> Bequest of Theodore W. Simon for the general purposes of the Medical School. Established 1927 . . . . .	8,600.00	.....	8,600.00



<p><b>SMITH PRIZE FUND, SCHOOL OF MEDICINE:</b>                      Gift of relatives, friends and pupils of the late Joseph Mather Smith, M. D., as a memorial of his services as Professor in the College of Physicians and Surgeons from 1826 to 1866. An annual prize of \$100 is to be awarded for the best essay on the subject for the year by an alumnus of the College. Established 1894.</p>	5,200.00				5,200.00
<p><b>SMYTH (DAVID W.) SCHOLARSHIP FUND:</b>                      Gift of David W. Smyth, of the Class of 1902, the income to be awarded annually as a scholarship to a student in Columbia College whose pecuniary condition and resources are, in the judgment of the Faculty, insufficient to defray the expenses of a collegiate education. Established 1926.</p>	20,000.00				20,000.00
<p><b>SOCIAL AND POLITICAL ETHICS PROFESSORSHIP FUND:</b>                      To endow a chair of Social and Political Ethics. Established 1918.</p>	47,943.27			400.00	48,343.27
<p><b>STEVENS PRIZE FUND, SCHOOL OF MEDICINE:</b>                      Established by the late Alexander Hodgson Stevens, formerly President of the College of Physicians and Surgeons. The income of the fund is to be awarded every three years for the best medical essay covering original research as determined by the committee in charge of the prize. Established 1891.</p>	1,900.00				1,900.00
<p><b>STOKES (CAROLINE PHELPS) FUND:</b>                      Bequest of the late Caroline Phelps Stokes, the income to be used for lectures, prizes or essays by the students of Columbia, Barnard and Teachers Colleges. Established 1910.</p>	20,000.00				20,000.00
<p><b>STUART SCHOLARSHIP FUND:</b>                      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.</p>	6,000.00				6,000.00
<p><b>SWIFT MEMORIAL FUND:</b>                      Gift from the Trustees of the Association of the Alumni of the College of Physicians and Surgeons, representing the principal sum and accrued income as of December 31, 1920, of the Swift Memorial Fund, created in 1883 by Dr. James T. Swift as a memorial to his brother, Dr. Forest Swift, of the Class of 1857. Established 1921.</p>	8,050.00				8,050.00

	At June 30, 1931	Additions 1931-1932	At June 30, 1932
<b>TOPPAN PRIZE FUND:</b> Gift of Mrs. Sarah M. Toppan, to establish this fund in memory of her late husband, Robert Noxon Toppan, the income to be used annually in providing the Robert Noxon Toppan Prize in the School of Law. Established 1904. ....	\$4,200.00	.....	\$4,200.00
<b>TROWBRIDGE FELLOWSHIP FUND:</b> Gift of the Alumni Association of the School of Mines as a memorial of the late Professor Trowbridge, to establish the 'William Petit Trowbridge Fellowship in Engineering.' Established 1893. ....	12,000.00	\$1,500.00	13,500.00
<b>TURNER (CHARLES W.) SCHOLARSHIP FUND:</b> Gift of Wallis S. Turner, of the Class of 1900, to establish, in memory of his father, Charles W. Turner, a scholarship in Columbia College, to aid the education of a needy or deserving student, to the end that through the advantages of such education the recipient may aspire to the highest type of American Citizenship. Established 1920. ....	6,000.00	.....	6,000.00
<b>TYNDALL FELLOWSHIP FUND:</b> Gift of the late Professor John Tyndall, of London, the income to be applied to the support of 'American pupils who may have shown decided talent in Physics, etc.' Established 1885. ....	11,500.00	.....	11,500.00
<b>UNIVERSITY PUBLICATION FUND:</b> Created by act of the Trustees November 6, 1922, from part of the bequest of the late Daniel B. Fayerweather, the income of such fund, and if necessary any portion of the principal, to be expended under the direction of the President, to meet the cost of publishing the works of scholarship and research through the Columbia University Press. Established 1922. ....	401.19	.....	401.19



	At June 30, 1931	Additions 1931-1932	At June 30, 1932
<p><b>WARING FUND:</b> The Chamber of Commerce of the State of New York, in the latter part of the year 1898, raised by public subscription the sum of \$100,000 to perpetuate the memory of the late George E. Waring. The income of the fund (to be not less than \$4,000 per year) is to be paid semi-annually to the widow and daughter of Colonel Waring during their lifetime, and thereafter the income shall be devoted to the purpose of instruction in municipal affairs in such manner as the President and Board of Trustees of such College may direct. For Mrs. Waring..... \$50,000.00 For Miss Waring..... 50,000.00</p>	\$100,000.00		\$100,000.00
<p><b>WATSON (DR. WILLIAM PERRY) FOUNDATION IN PEDIATRICS:</b> Gift of Dr. William Perry Watson, to establish a permanent fund, the annual income of which shall be given in cash to that member of the graduating class showing the most efficient work in the study of the Diseases of Infants and Children. Established 1921.....</p>	5,200.00		5,200.00
<p><b>WEINSTEIN (ALEXANDER) MEMORIAL FUND:</b> Gift of the classmates and friends of the late Alexander Weinstein, a member of the Class of 1921 College of Physicians and Surgeons, to establish this fund, the income from which is to be used in purchasing annually for the library of the Medical School additional copies of those reference books which are in greatest demand among the students. Established 1921.....</p>	800.00		800.00
<p><b>WENDELL MEDAL FUND:</b> Gift of the friends in the Alumni and Faculty of the late professor George Vincent Wendell to honor and perpetuate his memory, the income to be applied to the cost of a medal to be awarded each year to a student in the graduating class of the Schools of Mines, Engineering and Chemistry who has been chosen by his class as best exemplifying the ideals of character, scholarship and service represented by Professor Wendell. Established 1924.....</p>	390.00		390.00

<p><b>WHEELER (H. A.) SCHOLARSHIP FUND:</b>                      Gift of H. A. Wheeler of the Class of 1880, School of Mines, to establish a scholarship for students in mining, engineering or geology who need financial assistance to carry on their work in the undergraduate department of Columbia University. Established 1923.</p>	6,000.00	6,000.00
<p><b>WHEELER (JOHN VISSCHER) SCHOLARSHIP FUND:</b>                      Bequest of the late Susan E. Johnson Hudson to establish this fund, the income to provide a scholarship in the University. Established 1914.</p>	12,000.00	12,000.00
<p><b>WHEELLOCK (GEORGE G.) FUND:</b>                      Gift of Mrs. George G. Wheelock and William H. Wheelock, to establish this fund in memory of the late Dr. George G. Wheelock, the income to be used to meet the needs of the Department of Physiology. Established 1907.</p>	5,100.00	5,100.00
<p><b>WOLFFRAM (CHARLES BERTHOLD) FUND:</b>                      Bequest of Amalie Wolfram, in memory of her husband, Charles Berthold Wolfram, the income to purchase literary works published and printed in the German language. Established 1931.</p>	5,000.00	5,000.00
<p><b>FIRE INSURANCE FUND:</b>                      For the purpose of meeting the cost of repairing damage due to fire in those academic buildings which are not specifically insured.</p>	50,000.00	50,000.00
	<b>\$36,570,971.39</b>	<b>\$1,140,721.39</b>
		<b>\$37,711,692.78</b>

## PERMANENT FUNDS

ESTABLISHED BY GIFT FOR PURCHASE OF LAND AND ERECTION AND  
EQUIPMENT OF BUILDINGS

	At June 30, 1931	Additions 1931-1932	At June 30, 1932
Apparatus: Optical.....	\$7,110.00		\$7,110.00
Autobiography: John Stuart Mill.....	100.00		100.00
Avery Architectural Building.....	341,079.68		341,079.68
Baker Field.....	732,483.30		732,483.30
Morningside Heights Site.....	331,150.00		331,150.00
Bard Hall.....		1,755,772.84	1,755,772.84
Boat House: Baker Field.....	57,279.41	1,054.82	58,334.23
Boat House: Class of 1897.....	8,000.00		8,000.00
Casa Italiana.....	315,000.00		315,000.00
Castings: Duriron.....	75.00		75.00
Chapel Furnishing.....	3,382.00		3,382.00
Chemical Laboratories.....	30,000.00		30,000.00
Clock: Class of 1906.....	1,159.64		1,159.64
Crocker Research Laboratory: X-Ray Equipment.....	18,465.53		18,465.53
Da Costa Laboratory.....	20,000.00		20,000.00
Deutsches Haus.....	30,000.00		30,000.00
Earl Hall: Building.....	164,950.82		164,950.82
Earl Hall Close.....		5,075.00	5,075.00
East Field.....	420,000.00		420,000.00
Egleston (Professor): Setting of Bust.....	390.00		390.00
Engineering Apparatus.....	450.00		450.00
Engineering Building.....		5,000.00	5,000.00
Exedra, Granite.....	5,000.00		5,000.00
Faculty House: Building.....	306,965.37		306,965.37
Faculty House: Equipment.....	28,047.48		28,047.48
Fayerweather Hall: Building.....	330,894.03		330,894.03
Filter, Rotary.....	1,000.00		1,000.00
Flagstaff: Class of 1881.....	4,600.00		4,600.00
Fountain of Pan.....	12,013.50		12,013.50
Furnace, Hegeler.....	2,000.00		2,000.00
Furnald Hall: Building.....	350,000.00		350,000.00
Gates: Class of 1882.....	1,500.00		1,500.00
Gates: Class of 1888.....	2,000.00		2,000.00
Gates: Class of 1891.....	15,000.00		15,000.00
Goldsmith Library.....	850.00		850.00
Hamilton Hall: Building.....	507,059.16		507,059.16
Hamilton Hall: Clock.....	1,913.90		1,913.90
Hamilton Hall: Gates.....	2,020.00		2,020.00
Hamilton Hall: Gemot.....	1,000.00		1,000.00
Hamilton Hall: Class of 1909 Shield.....	20.00		20.00
Hamilton Statue.....	11,000.00		11,000.00
"Hammerman".....	5,000.00		5,000.00
Hartley Hall: Building.....	350,000.00		350,000.00
Hartley Hall: Stained Glass Windows.....	2,000.00		2,000.00
Havemeyer Hall: Building.....	414,206.65		414,206.65
Havemeyer Hall: Annex.....	554,340.06		554,340.06
Havemeyer Hall: Laboratory.....	600.00		600.00
Highland, N. Y.: Property.....	30,000.00		30,000.00
Illuminating University Grounds.....	1,035.00		1,035.00
Instruments: Optical.....	9,930.00		9,930.00
John Jay Hall: Building.....	64,325.00		64,325.00
John Jay Hall: Equipment.....	6,000.00		6,000.00
Kent Hall: Building.....	495,672.57		495,672.57
Library: Building.....	1,100,639.32		1,100,639.32

	At June 30, 1931	Additions 1931-1932	At June 30, 1932
Library: Equipment.....	2,570.00		2,570.00
Library: Marble Columns.....	1,678.00		1,678.00
Library: Torcheres.....	6,000.00		6,000.00
Livingston Hall: Memorial Window.....	1,124.00		1,124.00
Maison Francaise: Building.....	33,300.00		33,300.00
Medical School (New): Building.....	3,601,569.02	1,475.00	3,603,044.02
		Decrease	
Medical School (New): Residence Hall Site	1,342,536.85	836,350.59	506,186.26
Medical School (New): Site.....	855,001.00		855,001.00
Medical School (Old): Additions.....	117,842.07		117,842.07
Medical School (Old): Building.....	71,551.05		71,551.05
Medical School: Removing and Rebuilding	53,000.00		53,000.00
Medical and Surgical Equipment.....	14,912.80		14,912.80
Mineral Specimens: Dufourcq Collection...	300.00		300.00
Model: Buildings and Grounds.....	19,972.70		19,972.70
Model: Braden Copper Co.....	1,700.00		1,700.00
Model: Coal Mine.....	250.00		250.00
Nichols Laboratories.....	30,000.00		30,000.00
Pathological Laboratory.....	19,136.94		19,136.94
Philosophy: Building.....	350,000.00		350,000.00
Physics: Building.....	810,748.90		810,748.90
Power House: Equipment.....	3,250.00	150,000.00	153,250.00
Precision Laboratory.....	8,000.00		8,000.00
President's House Furnishing.....	14,410.17		14,410.17
Publications: Cragin Collection.....	1,400.00		1,400.00
St. Paul's Chapel: Bell.....	5,120.84		5,120.84
St. Paul's Chapel: Building.....	250,000.00		250,000.00
St. Paul's Chapel: Furniture.....	3,221.62		3,221.62
St. Paul's Chapel: Memorial Windows.....	32,700.00		32,700.00
St. Paul's Chapel: Organ and Case.....	27,000.00		27,000.00
St. Paul's Chapel: Torcheres.....	5,280.00		5,280.00
Schermerhorn Hall: Building.....	544,552.44		544,552.44
Schermerhorn Hall: Extension.....	1,197,209.05	881.79	1,198,090.84
School of Business: Building.....	979,260.31	10,611.52	989,871.83
School of Dental and Oral Surgery (Old)...	471,185.32		471,185.32
School of Dental and Oral Surgery (New)...	311,973.44		311,973.44
School of Dentistry: Building.....	33,500.00		33,500.00
School of Dentistry: Equipment.....	5,584.92		5,584.92
School of Journalism: Building.....	563,501.21		563,501.21
School of Mines: Building.....	250,000.00	9,588.18	259,588.18
School of Mines: Torcheres.....	1,000.00		1,000.00
Sloane Hospital for Women: Additions and Alterations.....	399,263.14		399,263.14
Smith (Munroc) Tablet.....	1,840.00		1,840.00
South Court Fountains.....	4,932.88		4,932.88
South Field.....	54,707.00		54,707.00
South Field Grading.....	11,500.00		11,500.00
South Hall.....		273,785.28	273,785.28
Statue of Letters and pylon.....	8,598.72		8,598.72
Statue of Science and pylon.....	13,148.95		13,148.95
Sun Dial—116th Street.....	10,000.00		10,000.00
Telescope.....	5,497.35		5,497.35
Trophy Room: Equipment.....	980.00		980.00
University Hall: Enlargement.....	100,756.41		100,756.41
Van Amringe Memorial.....	20,238.34		20,238.34
Vanderbilt Clinic: Building.....	350,000.00		350,000.00
Villard (Henry) Legacy.....	50,000.00		50,000.00
	\$20,170,512.86	\$1,376,893.84	\$21,547,406.70

