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DANIEL D. TOMPKINS

CLASS OF 1795

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The University

COLUMBIA UNIVERSITY QUARTERLY

VOL. IX — DECEMBER, 1906 — NO. 1

DANIEL D. TOMPKINS

CLASS OF 1795

FEW more striking instances of the self-made man can be found in the history of this country than the "farmer's boy" who was four times elected governor of the State of New York, and twice elected vice-president of the United States. The son of a Westchester farmer, born and bred on a farm, Daniel D. Tompkins was fully entitled to the popular sobriquet, which distinguished him during his political career from his more aristocratic rival, DeWitt Clinton, and his remarkable success was due in no small degree to the fact that he was a man of the people. His training for College, such as it was, he acquired between the furrows, and while he certainly inherited the spirit which distinguished his father, his patrimony consisted of little else but blood and brains.

His ancestors came from the north of England and settled at Plymouth prior to 1640. His grandfather, Nathaniel Tompkins, removed in 1665 to Eastchester, of which he was one of the first proprietors, and his father, Jonathan G. Tompkins, combined farming with public duties, serving throughout the Revolution as a member of the legislature, and also as a member of the State Convention that adopted the Declaration of Independence and the first constitution of the State. He was also a judge of the court of

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Common Pleas for many years and upon the creation of the State University, he was appointed one of the regents. Daniel was the seventh son of Judge Tompkins, and was born at Fox Meadows, now known as Scarsdale (New York), on June 21, 1774. A bronze tablet commemorates his birth-place.

Entering Columbia College in 1791, he graduated four years later with the highest honors. The estimate which he placed upon his college education may be inferred from a letter written twelve years after his graduation, when he was governor, strongly advising a friend to send his son to college, urging that "the want of a more thorough classical education will, forever, keep him in the lowest and most contemptible grade of his profession."

Among the voluminous papers which he left, and which years afterwards were purchased by the State, are several of his college essays, one of which, dated September 15, 1792, is entitled "On the necessity of establishing when young a character which we intend to support in after life and act always agreeably thereto." His own character showed itself early, and the alert mind, the indefatigable energy and the genial personality that marked him in college, were his prominent traits in later life. Two years after graduation he was admitted to the bar. Politics were his great interest, when a very young man, and, in 1801, he was elected a member of the Assembly and a delegate to the Constitutional Convention of that year. DeWitt Clinton, of the class of 1786, was the leader of the more numerous faction of the Republican party on the issue of the powers of the Council of Appointment, and Tompkins by his nerve and independence soon made himself the leader of the minority. For the next twenty years these two Columbia men were the most conspicuous figures in New York State politics.

Alexander in his recently published work* portrays the situation and the men. "The record of New York politics," he writes, "is a record of long and bitter contests between these chiefs of two antagonistic factions. What the struggle between Stalwarts and Half Breeds was to our time, the struggle between Clinton and

*A political history of the State of New York, by Dr. Alva Stanwood Alexander, A.M., 1906

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Tompkins was to our ancestors of two and three generations ago. Two men could hardly be more sharply contrasted—the one appeared cold and reserved, the other most gracious and gentle; Clinton's self-confidence destroyed the fidelity of those who differed in opinion. Tompkins' urbanity disarmed their disloyalty. . . . Tompkins always firm and dignified, was affable in manner, sympathetic in speech, overflowing with good-nature, and unpretending to all who approached him. It used to be said that Tompkins made more friends in refusing favors than Clinton did in granting them. The two men also differed as much in personal appearance. Tompkins, shapely and above the ordinary height, had large full eyes, twinkling with kindness, a high forehead, wreathed with dark curly hair, and an oval face, easily and usually illuminated with a smile." Professor James Renwick, who was one of his College instructors, writes of Tompkins that "he had the faculty of never forgetting a name or face of any person with whom he had once conversed"; and the author of the