**GIFTS AND BEQUESTS**  
**Received for the Purchase of Land and Erection and**  
**Equipment of Buildings**  
**See Permanent Funds pages 000 and 000**

(For list of gifts other than money see separate pamphlet)

<b>A</b>			
<i>Name</i>	<i>Purpose</i>	<i>Date</i>	<i>Amount</i>
Adams (Edward D.)	Precision Laboratory: Physics Building	1913	\$8,000.00
Adams (Edward D.)	Deutsches Haus, 419 West 117th Street	1910	30,000.00
Aldrich (Mrs. Richard)	Medical School (old) Additions	1917	5.00
Alexander (Chas. W.)	Clinton window, St. Paul's Chapel	1906	300.00
Alumni Association of Columbia College	Hamilton Hall Building	1906	997.50
Alumni Association of Columbia College	Hamilton statue, South Field	1908	10,000.00
Alumni Association of Columbia College	University Hall, enlargement	1900-13	100,756.41
Alumni Fund	School of Dental & Oral Surgery (new)	1921-27	28,540.29
	Gifts	\$27,290.29	
	Interest	1,250.00	
		<u>\$28,540.29</u>	
Anderson (Mrs. E. M.)	Medical School (old) Additions	1917	5,000.00
Anonymous	Furnishing President's House	1910	14,410.17
	Gift	\$30,000.00	
	Expenses	\$2,174.70	
	Transfer to Special Endowments	13,415.13	
		<u>15,589.83</u>	
		<u>\$14,410.17</u>	
Anonymous	Boat House, Baker Field	1931-32	56,834.23
Anonymous	Chemical Laboratories: Havemeyer Hall	1915	30,000.00
Anonymous	Hamilton Statue	1909	1,000.00
Anonymous	Medical School (new) Building	1929	150,007.65
Anonymous	Medical School (old) Additions	1917-19	10,691.58
Anonymous	Medical School (removing and rebuilding)	1915	15,000.00
Anonymous	Medical and Surgical Equipment	1919-21	4,712.80
Anonymous	Models of buildings and grounds	1906-08	19,972.70
Anonymous	Furniture, St. Paul's Chapel	1908	2,846.62
Anonymous	School of Dental & Oral Surgery (new)	1926-27	75,891.20
	Gifts	\$61,742.35	
	Interest	14,148.85	
		<u>\$75,891.20</u>	



REPORT OF THE TREASURER 159

<i>Name</i>	<i>Purpose</i>	<i>Date</i>	<i>Amount</i>
Anonymous.....	South Field Grading.....	1909	1,500.00
Anonymous.....	Trophy Room Equipment.....	1922	980.00
Aub (Miss Alma C.).....	Medical and Surgical Equipment.....	1921	200.00
Avery (Samuel P.).....	Avery Library Building.....	1911-14	339,250.00

**B**

Babcock (Samuel D.).....	Morningside Heights Site.....	1892	5,000.00
Babcock & Wilcox.....	Steam Boilers—Power House....	1907	3,250.00
Baker (George F., Jr.).....	Medical School (old) Additions...	1917	2,500.00
Baker (George F.).....	Baker Field.....	1922-24	730,583.15
Total amount of			
	gifts.....	\$771,940.59	
	Taxes, etc.....	41,357.44	
			<u>\$730,583.15</u>

Baldwin (Helen, M.D.).....	Medical School (old) Additions...	1917	100.00
Bausch & Lomb Optical Co....	Optical Instruments.....	1920-24	9,100.00
Beck (Chas. Bathgate) Be- quest.....	Kent Hall Building.....	1899-1912	385,672.57
		Total Bequest.....	\$382,808.37
		Interest on bequest	10,373.20
			<u>\$393,181.57</u>
		Less legal expenses..	7,509.00
			<u>\$385,672.57</u>

Beekman (Gerard).....	Beekman window: St. Paul's Chapel.....	1906	600.00
Beekman (Gerard).....	Minturn window: St. Paul's Chapel.....	1906	600.00
Benson (Mary).....	Medical School (old) Additions...	1917	25.00
Bernheim (A. C.).....	Morningside Heights Site.....	1892	1,000.00
Bernheim (Mrs. Geo. B.).....	Medical School (old) Additions...	1917	1,000.00
Blossom (Francis).....	Earl Hall Close.....	1932	1,000.00
Bondy Fund Income.....	X-Ray Equipment: Crocker Lab- oratory.....	1922	10,677.85
Brackenridge (Geo. W.).....	Medical School (old) Additions...	1917	50,000.00
Braden Copper Co.....	Models of copper mines.....	1925	1,700.00
Bruce (Catherine Wolfe).....	Telescope for New Observatory...	1899	5,497.35
		Gift of \$10,000 received 1899.	
		The gift with interest was partly used in expenses; the balance remaining was used in part payment of the cost of a telescope in the Physics Building erected in 1925-26.	
Burgess (Annie P.) Estate of...	John Jay Hall Construction.....	1927-29	6,525.00
Burgess (Annie P.) Estate of...	School of Business Building.....	1913-24	64,188.71
		Bequest.....	\$63,396.26
		Interest.....	792.45
			<u>\$64,188.71</u>

**C**

Carnegie Corporation.....	Medical School (new) Building....	1925-28	1,100,000.00
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<i>Name</i>	<i>Purpose</i>	<i>Date</i>	<i>Amount</i>
Carter (Henry C.)	Morningside Heights Site	1892	150.00
Cheesman (Dr. T. M.)	Cheesman Window: St. Paul's Chapel	1905	600.00
Cheesman (Dr. T. M.) Estate			
of	School of Business Building	1920	11,162.81
	Bequest		\$10,000.00
	Interest		1,162.81
			<u>\$11,162.81</u>
Clark (Alfred C.)	Morningside Heights Site	1893	10,000.00
Clark (Edward Severin)	Fountain of Pan: the Grove	1908-09	12,013.50
Clark (J. William)	School of Dental and Oral Surgery (New)	1927	10,511.11
	Gift		\$10,000.00
	Interest		511.11
			<u>\$10,511.11</u>
Class of 1874	Marble Columns in Library	1912-13	1,678.00
Class of 1880	Gates: Hamilton Hall	1907	2,020.00
Class of 1881, Arts and Mines	Gemot: Hamilton Hall	1911	1,000.00
Class of 1881	Flagstaff: the Quadrangle	1906	4,600.00
Class of 1881, College, Mines and Political Science	Mantel: John Jay Hall	1926	2,500.00
Class of 1882	120th Street Gates	1897-98	1,500.00
Class of 1882, Science	Torcheres: School of Mines	1907	1,000.00
Class of 1883, Arts, Mines and Political Science	Torcheres: St. Paul's Chapel	1908	5,280.00
Class of 1883, Mines	Setting Bust of Professor Egleston	1913	390.00
Class of 1884, Arts and Mines	Clock: Hamilton Hall	1907	1,913.90
Class of 1884, Science	Grading South Field	1909	5,000.00
Class of 1885, College	Stained glass window "Sophocles," Hartley Hall	1885	1,000.00
Class of 1885, College	Sun Dial: South Field	1910	10,000.00
Class of 1886	Granite Exedra: the Quadrangle	1911	5,000.00
Class of 1888	Gates at Amsterdam Avenue and 119th Street	1913	2,000.00
Class of 1889	Barnard Window: St. Paul's Chapel	1914	1,200.00
Class of 1889, Mines	Meunier Statue, "The Hammerman": the Quadrangle	1914	5,000.00
Class of 1890	Statue of Letters and pylon: S.E. Cor. Broadway and 116th Street	1913-16	8,598.72
Class of 1891, College	Stained Glass Window "Vergil" (Hartley Hall)	1891	1,000.00
Class of 1891	Gates between Mines and Engineering Buildings	1916	15,000.00
Class of 1891	Earl Hall Close	1932	4,075.00
Class of 1893	Bell: St. Paul's Chapel	1918	5,120.84
Class of 1896, Arts and Mines	Panels: John Jay Hall	1926	2,500.00
Class of 1897	Boat-house: Baker Field	1922-23	8,000.00
Class of 1897, Arts and Mines	Prentice Eight-oared Shell	1927	1,500.00
Class of 1899	Grading South Field	1909	5,000.00
Class of 1900	Statue of Science and pylon: N.E. cor. Broadway and 116th Street	1925	13,148.95
Class of 1906	Clock on South Field	1916	1,159.64
Class of 1909	Shield: Hamilton Hall	1912	20.00

REPORT OF THE TREASURER 161

<i>Name</i>	<i>Purpose</i>	<i>Date</i>	<i>Amount</i>
Class of 1915, College and Science.....	Mantel and Clock: John Jay Hall.	1927	1,000.00
Clinton (DeWitt).....	Clinton Window: St. Paul's Chapel	1906	300.00
Cochran (Alexander Smith)....	Kent Hall Building.....	1909	100,000.00
College of Dental and Oral Surgery.....	Equipment: School of Dental and Oral Surgery.....	1924	656.00
College of Dental and Oral Surgery.....	School of Dental and Oral Surgery Value of Buildings and Grounds....	1924	462,529.32
	Cash.....		\$444,529.59 17,999.73
			<u>\$462,529.32</u>
College of Physicians and Surgeons.....	Medical School (old) Building....	1903	71,551.05
Columbia University Athletic Association.....	Boat-house at Highland, N. Y....	1921	30,000.00
Converse (E. C.).....	Medical School (old) Additions....	1919	1,000.00
Cragin (E. B.).....	Publications.....	1919	1,400.00
Crocker Fund Income.....	X-Ray Equipment Crocker Laboratory.....	1921	7,787.68
Cutting (R. Fulton).....	Morningside Heights Site.....	1893	10,000.00
<b>D</b>			
Da Costa (Charles M.).....	Laboratory, Schermerhorn Hall....	1890	20,000.00
Davies (Julien T.).....	Barnard Window: St. Paul's Chapel.....	1913	1,000.00
Davies (Julien T.).....	Benson Window: St. Paul's Chapel	1906	600.00
De Lamar Fund, Income of.....	Medical School (old) Additions....	1920	3,600.00
De Peyster (Mrs. Frederic J.)..	De Peyster Window: St. Paul's Chapel.....	1905	600.00
DeWitt (George G.).....	Barnard Window: St. Paul's Chapel.....	1905	500.00
Dodge (Marcellus Hartley)....	Furnishing Men's Faculty Club....	1925	495.00
Dodge (Marcellus Hartley)....	Hartley Hall Building.....	1904-05	175,000.00
Dodge (Marcellus Hartley)....	South Court Fountains.....	1906-08	4,932.88
Dodge (William E.).....	Earl Hall.....	1900-02	164,950.82
	Gift.....		\$159,540.38
	Interest.....		5,410.44
			<u>\$164,950.82</u>
Donahue (Mrs. James P.).....	School of Dental and Oral Surgery, (New).....	1926	55,745.15
	Gift.....		\$50,000.00
	Interest.....		5,745.15
			<u>\$55,745.15</u>
Dryden (Forrest F.).....	Medical School (old) Additions....	1918	1,000.00
Duriron Castings Co.....	Castings for the Department of Chemical Engineering.....	1920	75.00
<b>E</b>			
Eddy (Jesse L.).....	Medical School (old) Additions....	1918	500.00
Epsilon Psi Epsilon.....	Optical Instruments.....	1927	1,800.00

<b>F</b>			
<i>Name</i>	<i>Purpose</i>	<i>Date</i>	<i>Amount</i>
Fayerweather (Daniel B.)			
Bequest.....	Fayerweather Hall Building.....	1891-1917	330,894.03
	Bequest.....		\$346,319.73
	Less Expenses.....		15,425.70
			<u>\$330,894.03</u>
Fish (Stuyvesant).....	Fish Window: St. Paul's Chapel...	1906	600.00
France-America Committee...	Maison Francaise Equipment.....	1914	2,000.00
Frank (Dr. John) Estate of.....	School of Business Building.....	1923	2,589.64
	Bequest.....		\$2,389.85
	Interest.....		199.79
			<u>\$2,589.64</u>
Fuller (Paul, Jr.).....	Maison Francaise Equipment.....	1913	100.00
Furnald (Francis P., Jr.) Leg- acy.....	Furnald Hall Building.....	1912-14	350,000.00
<b>G</b>			
General Education Board.....	Medical School (new) Building....	1925-28	1,299,732.57
	Gift.....		\$1,250,000.00
	Interest.....		49,732.57
			<u>\$1,299,732.57</u>
General Optical Co.....	Optical Instruments.....	1920-27	2,020.00
Globe Optical Co.....	Optical Instruments.....	1920	250.00
Goldsmith (Byron B.) Estate of:	Goldsmith Library.....	1927	850.00
Gould (George J.).....	Toward Purchase of East Field ...	1909	100,000.00
Griscom (Acton).....	St. Paul's Chapel Furnishing.....	1924	30.00
<b>H</b>			
Hamilton Manufacturing Co...	Optical Instruments.....	1927	560.00
Hand (Mrs. Learned).....	Medical School (old) Additions...	1917	50.00
Harkness (Edward S.).....	New Medical School Site.....	1923	855,001.00
	Gift, 1923, assessed valuation.....		\$1,180,000.00
	Less value of land transferred as follows:		
	Neurologi- cal Insti- tute... \$120,000.00		
	New York State Psychi- atric Hospital. 74,999.00		
	Presbyterian Hospital. 130,000.00		
			<u>324,999.00</u>
			<u>\$855,001.00</u>

<i>Name</i>	<i>Purpose</i>	<i>Date</i>	<i>Amount</i>
Harkness (Edward S.)	Residence Hall site, New Medical School	1929-31	506,186.26
Harkness (Edward S.)	Bard Hall (new) Medical School	1930-32	1,755,772.84
Harkness (Edward S.)	South Hall	1932	273,785.28
Harkness (Edward S.)	Power House Equipment	1932	150,000.00
Harkness (Mrs. H. S.)	Medical and Surgical Equipment	1919	10,000.00
Harper (J. W.) Legacy	Morningside Heights Site	1901	5,000.00
Harris (Ellen C.) Bequest	Chemical Laboratories	1922	554,340.06
	Bequest		\$575,623.04
	Legal exp.		\$500.00
	Taxes		667.47
	Harris (Ellen C.) Fund		113,957.13
			<u>115,124.60</u>
			\$460,498.44
	Interest		<u>93,841.62</u>
			\$554,340.06
Havemeyer (Henry O.) and others	Havemeyer Hall Building	1896	414,206.65
	Gift of property valued at		\$450,000.00
	Less loss on sale		35,793.35
			<u>\$414,206.65</u>
Hawes (A. J.)	Medical School (old) Additions	1919	100.00
Hepburn (A. Barton)	Maison Francaise: 411 West 117th Street	1913	30,000.00
Hepburn (A. Barton) Estate	School of Business Building	1923-32	218,620.43
Hewitt (Hon. Abram S.)	Morningside Heights Site	1893-96	4,000.00
Hine (F. L.)	Medical School (old) Additions	1918	1,000.00
Hoffman (Charles Frederick) Estate	School of Business Building	1920	5,581.40
	Bequest		\$5,000.00
	Interest		581.40
			<u>\$5,581.40</u>
Huntington (Archer M.)	Medical School (old) Additions	1919	1,000.00
<b>I</b>			
Israel (Leon)	School of Business Building	1919	3,255.00
	Gift		\$5,000.00
	Expense		1,745.00
			<u>\$3,255.00</u>
<b>J</b>			
James (Arthur Curtis)	Medical School (old) Additions	1918	1,000.00
James (D. Willis)	Morningside Heights Site	1892-94	50,000.00
James (Dr. W. B.)	Medical School (old) Additions	1919	500.00

<i>Name</i>	<i>Purpose</i>	<i>Date</i>	<i>Amount</i>
Jarvie (James N.)	School of Dental and Oral Surgery, (New)	1916	105,000.00
	Gift		\$100,000.00
	Interest		5,000.00
			\$105,000.00
Jennings (Mrs. Anne B.)	Medical School (old) Additions	1917	500.00
Jenkins (Mrs. Helen Hartley)	Hartley Hall Building	1904-05	175,000.00
Jenkins (Mrs. Helen Hartley)	Philosophy Building	1910-11	350,000.00
Jessup (Morris K.)	Morningside Heights Site	1893	5,000.00
Jones (James Elwood)	Model of Coal Mine	1923	250.00
Jusserand (J. J.)	Maison Francaise Equipment	1913	200.00

## K

Kane (Annie C.) Estate of	Physics Building	1927	500,000.00
Kennedy (John Stewart)	Hamilton Hall Building	1905-06	506,061.66
	Gifts		\$500,000.00
	Interest		6,061.66
			\$506,061.66

King (Hon. John A.)	Morningside Heights Site	1892	1,000.00
King (Willard V.)	Medical School (removing and re- building)	1915-16	2,000.00
King (Willard V.)	School of Dental & Oral Surgery (new)	1927	2,000.00
Kingsland (Mrs. A. C.)	Kingsland Window: St. Paul's Chapel	1906	300.00
Kingsland (Mrs. Geo. L.)	Kingsland Window: St. Paul's Chapel	1906	300.00

## L

Ladenberg (Mrs. Emily)	Medical School (removing and re- building)	1915	1,000.00
Lagemann (Miss Anna)	Medical School (old) Additions	1917	10.00
Lange (Edmund)	School of Dental & Oral Surgery (new)	1929	56.80
Langeloth (Jacob) Estate of	School of Business Building	1915	5,062.50
	Bequest		\$5,000.00
	Interest		62.50
			\$5,062.50

Lawrence (Mrs. Benj. B.)	Barnard and Lawrence Windows: St. Paul's Chapel	1923	18,400.00
	Gift		\$20,000.00
	Transferred to Chapel Furnishing Fund		1,600.00
			\$18,400.00

REPORT OF THE TREASURER 165

<i>Name</i>	<i>Purpose</i>	<i>Date</i>	<i>Amount</i>
Lawrence (Mrs. Benj. B.) . . . . .	St. Paul's Chapel Furnishing . . . . .	1923	3,727.00
	Balance of gift for		
	Memorial Windows \$1,600.00		
	Interest . . . \$2,456.53		
	Less trans-		
	fer to		
	Chapel		
	Furnish-		
	ing Fund           329.53		
		2,127.00	
			\$3,727.00
Lee (Mrs. Frederic S.) . . . . .	School of Dental & Oral Surgery		
	(New) . . . . .	1927	5,366.11
	Gift . . . . . \$5,000.00		
	Interest . . . . . 366.11		
			\$5,366.11
Lengovitz (Emil G.) . . . . .	Engineering Apparatus . . . . .	1919	450.00
Lewisohn (Adolph) . . . . .	School of Mines Building . . . . .	1904-05	250,000.00
Livingston (Edward de Peyster, John Henry and Goodhue) . . . . .	Memorial Window, Livingston Hall . . . . .	1909	1,124.00
Low (A. A.) . . . . .	Morningside Heights Site . . . . .	1892-94	15,000.00
Low (Seth) . . . . .	Morningside Heights Site . . . . .	1892	5,000.00
Low (Seth) . . . . .	Library Building . . . . .	1896-99	1,100,639.32

M

McClelland (John) . . . . .	Pathological Laboratory: Medical School . . . . .	1891	19,136.94
McLean (James) . . . . .	Medical School (old) Additions . . . . .	1918	1,000.00
Mackay (Clarence H.) . . . . .	Maison Francaise Equipment . . . . .	1914	1,000.00
Mackay (Clarence H.) . . . . .	Medical School (old) Additions . . . . .	1918	12,000.00
Macy (Mr. and Mrs. V. Everit) . . . . .	Medical School (old) Additions . . . . .	1917-19	6,000.00
Marling (A. E.) . . . . .	Medical School (old) Additions . . . . .	1919	1,000.00
McMillin (Emerson) . . . . .	School of Business Building . . . . .	1917-18	568,069.02
	Gift of 2,040 Shares of Common Stock of the American Light & Traction Co., the proceeds of which, together with interest and dividends, amounted to \$568,069.02.		
Mehler (Miss Elsa) . . . . .	Medical School (old) Additions . . . . .	1917	10.00
Moore (William H.) . . . . .	Medical School (old) Additions . . . . .	1918	1,000.00
Morgan (J. Pierpont) . . . . .	Morningside Heights Site . . . . .	1892-95	100,000.00
Morgan (William Fellowes) . . . . .	Illumination of University Grounds . . . . .	1913	1,035.00
Morgan (William Fellowes) . . . . .	School of Dental & Oral Surgery (New) . . . . .	1927	2,622.92
	Gift . . . . . \$2,500.00		
	Interest . . . . . 122.92		
			\$2,622.92

<i>Name</i>	<i>Purpose</i>	<i>Date</i>	<i>Amount</i>
Mosher (Eliza M.) . . . . .	Medical School (old) Additions . . .	1917	500.00
Mower (Sara E.) Estate of . . . . .	School of Business Building . . . . .	1920-21	110,226.04
	Bequest . . . . .	\$91,101.43	
	Less Expenses . . . . .	2,220.34	
		<u>\$88,881.09</u>	
	Interest . . . . .	21,344.95	
		<u>\$110,226.04</u>	

Munsey (Frank A.) . . . . .	Toward Purchase of East Field . . .	1910	50,000.00
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## N

Nash (William A.) . . . . .	Medical School (old) Additions . . .	1918	250.00
New Jersey Zinc Co. . . . .	Hegeler Furnace . . . . .	1923	2,000.00
New York Odontological Society . . . . .	Anatomical Collections and Specimens . . . . .	1926	8,000.00
Nichols (William H.) . . . . .	Laboratories: Havemeyer Hall . . .	1912	30,000.00
Notman (George) . . . . .	Medical School (old) Additions . . .	1917	100.00
Notman (Mrs. George) . . . . .	Medical School (old) Additions . . .	1917	100.00

## O

Ogden (David B.) . . . . .	Ogden Window: St. Paul's Chapel	1906	600.00
Oliver Continuous Filter Co. . . . .	Rotary Filter . . . . .	1919	1,000.00
Optometrical Club of Brooklyn . . . . .	Optical Instruments . . . . .	1927	1,500.00
Optometrical Society of the City of New York . . . . .	Optical Instruments . . . . .	1927	1,750.00
Osborne (Mr. and Mrs. Wm. Church) . . . . .	Medical School (old) Additions . . .	1918	1,000.00
Ottendorfer (Oswald) . . . . .	Morningside Heights Site . . . . .	1892	5,000.00

## P

Palmer (Edgar) . . . . .	Medical School (old) Additions . . .	1919	3,000.00
Parish (Henry) . . . . .	Morningside Heights Site . . . . .	1893	5,000.00
Parsons (Mrs. Elsie Clews) . . . . .	Medical School (old) Additions . . .	1918	100.00
Parsons (Mrs. Edgerton) . . . . .	Medical School (old) Additions . . .	1917	5.00
Parsons (General William Barclay) . . . . .	Portrait . . . . .	1928	2,570.00
Peabody (George Foster and Charles) . . . . .	Organ and Case: St. Paul's Chapel	1905-06	27,000.00
Pell (Howland) and others . . . . .	Pell Window: St. Paul's Chapel . . .	1906	600.00
Pendleton (Francis K.) . . . . .	Pendleton Window: St. Paul's Chapel . . . . .	1906	600.00
Philosophy, Department of (Members) . . . . .	Autobiography of John Stuart Mill	1923	100.00
Phoenix Legacy: Income . . . . .	Observatory and Telescope: Physics Building . . . . .	1928	35,748.90
	Equipment of Schermerhorn Hall	1930	39,960.84
	Engineering Building . . . . .	1932	5,000.00
	School of Mines . . . . .	1932	9,588.18
Pratt (Mrs. Chas. M.) . . . . .	Medical School (old) Additions . . .	1917	500.00



REPORT OF THE TREASURER 167

<i>Name</i>	<i>Purpose</i>	<i>Date</i>	<i>Amount</i>
Pulitzer (Joseph) . . . . .	School of Journalism Building . . . . . Gift of \$1,000,000 to establish and endow a School of Journal- ism, of which \$563,501.21 was expended in the con- struction of the building, the balance remaining in the Pulitzer (Joseph) Fund for School of Journalism.	1903-04	563,501.21

R

Reid (D. G.) . . . . .	Medical School (old) Additions . . .	1918	1,000.00
Rives (George L.) . . . . .	Barclay Window: St. Paul's Chapel . . . . .	1906	600.00
Rives (George L.) . . . . .	Medical School (Removing and Rebuilding) . . . . .	1916	10,000.00
Rives (George L.), Estate of . . .	Medical School (Removing and Rebuilding) . . . . .	1918	25,000.00
Robinson (M. R.) . . . . .	School of Dental & Oral Surgery (new) . . . . .	1925	25.00
Rockefeller Foundation . . . . .	Medical School (new) Building . . .	1925-28	1,051,828.80
	Gift . . . . . \$1,008,333.33		
	Interest . . . . . 43,495.47		
			\$1,051,828.80

S

Sands (B. Aymar) . . . . .	Barnard Window: St. Paul's Chapel . . . . .	1914	500.00
Sands (Sarah A.) Estate of . . .	Sands Window: St. Paul's Chapel .	1906	600.00
Schermerhorn (F. Augustus) . . .	Barnard Window: St. Paul's Chapel . . . . .	1913	1,000.00
Schermerhorn (F. Augustus) Estate of . . . . .	Faculty House . . . . .	1922-23	306,965.37
Schermerhorn (F. Augustus) Estate of . . . . .	Faculty House Equipment . . . . .	1922-23	27,552.48
	Bequest . . . . . \$304,442.77		
	Interest . . . . . 30,075.08		
			\$334,517.85
	Building . . . . . \$306,965.37		
	Equipment . . . . . 27,552.48		
			\$334,517.85
Schermerhorn (F. Augustus) . . .	Estate of . . . . .	1929-32	1,244,549.26
	Schermerhorn Hall Extension . . . . . \$1,158,130.00		
	Schermerhorn Hall (changes) . . . . . 86,419.26		
			\$1,244,549.26

<i>Name</i>	<i>Purpose</i>	<i>Date</i>	<i>Amount</i>
Schermerhorn (F. Augustus)			
Estate of . . . . .	Physics Building . . . . .	1926	275,000.00
	Bequest . . . . . \$262,993.25		
	Interest . . . . . 12,006.75		
			<u>\$275,000.00</u>
Schermerhorn (William C.) . . . . .	Schermerhorn Hall: Building . . . . .	1896-99	458,133.18
Schiff (Jacob H.) . . . . .	Morningside Heights Site . . . . .	1892	5,000.00
School of Dentistry Endowment Fund (Income) . . . . .	School of Dentistry Building . . . . .	1919-21	26,000.00
School of Dentistry Endowment Fund (Income) . . . . .	School of Dentistry Equipment . . . . .	1921	5,584.92
Scribner (Mrs. Arthur) . . . . .	Medical School (old) Additions . . . . .	1917	25.00
Seligman (Isaac N.), Estate of		1920	3,384.00
	Bequest . . . . . \$5,464.17		
	Van Am- ring Memorial \$1,554.32		
	Avery Library . . . . . 1,829.68		
			<u>3,384.00</u>
	Balance (Gift Acct.) . . . . .		\$2,080.17
Shepard (F. J.) . . . . .	Medical School (old) Additions . . . . .	1919	500.00
Sloan (Samuel) . . . . .	Morningside Heights Site . . . . .	1892	5,000.00
Sloan (Samuel) . . . . .	Torchers: Library . . . . .	1907	6,000.00
Sloane (Mr. and Mrs. Wm. D.) . . . . .	Sloane Hospital for Women (Alterations and additions) . . . . .	1912	399,263.14
Smith (Lenox) Estate of . . . . .	John Jay Hall Construction . . . . .	1927	57,800.00
	Bequest . . . . . \$55,349.68		
	Interest, etc. . . . . 2,450.32		
			<u>\$57,800.00</u>
Smith (Mrs. Munroe) . . . . .	Memorial Tablet to the late Professor Munroe Smith . . . . .	1927	1,840.00
Sorchan (Mrs. Victor) . . . . .	Medical School (old) Additions . . . . .	1917	1,000.00
Standard Optical Co. . . . .	Optical Instruments . . . . .	1920	60.00
Stephens (Mrs. W. B. and Daughter) . . . . .	Mineral Specimens (Du Fourcq collection) . . . . .	1921	300.00
Stetson (Francis Lynde) . . . . .	Kent Hall Building . . . . .	1905	10,000.00
Stewart (Lispensard) . . . . .	Lispensard Window: St. Paul's Chapel . . . . .	1906	600.00
Stewart (Wm. Rhineland) . . . . .	Rhineland Window: St. Paul's Chapel . . . . .	1906	600.00
Stokes (Olivia Egleston Phelps)	Toward purchase of East Field . . . . .	1910	20,000.00
Stokes (Olivia Egleston Phelps) and Caroline Phelps) . . . . .	St. Paul's Chapel Construction . . . . .	1904-06	250,000.00
Straight (Mrs. Willard D.) . . . . .	Medical School (old) Additions . . . . .	1917	1,000.00
Straus (Oscar S.) . . . . .	Barnard Window: St. Paul's Chapel . . . . .	1906	500.00
Sulzberger (Dr. Nathan) . . . . .	Laboratory Equipment: Havemeyer Hall . . . . .	1918	600.00
Sutro (Mrs. Lionel) . . . . .	Medical School (old) Additions . . . . .	1917	50.00

REPORT OF THE TREASURER 169

T

<i>Name</i>	<i>Purpose</i>	<i>Date</i>	<i>Amount</i>
Thomas (Belle).....	Medical School (old) Additions...	1917	25.00
Thompson (Mary Clark).....	Medical School (old) Additions...	1918	2,500.00

V

Van Amringe Memorial Com- mittee.....	Van Amringe Memorial.....	1917-22	18,684.02
Van Cortlandt (Robt. B.).....	Van Cortlandt Window: St. Paul's Chapel.....	1906	600.00
Vanderbilt (Cornelius, Wil- liam K., Frederick W. and George W.).....	Vanderbilt Clinic: Building and Equipment.....	1895	350,000.00
Vanderbilt Clinic.....	School of Dentistry Building.....	1920	7,500.00
Vanderbilt (Cornelius).....	Morningside Heights Site.....	1892	100,000.00
Vanderbilt (William K.).....	Toward purchase of East Field....	1910-14	250,000.00
Various Donors.....	Casa Italiana, 437 W. 117th St....	1928	315,000.00
Various Donors.....	Columbia Stadium Site.....	Various	1,900.15
Various Donors.....	School of Dental and Oral Surgery, (New).....	1916-18	26,000.00
Various Donors.....	South Field.....	1903-05	54,707.00
Various Donors.....	Medical School Equipment.....	1928	1,475.00
Various (Interest on Gifts)....	Medical School (old) Additions...	1918	95.49
Villard (Henry), Estate of.....	Morningside Heights Site.....	1901	50,000.00

W

Wallace (J. M.).....	Medical School (old) Additions...	1918	1,000.00
Waterbury (Elizabeth).....	Medical School (old) Additions...	1918	1,000.00
Waterbury (John I.).....	Medical School (old) Additions...	1918	2,500.00
Watson (Thomas J.).....	Medical School (old) Additions...	1918	1,000.00
Webber (John), Estate of.....	School of Business Building.....	1918	1,116.28
	Bequest.....	\$1,000.00	
	Interest.....	116.28	
		<u>\$1,116.28</u>	
William (Blair S.).....	School of Dental & Oral Surgery (New).....	1927	214.86
	Gift.....	\$200.00	
	Interest.....	14.86	
		<u>\$214.86</u>	
		<u><u>\$21,547,406.70</u></u>	

## GIFTS AND BEQUESTS RECEIVED DURING 1931-32

## A. GIFTS TO CAPITAL:

1. *General Endowment:*

Alumni Fund Committee, for the Permanent Alumni Fund.....	\$500.00
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2. *Special Endowments:*

Alumni Fund Committee, from the following:

Class of 1882, to be added to the Columbi- ana Endowment Fund.....	\$5,000.00	
Class of 1892 Arts and Mines, to be added to the principal of the Class of 1892 Arts and Mines Fund.....	7,887.50	
Class of 1906 P. & S. for the Class of 1906 P. & S. Loan Fund.....	630.00	
Class of 1912 P. & S. for the Class of 1912 P. & S. Fund.....	15.00	13,532.50

Barrett (J. Arthur), for the Columbi- ana Endowment Fund.....	5.00	
Cardozo (Judge Benjamin N.), to be added to the Colum- biana Endowment Fund.....	100.00	
Columbia University Athletic Association (Through the), from Mr. James Renwick Harrison of the Class of 1917, representing the proceeds of an insurance policy to establish the Harrison (James Renwick) Scholarship Fund.....	10,000.00	
Colwell (Miss J. W.), for the Casa de las Espanas Endow- ment Fund.....	25.00	
Estate of Lizzie Dennett Lockwood, for the Dennett (Horace) Scholarship Fund.....	173,883.44	
Estate of Dwight W. Morrow, for the Morrow (Dwight W.) Fund for the School of Law.....	50,000.00	
Estate of Harriet S. Phillips, for the Phillips (Harriet S.) Fund for Barnard College.....	62,204.10	
Estate of Euretta Jane Schlegel, for the Kellett (Euretta J.) Fellowship Fund.....	183,251.67	
Estate of Henry R. Seager, for the Seager (Schuyler Fiske) Endowment Fund.....	67,046.86	
Haymaker (Catherine L.), for the Casa de las Espanas Endowment Fund.....	25.00	
Murtha (Mrs. Clara W.), for the Murtha (Thomas F.) Scholarship Fund.....	2,500.00	
Murtha (Raymond W.), for the Murtha (Thomas F.) Scholarship Fund.....	1,250.00	
Murtha (Thomas V.), for the Murtha (Thomas F.) Scholarship Fund.....	1,250.00	
Rivers (F. B.), for the Endowment Fund of the Casa de las Espanas.....	2.50	
Schriever (M.), for the Casa de las Espanas Permanent Fund Fellowship Intercollegiate Alliance.....	46.00	
Thayer (Stephen P.), for the Class of 1927 Fund.....	19.95	
Uhrbrock (Ernest F. Jr.), for the Class of 1927 Fund.....	19.95	\$565,161.97

3. *Buildings and Grounds:*

Blossom (Francis), for the Class of 1891 College and Mines 40th Anniversary Gift for the Class of 1891 Close back of Earl Hall.....	1,000.00
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Class of 1891, for the Class of 1891 Close back of Earl Hall .....	4,075.00	
Estate of A. Barton Hepburn, toward the cost of construction and equipment of the School of Business.....	10,611.52	
Harkness (Edward S.), toward the cost of construction and equipment of South Hall.....	528,500.00	
Harkness (Edward S.), toward the cost of construction and equipment of Bard Hall.....	475,000.00	1,019,186.52

**B. GIFTS TO INCOME:**

**1. For General Purposes:**

Alumni Fund Committee .....	18,727.50	
Alumni Fund Committee (Through the), from Professor Frederic E. Croxton.....	50.00	
Lee (Dr. and Mrs. Frederic S.), to be expended under the direction of the President.....	5,000.00	23,777.50

**2. For Specific Purposes:**

Alumni Fund Committee, from the following:

Alumni of the School of Journalism, toward the Cunliffe Fund and toward furnishing Alumni Headquarters in the Journalism Building..... 950.00

Alumni Association of the Law School, from the following, toward meeting the cost of certain work undertaken by the Law School at the request of the American Law Institute:

Babbage (Richard G.).....	\$100.00	
Bondy (William).....	100.00	
Burlingame (Charles C.).....	100.00	
Cardozo (Michael H. Jr.).....	100.00	
Cravath (Paul D.).....	100.00	
Cromwell (William Nelson).....	250.00	
Delafield (Lewis L.).....	100.00	
Donovan (Col. William J.).....	100.00	
Finch (Edward R.).....	125.00	
Guthrie (William D.).....	125.00	
James (Oliver Burr).....	10.00	
Masten (Arthur H.).....	100.00	
Murray (George Welwood).....	2,000.00	
Sheldon (Edward W.).....	250.00	
Taft (Henry W.).....	50.00	3,610.00

Anonymous, for services in the Auditing Laboratory .....	200.00	
Anonymous, for a lectureship in connection with the Institute of Japanese Studies.....	5,000.00	
Anonymous, for the Moore Loan Fund in the School of Architecture.....	100.00	
Anonymous, for salaries in the School of Architecture..	1,500.00	
Blossom (Francis), to meet the stipend of a scholarship in Engineering.....	500.00	
Class of 1917, to defray the room rent of a scholarship room in one of the Residence Halls for a student in Columbia College.....	175.00	
Morgan (William Fellowes), for Columbiana.....	10.00	
Paddock (Royce), for Columbiana.....	5.00	
Pogo (Alexander), for Columbiana.....	1.00	

For the Allen Scholarship Gift being raised for the American Society of Civil Engineers from the following:

Benedict (F. N.).....	20.00	
Betts (Romeo T.).....	10.00	
Cornell (M. L.).....	20.00	
Dougherty (R. E.).....	20.00	
Godwin (P. H.).....	10.00	
Hadden (Gavin).....	10.00	
Harte (Charles Rufus).....	10.00	
Hutton (H. S.).....	20.00	
Kraus (Arthur).....	10.00	
Lucas (George L.).....	10.00	
Miller (Rudolph P.).....	20.00	
Moisseiff (L. S.).....	20.00	
O'Reilly (William T.).....	20.00	
Prentis (E. A. Jr.).....	20.00	
Probost (Andrew J.).....	10.00	
Spencer (C. B.).....	10.00	
Steinman (D. B.).....	20.00	
Strang (J. A.).....	10.00	
Strehan (G. E.).....	20.00	
Van Beuren (Maurice P.).....	20.00	
White (Lazarus).....	20.00	330.00

For the following purposes:

College Emergency Relief Fund.....	8.92	
Law Library.....	7.00	
School of Business Library.....	15.00	
Support of Research in P. & S.....	25.00	55.92

American Academy of Ophthalmology, for the purpose of Ophthalmic research.....	2,500.00	
Anonymous, for the purchase of books and materials for the Library.....	200.00	
Anonymous, for Library Staff salaries.....	700.00	
Anonymous, through Dr. Frederick P. Gay, for the Friedman Tuberculosis Fund in the Department of Bacteriology.....	25.00	
Anonymous, to be added to the Special Research Fund of the Department of Pathology.....	356.00	
Anonymous, toward the support of the Institute of Cancer Research.....	10,000.00	
Anonymous, for research in the Department of Dermatology.....	200.00	
Anonymous, for the Columbia University Statistical Bureau.....	8,000.00	
Anonymous, to be added to the Fritsche Research Fund in the Department of Chemistry.....	1,000.00	
Anonymous, for Special Research in the Department of Pathology.....	915.04	
Anonymous, for the Department of Pharmacology.....	265.83	
Anonymous, for Neurological Research.....	258.50	
Anonymous, to be added to the Special Tuberculosis Gift Auchincloss (Mr. and Mrs. Reginald), for the support of special research in the Department of Chemistry.....	4,519.14	
Bakelite Corporation, to be applied toward the stipend for the academic year 1931-32 of the Bakelite Research Fellowship in Engineering.....	2,000.00	

Boas (Professor Franz), for the uses of the Department of Anthropology . . . . .	397.33
Bonbright (James C.), for research in the Social Sciences . . . . .	100.13
Borden Co. (The), for research in food chemistry and nutrition . . . . .	5,000.00
Brewster (Professor William T.), to meet the cost of binding certain volumes in the collection of Portuguese Literature . . . . .	65.95
Brown (Benjamin), to be applied towards a special Research Scholarship in the School of Business . . . . .	1,200.00
Bureau of Social Hygiene, to be added to the Institute of Criminology Fund . . . . .	3,526.26
Bush (Professor Wendell T.), for assistance and supplies in Philosophy . . . . .	2,351.28
Carnegie Corporation, for the following purposes:	
Institute of International Affairs . . . . .	\$15,000.00
Library Fellowships in aid of Canadians . . . . .	1,000.00
Library Fellowships . . . . .	6,000.00
School of Library Service . . . . .	25,000.00
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Chamberlain (Dr. Joseph P.), for the Legislative Drafting Research Fund . . . . .	6,500.00
Chemical Foundation, for Research work in the Department of Bacteriology . . . . .	3,800.00
Chemical Foundation, for Research work in Biological Chemistry . . . . .	20,000.00
Chi Chapter Alpha Kappa Psi, to cover the Alpha Kappa Psi Prize . . . . .	25.00
Class of 1909, College, to provide the stipend for 1931-32 of the Class of 1909 Scholarship . . . . .	400.00
Class of 1917 College, Journalism and Engineering, to meet the cost of a room in the Residence Halls for the benefit of a student in the senior class of one of these schools . . . . .	175.00
Coakley (Dr. Cornelius G.), for research in Otology . . . . .	1,000.00
Columbia University Athletic Association, to be applied toward the salary of a part-time physician . . . . .	1,800.00
Columbia University Athletic Association (Through the), from Mr. James Renwick Harrison, of the Class of 1917, for the income of the Harrison (James Renwick) Scholarship Fund . . . . .	173.49
Columbia University Club, to provide stipends for scholarships . . . . .	7,750.00
Committee of Citizens of Holland, for the Queen Wilhelmina Professorship . . . . .	4,000.00
Committee on Research in Indian Languages, for research in the Social Sciences . . . . .	800.00
Commonwealth Fund, for the Following:	
Research in Legal History . . . . .	\$5,000.00
Research in the School of Dental and Oral Surgery . . . . .	22,514.96
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Corbett (Harvey W.), to be added to the Corbett Relief Fund in the School of Architecture . . . . .	375.02
Deutsches Haus Maintenance, from the following:	
Boas (Mrs. Emil) . . . . .	\$1.00
Eggers (Dr. Carl) . . . . .	25.00
Englehard (Charles) . . . . .	100.00
Faber (Eberhard) . . . . .	100.00

Gerdau (Mrs. Clara).....	100.00	
Goldman (Henry).....	125.00	
Gristede (D.).....	50.00	
Knapp (Dr. Arnold).....	25.00	
Kuttroff (Adolf).....	100.00	
Lafrenz (Ferdinand W.).....	600.00	
Meyer (Julius P.).....	25.00	
Stauffen (Ernest).....	200.00	
Stiefel (Carl F.).....	100.00	
Vogelstein (Ludwig).....	25.00	
Warburg (Felix M.).....	250.00	1,826.00
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Drummond (Dr. I. W.), for aid to worthy students in the Department of Geology.....		100.00
Du Pont de Nemours and Company (E. I.), to provide Stipend of the du Pont Fellowship for the academic year 1931-32.....		1,000.00
Elmhirst (Mrs. Dorothy Whitney), for special research in the Department of Social Science.....		1,500.00
Engineering Foundation, for Mining and Strata Research Estate of F. Augustus Schermerhorn, for the Schermer- horn (F. Augustus) Gift.....		3,200.00
French Government, for French activities of the Uni- versity.....		219.01
General Education Board for the following purposes:		1,957.50
Maintenance of a sub-department of tropical medicine in the Department of Medicine.....	\$9,000.00	
Council for Research in the Humanities.....	18,750.00	
Department of Practice of Medicine.....	15,000.00	42,750.00
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Go (Tashi), for a lectureship in the Department of Pub- lic Law.....		5,000.00
Grace (Miss Louise N.), to be added to the Grace Gift in the De Lamar Institute of Public Health.....		5,000.00
Grand Encampment of Knights Templar, for the support of the work which is being done by the Committee on Emergency Relief for foreign students.....		1,000.00
Griscom (Rev. Acton), in commemoration of the 500th anniversary of Joan of Arc's death, to be added to the Books and Serials Fund in the Library.....		250.00
Griscom (Rev. Acton), for the purchase of material for the Jeanne d'Arc collection.....		50.00
Haring, (Professor Norman W.), for equipment in the Department of Fine Arts.....		75.00
Harkness (Edward S.), to be applied toward the support of the Department of Diseases of Children during the current year.....		28,625.00
Hartley Corporation, for the following purposes:		
Work in Psychiatry in memory of Dr. Thomas W. Salmon.....	\$3,500.00	
For the Marcellus Hartley Laboratory.....	2,600.00	6,100.00
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Hays (Mrs. Walter), to be added to the current income of the Walter Hays Memorial Fund.....		750.00
Hendrick (Mrs. Ellwood), to be applied toward the Hendrick Fellowship.....		600.00
Hess (Dr. Alfred F.), for Nutritional Research in the Department of Pathology.....		7,287.94



Hess (Mrs. Alfred F.), to be added to the Special Research Fund in the Department of Oto-Laryngology...	500.00	
International Committee for the Study of Infantile Paralysis, for the Milbank Infantile Paralysis Fund...	5,250.00	
Jaffe (John), for the Accounting Department of the School of Business.....	20.00	
King's Crown, to be applied toward the salary of the Band Conductor in the Department of Music.....	1,000.00	
Lee, (Dr. and Mrs. Frederic S.), for aiding the research activities in the Department of Dermatology.....	500.00	
Lee (Mrs. Frederic S.), for the work of the Chapel.....	100.00	
Lee (Mrs. Frederic S.), for the Department of Spanish...	500.00	
Macy (Josiah, Jr.) Foundation, for the following purposes:		
Investigation by the De Lamar Institute of Public Health on the effects of occupational and other poisons on the living tissue growth outside the human body.	3,000.00	
To be added to the Special Tuberculosis Gift in the Department of Practice of Medicine.....	1,500.00	
For an investigation of the effect of endocrine glands on infections, Department of Bacteriology.....	3,500.00	
For an investigation of the diseases of the vascular system, Department of Pathology.....	3,000.00	11,000.00
Matheson (Estate of William J.), for the Matheson McKinley Gift in the Department of Bacteriology....	22.50	
McNulty (J. P.), for the support of the School of Mines...	1.00	
Merwin (R. T.), to be added to the Orchestra Gift in the Department of Music.....	150.00	
Meyer (Dr. and Mrs. Alfred), to be used in assisting worthy students.....	70.00	
Minol Chemical Company, for research in metals in the School of Dental and Oral Surgery.....	200.00	
Montgomery (Col. Robert H.), for the purchase of books for the Library.....	250.00	
National Oil Products Company, for the support of special research in the Department of Pathology.....	500.00	
National Research Council, for research in the Department of Anatomy.....	4,997.36	
National Tuberculosis Association, for the following purposes:		
For research work in connection with Tuberculosis.....	3,427.40	
For research in the Department of Biological Chemistry.....	240.00	3,667.40
Neurological Institute, for the Neuro-Pathology Special Gift.....	500.00	
Neurological Institute of New York, to be added to the Starr Gift in Neurology.....	611.80	
New York State Library School Association, for the maintenance of scholarships in the School of Library Service.....	900.00	

Parsons (Mrs. Elsie Clews), for research in Anthropology under the direction of the Council for Research in the Social Sciences . . . . .	1,800.00	
Pfeiffer (George A.), for research in the Chemistry of Perfumes and Toilet Articles . . . . .	1,503.75	
Propp (Morris), to be applied to meet the needs of Seth Low Junior College in Brooklyn . . . . .	250.00	
Ramsey (Mrs. Robert), in aid of a student in University Extension . . . . .	47.00	
Rockefeller Foundation, for the following purposes:		
Salaries of new personnel and for animals and supplies in connection with the studies in nutrition in Porto Rico . . . . .	\$12,000.00	
Research in the Social Sciences . . . . .	75,000.02	
Advanced Humanistic Work . . . . .	18,750.00	
Greenwich House . . . . .	4,696.44	
Medical Mycology . . . . .	9,508.13	
Studies of the common cold . . . . .	22,500.00	
Studies of Virus Diseases . . . . .	2,500.00	144,954.59
Rome (Government of), toward the support of the Casa Italiana . . . . .	1,489.90	
Salamon (Mrs. Arthur K.), to be applied toward a special scholarship in the School of Business . . . . .	150.00	
Salamon (Mrs. Edna H.), for the Arthur K. Salamon Scholarship . . . . .	150.00	
Seligman (Mrs. Isaac N.), to be added to the income of the Social and Political Ethics Professorship Fund . . . . .	872.53	
Smith (Professor J. Russell), to be added to the Economic Geography Gift in the School of Business . . . . .	2,500.02	
Standard Cap and Seal Corporation, for research in milk, Department of Public Health . . . . .	1,000.00	
Starr (Dr. M. Allen), to be added to the Starr Gift in the Department of Neurology . . . . .	1,000.00	
Steinbach (Mrs. Maxim), to be added to the Friedman Tuberculosis Investigation Fund in the Department of Bacteriology . . . . .	300.00	
Stroock (Sol M.), for the Department of Semitic Languages . . . . .	250.00	
Students of the 1931 Summer Session, to be added to the Entertainment Fund of the Summer Session . . . . .	731.71	
Todd (Mrs. Henry A.), for the support of the Romanic Review . . . . .	300.00	
Tucker (Carl), to be added to the Dr. Adrian Lambert Gift at the Medical School . . . . .	2,000.00	
Wanger (Mrs. Walter F.), for the Wanger Melanin Fund in the Department of Pharmacology . . . . .	100.00	
Waugh (Dr. Leumann), for the work in orthodontia at the School of Dental and Oral Surgery . . . . .	141.00	
Wawepex Society, for the John D. Jones Scholarship . . . . .	200.00	
Westchester County Recreational Commission, for the support of a research project for Sociological Investigations in Westchester County . . . . .	8,000.00	
Wheeler (Dr. John M.), for Ophthalmic Research in the Department of Ophthalmology . . . . .	5,000.00	
Wood (Willis D.), to be added to the Wood Fund in the Department of Bacteriology . . . . .	1,250.00	494,351.86
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		\$2,102,977.85

## C. OTHER GIFTS

- Alumni Association of the School of Journalism. Portrait of Dr. John W. Cunliffe, Director Emeritus of the School of Journalism, painted by Carl J. Blenner.
- Archer-See (Lady Martha). Collection of 309 volumes for the Library, two microscopes and miscellaneous biological apparatus.
- Auchincloss (Reginald). Fourteen framed letters of famous scientists.
- Aylesworth (M. H.). President of the National Broadcasting Company. Radio Equipment for the School of Journalism.
- Bartlett (Edward E.). Important collection of fifty-one Gutenberg medals, for the University Library.
- Bolitho (Mrs. William). Portrait bust of her late husband by Boris Lovat-Lorski, to be placed in the School of Journalism.
- Brewster (Professor William T.). 228 volumes of Portuguese literature.
- Chandler Chemical Society. Framed photograph of Elwood Hendrick.
- Class of 1902. Electric clock with a marble face and bronze hands to be installed on the wall of the President's Room in the Library Building.
- Ditson (Mrs. Charles H.). Framed photograph of her late husband.
- Hutton (Mancius S.). Class of 1905 Science. Framed portrait of his father, the late Professor Frederic R. Hutton, a member of the teaching staff of the University in the Department of Mechanical Engineering from 1876 to 1907, and Dean of the Faculty of Applied Science from 1899 to 1905.
- Italian Ministerial Association of New York and vicinity. Giovanni Luzzi's work on the Bible, in twelve volumes. For the library of the Casa Italiana.
- Leggett (Thomas H.). Certain interesting material for exhibition and use in the School of Mines.
- Luetke (Oscar). Six portfolios of sketches and measured drawings of church furniture, ecclesiastical silver and wrought ironwork, and two scrapbooks for the Avery Library.
- Luquer (Thatcher T. P.). Transit manufactured prior to 1850 by Spencer Browning and Rust of London, formerly belonging to his father, the Rev. Leo Luquer and used by him while a student in Columbia. For the museum in the Department of Civil Engineering.
- Myers (Samuel S.). Class of 1899, Law. Engraving of the Trial of Queen Caroline.
- Naef (M.) & Company, Geneva, Switzerland. Equipment for the use of research workers in the field of perfume chemistry.
- Nutting (Professor M. Adelaide). Four rare volumes recently on exhibition in connection with the Lewis Carroll Centennial celebration, for the Library.
- Palmer (William Kimberley). Four letters of Timothy Cole, for the Library.
- Schenck (Mrs. Mary). An extra-illustrated copy of Henry Irving's Discourse on English Actors, and four other volumes.
- Seidl (Mrs. Anton). Eighty-six volumes to complete the Seidl collection of orchestra scores given to the University in 1905. Photographs, clippings, etc., concerning Anton Seidl.
- Terry (George D.). Original manuscript letter written from Edinburgh, Scotland under date of April 5, 1784 by Myles Cooper, second President of King's College.
- Wright (Thomas). Collection of 1650 volumes, mostly on English and American Literature.

FREDERICK A. GOETZE,  
*Treasurer.*

NEW YORK, June 30, 1932.



FINANCIAL REPORT  
OF  
BARNARD COLLEGE  
1931-1932



# BARNARD COLLEGE—BALANCE SHEET—JUNE 30, 1932

## BARNARD COLLEGE

ASSETS	LIABILITIES
Endowment and Special Fund Assets:	Endowment and Special Funds:
Investment Securities, at book value . . . \$4,769,150.95	Income . . . \$2,883,381.34
Cash Awaiting Investment:	Endowment Fund, Restricted as to Income . . . 1,420,123.37
United States Trust Company—Capital Account . . . \$82,131.38	Endowment Funds, Subject to Annuity Agreement . . . 421,041.12
M. O. and E. M.—Post Account . . . 61.00	Special Fund, Subject to Annuity Agreement . . . 126,797.50
Total Endowment and Special Fund Assets . . . \$4,851,343.33	Total Endowment and Special Funds . . . \$4,851,343.33
Plant Assets:	Plant Funds:
Grounds . . . \$1,165,000.00	College Grounds . . . \$1,165,000.00
Buildings . . . 2,394,759.42	College Buildings Fund . . . 1,551,360.15
Equipment . . . 194,852.81	College Equipment Fund . . . 194,852.81
Total Plant Assets, at book value . . . 3,754,612.23	Special Funds Invested in Hewitt Hall Dormitory . . . 843,399.27
Current Assets and Deferred Charges:	Total Plant Funds . . . 3,754,612.23
Cash:	Current Liabilities and Surplus:
The New York Trust Company: . . . \$59,540.43	Unexpended Moneys for Designated Purposes . . . \$27,148.52
The Regular Account . . . 35,000.00	Advance Receipts:
The Time Deposit Account . . . 2,000.00	Students' Room Deposits, 1932-1933 . . . \$4,955.64
The Corn Exchange Bank . . . 6,000.00	Students' Room Deposits and Rent, Summer Session . . . 4,830.00
Trust Company: . . . \$102,540.43	Barnard Summer School for Women Workers in Industry . . . 2,597.77
The Regular Account . . . 2,000.00	Total Current Liabilities . . . \$39,441.93
The Special Wages . . . 6,000.00	Surplus . . . 86,163.77
Accounts Receivable:	
College Entrance Examination Board . . . \$8,532.70	
Associate Alumnae: . . . 3,000.00	
Alumnae Council . . . 950.00	
Students' Loan Committee . . . 908.00	
Unpaid Fees . . . 13,451.30	
Deferred Charges:	
Unexpended Moneys for Designated Purposes . . . \$412.95	
Inventories—Food and Supplies . . . 1,078.47	
Unexpired Insurance . . . 2,954.76	
Summer Session . . . 87.79	
Total Current Assets and Deferred Charges . . . 119,625.70	Total Current Liabilities and Surplus . . . 119,625.70
	<u>\$8,725,581.26</u>

BARNARD COLLEGE—INCOME AND EXPENSE ACCOUNT—GENERAL FUNDS  
FOR THE YEAR ENDING JUNE 30, 1932

INCOME FROM ALL SOURCES	EXPENSES
From Students' Fees . . . . .	Educational Administration and Instruction . . . . .
From Endowments . . . . .	Buildings and Grounds Maintenance . . . . .
From Receipts for Designated Purposes . . . . .	Library . . . . .
From Miscellaneous Sources . . . . .	Business Administration . . . . .
	Annuities . . . . .
	Loss on Operation of Lunch Room . . . . .
Total Income . . . . .	
Excess of Expenses over Income for Maintenance for Fiscal	
Year ended June 30, 1932 . . . . .	
\$607,392.93	\$543,264.56
190,420.33	201,870.52
7,939.90	23,831.91
40,404.99	10,879.89
\$846,167.15	12,700.00
9,624.62	3,244.89
\$855,791.77	\$855,791.77



# BARNARD COLLEGE

PRINCIPAL OF SPECIAL FUNDS, JUNE 30, 1932

## A. For General Endowment

ANDERSON (MRS. ELIZABETH MILBANK) FUND: Legacy from the estate of Mrs. E. M. Anderson. Established 1922 . . . . .	\$40,715.13
BROWN (DELPHINE) FUND: Legacy from the estate of the late Delphine Brown. Until otherwise ordered by the Board of Trustees, the income of the fund is to be applied to the general expenses of the College. Established 1929 . . . . .	52,002.59
BURGESS (ANNIE P.) FUND: Legacy from the estate of the late Mrs. Annie P. Burgess. Established 1913. (See Burgess Fund under Section C—"For Construction and Equipment of Buildings") . . . . .	392.72
CARPENTER (HENRIETTA) FUND: Gift of General H. W. Carpentier, in memory of his mother, toward the Endowment Fund of Barnard College. The income of the fund is to be used for the payment of an annuity. Established 1898, 1900, 1911, 1913, 1914, and 1915 . . . . .	421,041.12
CARPENTIER (H. W.) ENDOWMENT FUND: Legacy from the estate of General H. W. Carpentier. Established 1919 . . . . .	1,357,867.19
CHOATE (MRS. JOSEPH H.) ENDOWMENT FUND: Gift of Mrs. Joseph H. Choate for endowment. Established 1918 . . . . .	32,242.70
FISKE FOUNDERSHIP FUND: Gift of the late Mrs. Martha T. Fiske-Collord, in memory of Mr. Josiah M. Fiske. The income of the fund is to be applied to the running expenses of the College . . . . .	5,444.80
FISKE HALL FUND: Legacy from the estate of the late Mrs. Martha T. Fiske-Collord, the income of which is to be applied to the care, maintenance, and improvement of Fiske Hall. Established 1910 . . . . .	491,471.01
GEER FUND: A memorial to Mrs. Helen Hartley Jenkins Geer made by the Class of 1915. Established 1920 . . . . .	5,391.62
GENERAL ENDOWMENT FUND . . . . .	504,679.84
GIBBES FUND: Legacy from the estate of the late Emily O. Gibbs. The income of the fund is paid for life to Edwina M. Post. Established 1908 . . . . .	126,797.50
HARRIMAN FUND: Gift of Mrs. E. H. Harriman to establish a fund, the income therefrom to be used for physical education and development, or to meet the deficit in running expenses. Established 1914 . . . . .	106,642.13
HERRMAN FOUNDERSHIP FUND: Gift of the late Mrs. Esther Herrman. The income of the fund is to be applied to the general needs of the College . . . . .	4,928.60
MUNN (ANNE ELDER) MEMORIAL FUND: Gift of Mrs. I. Sheldon Tilney in memory of her mother. The income is to be used at the discretion of the Trustees. Established 1918 . . . . .	7,346.15

ROCKEFELLER (JOHN D.) ENDOWMENT FUND:	
Gift of Mr. John D. Rockefeller toward the permanent endowment of Barnard College. Established 1901 . . . . .	244,640.05
SAGE (RUSSELL) MEMORIAL FUND:	
Legacy from the estate of Mrs. Russell Sage. Established 1920. (See Russell Sage Memorial Fund under Section C—"For Construction and Equipment of Buildings") . . . . .	51,692.58
SANDERS (ELEANOR BUTLER) FOUNDERSHIP FUND:	
Legacy from the estate of the late Mrs. Henry M. Sanders. The income of the fund is used for the current needs of the College. Established 1908 . . .	4,877.42
SMITH (ANNA E.) FUND:	
Legacy from the estate of Anna E. Smith. Established 1916 . . . . .	10,050.62
STOKES (OLIVIA E. P.) ENDOWMENT FUND:	
Legacy from the estate of the late Olivia E. P. Stokes. The income of the fund is to be applied to the uses and purposes of the College. Established 1929	419,850.47
STRAIGHT FUND:	
Gift of Mrs. Willard Straight. Established 1920 . . . . .	21,039.90
TILLOTSON (EMMA A.) ENDOWMENT FUND:	
Legacy from the estate of Emma A. Tillotson. Established 1910 . . . . .	3,799.13
WOERISHOFFER FUND:	
Gift of Mrs. Charles Woerishoffer for endowment. Established 1913, 1917 . .	9,777.70
	<hr/>
	\$3,922,690.97

*B. For Designated Purposes*

ADAIR (WILLIAM R. AND MARTHA S.) FUND:	
Legacy from the estate of Helen Adair, to establish a fund in memory of her father and mother. The annual income of the fund is to be used for the purchase of books for the library. Established 1924 . . . . .	\$997.50
ADAMS (EDWARD DEAN) FUND:	
Gift of Mr. Edward Dean Adams. The income is to be used to encourage the study of the German language and literature. Established 1925 . . . .	4,732.50
ALDRICH (MARY GERTRUDE EDSON) SCHOLARSHIP FUND:	
Gift of Mrs. James Herman Aldrich. Established 1916 . . . . .	1,004.80
ALUMNAE SCHOLARSHIP FUND:	
Gift of the Class of 1912 the income of which is to be used for scholarships. Established 1923 . . . . .	3,015.63
BALDWIN (JANE) MEMORIAL FUND:	
Gift of friends of the late Jane Baldwin, daughter of Professor Charles Sears Baldwin of Barnard College. The annual income of this fund is to be used for the purchase of books for the library in the field of medieval literature, these books to be inscribed as having been bought from this fund. Established 1924 . . . . .	624.36
BARNARD (ANNA E.) SCHOLARSHIP FUND:	
Gift of Emily H. Bourne in honor of the late Mrs. John G. Barnard, for a scholarship to be awarded annually at the discretion of the founder in conference with the representatives of the College. Established 1899 . . . . .	3,491.48
BARNARD SCHOOL SCHOLARSHIP FUND:	
Gift of the alumnae of the Barnard School for Girls. Established 1916 . . .	4,019.20

**BENNETT (EDNA HENRY) MEMORIAL SCHOLARSHIP FUND:**

Gift of friends of the late Mrs. Edna Henry Bennett. The income of the fund is to be used to aid such Barnard students as the Department of Zoölogy may recommend in carrying on their studies at the Marine Biological Laboratory at Woods Hole, Massachusetts. Established 1927 . . . . . 1,640.35

**BOGERT (ANNA SHIPPEN YOUNG) SCHOLARSHIP FUND:**

Legacy from the estate of Mrs. Annie P. Burgess. The annual income is to defray the tuition and expenses of a worthy pupil who is unable to pay her own expenses. Established 1913 . . . . . 5,015.28

**BOGERT (CHARLES E.) SCHOLARSHIP FUND:**

Legacy from the estate of Mrs. Annie P. Burgess. The annual income is to defray the tuition and expenses of a worthy pupil who is unable to pay her own expenses. Established 1913 . . . . . 3,699.30

**BOOTH (MRS. EVA-LENA MILLER) SCHOLARSHIP FUND:**

Gift of the New York Chapter of the Daughters of the American Revolution to found a scholarship in memory of Mrs. Eva-Lena Miller Booth. Established 1932 . . . . . 1,000.00

**BREARLEY SCHOOL SCHOLARSHIP FUND:**

Gift of pupils of the Brearley School for a scholarship to be awarded annually to a student who deserves assistance. Established 1899 . . . . . 3,000.00

**BRENNER (MARTHA ORNSTEIN) SCHOLARSHIP FUND:**

Gift in memory of Martha Ornstein Brenner, Class of 1899, by her friends. Established 1915 . . . . . 3,757.50

**BRETT (ALICE MARIE-LOUISE) SCHOLARSHIP FUND:**

Legacy from the estate of the late Philip E. Brett to establish a scholarship in memory of his daughter, Alice Marie-Louise Brett, of the Class of 1915, Barnard College. Established 1930 . . . . . 10,000.00

**BROOKS (ARTHUR) MEMORIAL FUND:**

Gift of Olivia E. Phelps Stokes as a memorial to the late Reverend Arthur Brooks, D.D., Rector of the Church of the Incarnation and Chairman of the Board of Trustees of Barnard College during the first six years of the existence of the College. The income of the fund is to aid needy and deserving students of the College. Established 1897 . . . . . 4,779.67

**BRYSON (FRANK GILBERT) MEMORIAL PRIZE FUND:**

Legacy from the estate of the late Mrs. Ella Fitzgerald Bryson in memory of her husband. The income of the fund is to be given annually as a prize to a member of the graduating class of Barnard College who has given conspicuous evidence of unselfishness during her College course. Established 1931 . . . . . 3,000.00

**CARPENTIER SCHOLARSHIP FUND:**

Legacy from the estate of General H. W. Carpentier for scholarships. Established 1919 . . . . . 210,447.30

**CHISHOLM (ELIZA TAYLOR) MEMORIAL SCHOLARSHIP FUND:**

Gift of the Alumnae Association of Miss Chisholm's School for a scholarship, to be awarded annually by the Committee on Scholarships of the Faculty to a student in need of assistance, said Alumnae Association reserving the privilege of precedence for such candidates as they may recommend. Established 1901 . . . . . 1,556.75

**CLARK (THOMAS F.) STUDENTS LOAN FUND:**

Legacy from the estate of Mrs. Fanny Foster Clark. The income of the fund is to be loaned to needy students. Established 1928 . . . . . 99,860.52

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 . . . . .	2,796.00
COE (MRS. HENRY CLARKE) SCHOLARSHIP FUND:	
Gift of the National Society of New England Women for a scholarship to be awarded on the nomination of the Chairman of the Scholarship Committee of the above society, to a student from New England or of New England parentage. Established 1904 . . . . .	3,765.00
1896 LIBRARY FUND:	
Gift of the Class of 1896 of Barnard College on the thirtieth anniversary of their graduation. The income of the fund is to be used for the purchase of books for the library. Established 1926 . . . . .	600.00
ENGLISH SCHOLARSHIP FUND:	
An anonymous gift. Established 1920 . . . . .	5,000.00
FISKE SCHOLARSHIP FUND:	
Gift of the late Mrs. Martha T. Fiske-Collord, the income of which is to be placed at the disposal of the Dean of Barnard College. Established 1895	5,785.73
FISKE (MARTHA T.) SCHOLARSHIP FUND:	
Gift of Anna E. Smith, for a non-resident scholarship in memory of Mrs. Martha T. Fiske-Collord. Established 1911 . . . . .	2,860.51
GALWAY FUND:	
Gift of an anonymous donor for a scholarship. Established 1912 . . . . .	2,398.88
GOLDFRANK (IRMA ALEXANDER) FUND:	
Gift of friends of Mrs. Irma Alexander Goldfrank, the income of which is to help deserving students in time of special need. Established 1919 . . . .	2,121.30
GRAHAM SCHOOL SCHOLARSHIP FUND:	
Gift of the Alumnae Association of the Graham School. The income of the fund is to be applied to the tuition of a student. Established 1907 . . . . .	3,220.00
HEALTH FUND:	
Gift of an anonymous donor to promote the physical health of the students and officers of the College. Established 1917 . . . . .	6,021.49
HERRMAN BOTANICAL PRIZE FUND:	
Gift of the late Mrs. Esther Herrman, for a prize to be awarded annually to the most proficient student in botany . . . . .	1,091.95
HERTZOG (EMMA) SCHOLARSHIP FUND:	
Gift to establish a scholarship in memory of Emma Hertzog, who for a long period of years was prominently identified with the intellectual life of Yonkers. The income is awarded annually to a graduate of the Yonkers High School. Established 1904 . . . . .	3,416.96
JACKSON (CHARLOTTE LOUISE) SCHOLARSHIP FUND:	
Legacy from the estate of the late Fannie A. Jackson to establish a fund in memory of her sister, Charlotte Louise Jackson. The income of this fund is to be used for a scholarship to be awarded to a graduate of the Yonkers High School, selected by or under the direction of the Board of Education of the City of Yonkers, New York. Established 1929 . . . . .	5,000.00
JOLINE (MARY E. LARKIN) MUSIC FUND:	
Legacy from the estate of Mrs. Mary E. Larkin Joline. The income of the fund is to be used for the maintenance and preservation of the musical instruments given to Barnard College by Mrs. Joline, and to establish a scholarship for a student of music. Established 1927 . . . . .	9,646.50

<b>JOLINE (MARY E. LARKIN) PROFESSORSHIP FUND:</b>	
Legacy from the estate of Mrs. Mary E. Larkin Joline. The income of the fund is to be used for the maintenance of a professorship of music and the musical arts. Established 1927 . . . . .	101,651.90
<b>KAUFMANN (JESSIE) SCHOLARSHIP FUND:</b>	
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 . . . . .	3,993.75
<b>KINNICUTT (ELEONORA) SCHOLARSHIP FUND:</b>	
Gift of friends of the late Mrs. Francis P. Kinnicutt, a Trustee of the College, to establish a scholarship. The income is awarded to a student who needs assistance. Established 1911 . . . . .	4,957.00
<b>KOHN MATHEMATICAL PRIZE FUND:</b>	
Gift of Mrs. S. H. Kohn for a prize to be awarded annually to a senior for excellence in mathematics . . . . .	1,062.08
<b>LAIDLAW (JAMES LEES) FUND:</b>	
Gift of Mr. and Mrs. James Lees Laidlaw. The income of the fund is to be used to promote international understanding by bringing to the College visiting professors and lecturers from foreign countries. Established 1929 . . . . .	10,000.00
<b>LARNED (AUGUSTA) SCHOLARSHIP FUND:</b>	
A legacy from the estate of Augusta Larned for a scholarship, the income of which is to be awarded by the Faculty Committee on Scholarships to a student in good standing who is in need of aid. Established 1924 . . . . .	10,647.10
<b>McLEAN (MRS. DONALD) SCHOLARSHIP FUND:</b>	
Gift of the New York Chapter of the Daughters of the American Revolution. The income of the fund is awarded in conference with a representative of the Chapter to a deserving student who agrees to pursue the study of history (chiefly that of the United States) continuously throughout her college course. Established 1906 . . . . .	2,739.23
<b>MOIR (WILLIAM) SCHOLARSHIP FUND:</b>	
Legacy from the estate of Mrs. Emily H. Moir in memory of her husband. Established 1912 . . . . .	9,783.75
<b>MURRAY (CAROLINE CHURCH) FUND:</b>	
Gift of Mr. George Welwood Murray in memory of his wife, Caroline Church Murray. The income of this fund is to be used in aid of needy and deserving students. Established 1918 . . . . .	5,000.00
<b>MURRAY (GEORGE WELWOOD) GRADUATE FELLOWSHIP FUND:</b>	
Gift of Mr. George Welwood Murray to establish a fund the income of which is to be used for a graduate fellowship to be awarded each year to that member of the graduating class of Barnard College who, in the opinion of the Faculty, shows most promise of distinction in her chosen line of work in the field of the humanities and/or the social sciences. Established 1930 . . . . .	15,000.00
<b>1919 DECENNIAL FUND:</b>	
Decennial gift of the Class of 1919 of Barnard College to endow a room in Hewitt Hall. Established 1929 . . . . .	5,000.00
<b>1920 LIBRARY FUND:</b>	
Decennial gift of the Class of 1920, Barnard College, to establish a fund, the income of which is to be used for the purchase of books of American and British poetry for the Ella Weed Library. Established 1930 . . . . .	2,500.00

## 1921 SCHOLARSHIP FUND:

Decennial gift of the Class of 1921, Barnard College, to establish a fund the income of which is to be used to help needy and deserving students. Established 1931 . . . . . 2,500.00

## OGILVIE (CLINTON) MEMORIAL FUND:

Gift of Mrs. Clinton Ogilvie. The income of this fund is to be applied to the salaries of assistants in the Department of Geology. Established 1914 . . . . . 5,483.48

## POPE (MARY BARSTOW) SCHOLARSHIP FUND:

Gift in memory of Mary Barstow Pope, sometime teacher in Miss Chapin's School, by her friends, her fellow teachers, and her pupils. Established 1913 . . . . . 3,849.40

## PRINCE (HELEN) MEMORIAL PRIZE FUND:

Gift of Mr. Julius Prince, in memory of his daughter, Helen C. Prince, Class of 1922, to establish a prize to be awarded each year to the undergraduate student who submits the best piece of creative English composition. Established 1922 . . . . . 1,212.63

## PULITZER (LUCILLE) SCHOLARSHIP FUND:

Gift of the late Mr. Joseph Pulitzer in memory of his daughter, Lucille Pulitzer. The income of the fund is to be used for scholarships. Established 1899 and 1903, 1915 and 1916 . . . . . 167,941.60

## REED (CAROLINE GALLUP) PRIZE FUND:

Gift of Mrs. William Barclay Parsons. Established 1916 . . . . . 1,004.80

## SALARY INCREASE FUND:

Gift of the Class of 1903, the income of which is to be used to increase salaries. Established 1928 . . . . . 6,100.00

## SANDERS (HENRY M.) FUND:

Legacy from the estate of Rev. Henry M. Sanders to establish a scholarship to be known as and called the Eleanor Butler Sanders Scholarship. Established 1922 . . . . . 9,771.03

## SCHMITT-KANEFENT SCHOLARSHIP FUND:

Legacy from the estate of the late Catherine Schmitt to establish a scholarship to be known as the "Schmitt-Kanefent Scholarship." Established 1931 . . . . . 7,101.75

## SCHOLARSHIP FUND:

Gift of friends of Barnard College. The income of the fund is applied toward helping deserving students through college. Established 1901 . . . . . 9,948.75

## SHAW FUND:

A memorial to Anna Howard Shaw. The income is applied towards the expenses of the Department of Government. Established 1920 . . . . . 6,626.12

## SMITH (EMILY JAMES) SCHOLARSHIP FUND:

Gift of Emily H. Bourne in honor of Emily James Smith, Dean of Barnard College. The income of the fund is awarded in conference with the founder. Established 1899 . . . . . 3,006.76

## SMITH (GEORGE W.) SCHOLARSHIP FUND:

Gift of the late Mrs. Martha T. Fiske-Collord, in memory of Mr. George W. Smith, a Trustee of Barnard College. The income of the fund is placed at the disposal of the Dean of Barnard College. Established 1906 . . . . . 3,713.69

## SPERANZA (CARLO L.) PRIZE FUND:

Gift of an anonymous donor for the founding of a prize in memory of Professor Carlo Leonardo Speranza, to be awarded annually to a student in Barnard College for excellence in Italian. Established 1911 . . . . . 1,137.82

## TALCOTT (JAMES) FUND:

Gift of Mr. James Talcott, to found a professorship of religious instruction. Established 1915 . . . . . 88,435.15

TATLOCK PRIZE FUND:

Gift in memory of Jean Willard Tatlock, Class of 1895, by her friends, to found a prize to be awarded annually to the undergraduate student most proficient in Latin. Established 1917 . . . . . 1,291.11

TILLOTSON (EMMA A.) SCHOLARSHIP FUND:

Legacy from the estate of Emma A. Tillotson. Established 1910 . . . . . 3,834.59

VELTIN SCHOOL SCHOLARSHIP FUND:

Gift of the alumnae of Mlle Veltin's School. Established 1905 . . . . . 2,739.23

VON WAHL PRIZE FUND:

Gift of friends of Constance von Wahl, 1912, to found a prize to be awarded annually to a senior who has rendered the highest type of service to the College. Established 1915 . . . . . 1,222.81

WEED (ELLA) SCHOLARSHIP FUND:

Gift of the pupils of Miss Anne Browne's School, in memory of Ella Weed, who was Chairman of the Academic Committee of the Board of Trustees of Barnard College during the first five years of its existence. Established 1897 . . . . . 3,489.68

WHITMAN MEMORIAL FUND:

Gift of Mr. Malcolm Whitman, in memory of his wife, Janet McCook Whitman, a former student and graduate of Barnard College. The income of the fund is to be used towards the support of a Chair of Philosophy. Established 1920 . . . . . 5,515.69

ZIESER (GERALDINE VOIT) MEMORIAL FUND:

Gift of Mr. and Mrs. Julius H. Zieser in memory of their daughter, Geraldine Voit Zieser, Class of 1930. The income of the fund is to be used to purchase books for the Italian courses of the College. Established 1929 . . . . . 1,025.00

\$928,652.36

*C. For Construction and Equipment of Buildings*

BURGESS (ANNIE P.) FUND:

Legacy from the estate of Mrs. Annie P. Burgess. The principal of this fund was invested in Hewitt Hall 1924-1925. Established 1913 . . . . . \$66,363.64

GIBBES FUND:

Legacy from the estate of the late Emily O. Gibbes. The principal of this fund was invested in Hewitt Hall 1924-1925. Established 1908 . . . . . 223,193.44

KENNEDY (JOHN STEWART) FUND:

Legacy from the estate of the late John Stewart Kennedy. The principal of this fund was invested in Hewitt Hall 1924-1925. Established 1910 . . . . . 47,683.24

SAGE (RUSSELL) MEMORIAL FUND:

Legacy from the estate of Mrs. Russell Sage. The principal of this fund was invested in Hewitt Hall 1924-1925. Established 1920 . . . . . 506,158.95

\$843,399.27

TAX VALUATION OF BARNARD COLLEGE PROPERTY  
FOR THE YEAR 1931-1932

Lot No. 1, Block No. 1992, 119th-120th Streets and Claremont Avenue  
and Broadway

	1931	1932
Land . . . . .	\$800,000.00	\$800,000.00
Building . . . . .	275,000.00	275,000.00
Total . . . . .	<u>\$1,075,000.00</u>	<u>\$1,075,000.00</u>

Lot No. 1, Block No. 1989, 116th-119th Streets and Claremont Avenue  
and Broadway

Land . . . . .	\$2,025,000.00	\$2,025,000.00
Buildings . . . . .	1,250,000.00	1,250,000.00

Total . . . . .	\$3,275,000.00	\$3,275,000.00
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Lot No. 27, Block 1989

Land (Garden) . . . . .	\$900,000.00	\$900,000.00
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as furnished by the Department of Taxes and Assessments, September  
14, 1932



FINANCIAL REPORT  
OF THE  
COLLEGE OF PHARMACY  
1931-1932



COLLEGE OF PHARMACY—INCOME AND EXPENSE ACCOUNT—1931-1932

RECEIPTS	DISBURSEMENTS
Balance, July 1, 1931 . . . . .	General Purposes:
Tuition Fees and Deposits . . . . .	Educational Administration . . . . .
Membership Dues . . . . .	Business . . . . .
Bank Interest . . . . .	Building Maintenance . . . . .
Miscellaneous . . . . .	Student Activities . . . . .
Maturity of Bonds . . . . .	Library . . . . .
Temporary Loans . . . . .	Educational Supplies . . . . .
	\$184,177.03
\$50,343.57	Prizes . . . . .
161,017.75	Annuity Insurance . . . . .
345.00	College Publication . . . . .
1,034.13	Refund of Fees . . . . .
1,978.89	Trustees Special Action . . . . .
15,000.00	Pension . . . . .
25,000.00	17,541.42
\$255,319.34	Investment of Surplus . . . . .
	Miscellaneous . . . . .
	Temporary Loans and Interest . . . . .
	25,131.81
	Balance, June 30, 1932 . . . . .
	18,408.50
	\$255,319.34

COLLEGE OF PHARMACY—BALANCE SHEET—JUNE 30, 1932

ASSETS		LIABILITIES	
Real Estate:		Plaut Fellowship . . . . .	\$24,162.98
Land . . . . .	\$150,000.00	Seabury Scholarship . . . . .	7,382.58
Building . . . . .	350,000.00	Breitenbach Fund . . . . .	41,216.41
	<u>\$500,000.00</u>	Inheritance Fund . . . . .	8,812.29
Equipment:		Students Loan Fund . . . . .	1,423.15
Library . . . . .	50,000.00	Dohme Prize Fund . . . . .	2,119.06
Museum and Herbarium . . . . .	20,000.00	Olschanky Medal Fund . . . . .	581.85
Furniture and Fixtures . . . . .	78,747.00	Hostmann Memorial Fund . . . . .	341.16
Apparatus and Chemicals:		Investment Fund . . . . .	38,519.34
Materia Medica . . . . .	41,435.70	Alumni Prize Fund . . . . .	1,571.50
Pharmacy . . . . .	27,558.67	Diekman Prize Fund . . . . .	405.16
Chemistry . . . . .	36,684.52	Depreciation . . . . .	73,550.00
	<u>254,425.89</u>	Excess of Assets over Liabilities . . . . .	699,284.39
Investment Funds:			
Bonds . . . . .	103,600.00		\$899,369.93
Savings Banks . . . . .	22,935.54		
	<u>126,535.54</u>		
Cash:			
General Funds . . . . .	18,408.50		
	<u>18,408.50</u>		
	<u>\$899,369.93</u>		

FINANCIAL REPORT  
OF  
TEACHERS COLLEGE  
1931-1932

## TEACHERS COLLEGE

## ASSETS

## I. CURRENT FUNDS ASSETS

## A. General

Cash . . . . .	\$16,134.38	
Investments (Temporary) . . . . .	70,825.92	
Accounts Receivable . . . . .	103,447.45	
Inventories of Foods and Supplies . . . . .	47,603.31	
Inventories of Bureau of Publications (Net) . . . . .	136,517.53	
Deferred Charges . . . . .	9,730.42	
Deficits of Certain Enterprises . . . . .	50,981.67	\$435,240.68

## B. Restricted

Cash . . . . .	\$22,730.58	
Investments (Temporary) . . . . .	548,281.98	
Accounts Receivable, Welfare Fund . . . . .	2,894.36	\$573,906.92

Total Current Funds Assets . . . . . \$1,009,147.60

## II. LOAN FUNDS ASSETS

Cash . . . . .	\$31,673.65	
Student Notes Receivable . . . . .	136,591.74	

Total Loan Funds Assets . . . . . \$168,265.39

## III. ENDOWMENT FUNDS ASSETS

Cash . . . . .	\$25,125.42	
Securities . . . . .	6,226,792.43	
Real Estate—College Residence Halls (See Section IV) . . . . .	1,334,279.81	

Total Endowment Funds Assets . . . . . \$7,586,197.66

## IV. PLANT FUNDS ASSETS

## A. Unexpended

Cash . . . . .	\$12,245.43	
Investments (Temporary) . . . . .	24,875.00	\$37,120.43

## B. Invested in Plant

Educational Activities Plant . . . . .	\$8,102,262.02	
Auxiliary Activities Plant . . . . .	2,470,193.13	\$10,572,455.15

Total Plant Funds Assets . . . . . \$10,609,575.58

## V. AGENCY FUNDS ASSETS

Stock of Parents Publishing Association . . . . .	\$100,110.00	
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Total Agency Funds Assets . . . . . \$100,110.00

TOTAL ASSETS . . . . . \$19,473,296.23

## BALANCE SHEET, JUNE 30, 1932

## LIABILITIES AND FUNDS

## I. CURRENT LIABILITIES AND FUNDS

## A. General

Current Liabilities . . . . .	\$164,927.48	
Working Capital . . . . .	152,503.11	
Surplus Accounts of Certain Enterprises . . . . .	117,810.09	\$435,240.68

## B. Restricted

## Funds and Reserves for Designated

## Purposes:

Gifts and Grants Unexpended . . . . .	\$200,957.03	
Restricted Endowment Income Funds . . . . .	7,718.69	
Teachers' Retirement Funds . . . . .	333,558.82	
Welfare Funds . . . . .	3,412.31	
Reserves . . . . .	28,260.07	

Total . . . . .	\$573,906.92	
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Total Current Liabilities and Funds . . . . .	\$1,009,147.60
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## II. LOAN FUNDS

Loan Funds (Loanable Principal) . . . . .	\$168,265.39
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Total Loan Funds . . . . .	\$168,265.39
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## III. ENDOWMENT FUNDS

Income Available for General Purposes . . . . .	\$3,520,895.60	
Income Designated for Purposes other than Student Aid . . . . .	3,868,967.52	
Income Designated for Student Aid . . . . .	124,419.64	
Reserve Arising from Gains and Losses on Funds Invested as a Whole . . . . .	71,914.90	

Total Endowment Funds . . . . .	\$7,586,197.66
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## IV. PLANT LIABILITIES AND FUNDS

A. Unexpended . . . . .	\$37,120.43
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## B. Invested in Plant

Educational Activities Plant Funds . . . . .	\$8,002,262.02	
Auxiliary Activities Plant Funds . . . . .	1,135,913.32	9,138,175.34

Due to Endowment . . . . .	1,334,279.81	
Mortgage Payable . . . . .	100,000.00	

Total Plant Liabilities and Funds . . . . .	\$10,609,575.58
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## V. AGENCY FUNDS

Parents Publishing Association Fund . . . . .	\$100,110.00
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Total Agency Funds . . . . .	\$100,110.00
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TOTAL LIABILITIES AND FUNDS . . . . .	<u>\$19,473,296.23</u>
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STATEMENT OF CURRENT INCOME—YEAR ENDED  
JUNE 30, 1932

## (1) Educational and General

## 1. Student Fees

College Fees . . . . .	\$1,471,682.38	
Elementary and Secondary School Fees . . . . .	585,138.12	
Child Development Institute Fees . . . . .	10,597.51	\$2,067,418.01

## 2. Endowments

a. General Endowments . . . . .	\$179,868.28	
b. Restricted Endowments . . . . .	187,418.93	\$367,287.21

## 3. Gifts and Grants from Private Sources

a. Gifts and Grants . . . . .		\$493,096.19
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## 4. Sales and Services of Educational Departments

a. Home Economics Cafeteria . . . . .	\$11,976.27	
b. Pamphlets . . . . .	2,105.38	\$14,081.65

## 5. Other Sources

a. Rental and Interest on Plant Funds . . . . .	\$116,659.00	
b. Interest on Current Funds . . . . .	18,350.66	
c. Sundry Receipts . . . . .	3,722.34	\$138,732.00

Total . . . . .		\$3,080,615.06

## (2) Auxiliary Enterprises and Activities

1. Residence Halls . . . . .		\$398,485.78
2. Dining Halls . . . . .		467,782.67
3. Supply Room . . . . .		11,022.36
4. Bureau of Publications—Sales . . . . .		253,593.40

Total . . . . .		\$1,130,884.21

## (3) Other Noneducational Income

## 1. Fellowships, Scholarships, Student Aid, and Prizes

a. Restricted Endowments . . . . .	\$8,073.54	
b. Gifts . . . . .	2,438.49	

Total . . . . .		\$10,512.03

TOTAL CURRENT INCOME . . . . .		\$4,222,011.30



## STATEMENT OF CURRENT EXPENDITURES

## (1) Educational and General

## 1. General Administration and Expense

a. General Administrative Offices . . . . .	\$287,175.87	
b. General Expense . . . . .	151,558.97	\$438,734.84

## 2. Resident Instruction and Departmental Research

## a. Schools and Departments

School of Education . . . . .	\$645,338.09	
School of Practical Arts . . . . .	370,701.19	
Fees Payable to Other Institutions . . . . .	83,668.00	
Camp Leadership Courses . . . . .	2,255.95	
Institutional Development . . . . .	46,539.56	
Appropriations for Research . . . . .	19,000.00	
Horace Mann School (Elementary and Girls High School) . . . . .	172,043.54	
Horace Mann School for Boys . . . . .	104,456.41	
The Lincoln School . . . . .	200,473.83	
Summer Session Contingent . . . . .	296.67	\$1,644,773.24

## 3. Organized Research

a. International Institute . . . . .	\$144,155.07	
b. Child Development Institute . . . . .	98,068.08	
c. Institute of Educational Research . . . . .	117,344.82	
d. Institute of School Experimentation . . . . .	45,884.28	
e. Institute of Practical Arts Research . . . . .	31,319.72	
f. The Lincoln School Research . . . . .	45,805.15	\$482,577.12

## 4. Extension

a. Extramural Courses . . . . .		\$43,706.65
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## 5. Libraries

\$103,471.08

6. Operation and Maintenance of Plant  
and Other General Services

a. Physical Plant . . . . .	\$248,950.87	
b. Other General Services . . . . .	95,907.52	\$344,858.39

Total . . . . .		<u>\$3,058,121.32</u>
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## (2) Auxiliary Enterprises and Activities

1. Residence Halls . . . . .		\$427,584.34
2. Dining Halls . . . . .		491,507.85
3. Supply Room . . . . .		12,755.81
4. Bureau of Publications . . . . .		233,713.60

Total . . . . .		<u>\$1,105,621.60</u>
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## (3) Other Noneducational Expense

Fellowships, Scholarships, Student Aid, and Prizes . . . . .		\$57,645.56
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Total . . . . .		<u>\$57,645.56</u>
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Total Current Expenditures . . . . .		<u>\$4,281,388.48</u>
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## GIFTS, GRANTS, AND BEQUESTS, 1931-1932

## ENDOWMENT

Dow Endowment Fund . . . . .	\$41,750.00
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## CURRENT PURPOSES

*College*

## Curriculum Research

Board of Education, Cumberland, Allegheny County, Maryland . . . . .	2,000.00
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## State Aid for the Blind

University of the State of New York . . . . .	300.00
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## Normal School Education

Carnegie Corporation . . . . .	10,000.00
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## Instruction in Scouting

Mrs. John M. Schiff . . . . .	1,000.00
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## Psychiatric Education

The Hartley Corporation . . . . .	5,000.00
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## Series of Lectures on Negro Education and Race Relations

Julius Rosenwald Fund . . . . .	1,500.00
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## Practical Arts Research

International Magazine Company . . . . .	1,080.00
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## Nursing Education

The Hartley Corporation . . . . .	17,000.00
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## The Adelaide Nutting Portrait Fund

Friends . . . . .	1,248.47
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## The Adelaide Nutting Historical Nursing Collection

Student . . . . .	1.00
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## Science Investigation Fund

Mr. Dunlevy Milbank . . . . .	1,550.00
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## Dean's Fund for Emergencies

Mr. Dunlevy Milbank . . . . .	500.00
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## Patty Smith Hill Fund

Students and Friends . . . . .	790.75
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## School Survey Fund

Mr. John D. Rockefeller, Jr. . . . .	8,406.56
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## Development of Teachers College Library

Carnegie Corporation . . . . .	2,500.00
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## Library Special Studies

Carnegie Corporation . . . . .	2,500.00
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## Fellowships and Scholarships

American Association of Collegiate Registrars . . . . .	1,000.00
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Chi Omega Fellowship in Personnel . . . . .	1,250.00
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*Research Divisions*

## International Institute

International Education Board . . . . .	104,804.45
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## Examination Research

Carnegie Corporation . . . . .	24,000.00
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Subscription to *International Review*

Carnegie Corporation . . . . .	500.00
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## Foreign Student Fund

Mr. Valentine E. Macy, Jr., Agent . . . . .	5,000.00
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## Investigation of the Fundamental Psychology of Desires, Interest, and Motives

Carnegie Corporation . . . . .	20,000.00
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## McAdory Tests

Carnegie Corporation . . . . .	9,000.00
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## Study of Techniques of Educational Guidance in American Secondary Schools

Carnegie Corporation . . . . .	7,000.00
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Internal Survey of the University of Maine, Orono, Maine	
University of Maine . . . . .	2,350.00
Chicago Survey	
Board of Education, Chicago, Illinois . . . . .	100,000.00
Institute of Practical Arts Research . . . . .	28,542.83
Child Development Institute	
The Spelman Fund . . . . .	100,000.00
Institute of School Experimentation	
Mr. John D. Rockefeller, Jr. . . . .	13,333.33
Rural Curriculum Study	
The Keith Fund, Inc. . . . .	6,200.00
Rural Radio Education	
The Keith Fund, Inc. . . . .	5,000.00
<i>Laboratory Schools</i>	
Horace Mann School for Boys	
Dr. Joseph J. Klein . . . . .	500.00
<i>Student Loans</i>	
Jackson Heights College Women's Club . . . . .	100.00
Music Loan Fund . . . . .	36.00
	\$525,743.39



FINANCIAL REPORT  
OF  
ST. STEPHEN'S COLLEGE  
1931-1932





ST. STEPHEN'S COLLEGE—INCOME AND EXPENSE ACCOUNT—  
GENERAL FUNDS

FOR THE YEAR ENDING JUNE 30, 1932

INCOME FROM ALL SOURCES		EXPENSES	
From Student Fees . . . . .	\$101,103.55	Educational Administration and Instruction	\$139,514.08
From Endowment . . . . .	17,709.93	Buildings and Grounds . . . . .	35,733.83
From Receipts for Designated Purposes . . . . .	24,925.00	Library . . . . .	5,694.73
From Miscellaneous Sources . . . . .	36,908.54	Business Administration . . . . .	24,802.76
		Annuities . . . . .	900.00
			<u>\$206,645.40</u>
		Plus adjustment applicable to prior years . . . . .	521.60
			<u>\$207,167.00</u>
		Deficit being excess of Expense over Income for Maintenance for the Fiscal Year ended June 30, 1932 . . . . .	26,519.98
	<u>\$180,647.02</u>		<u>\$180,647.02</u>









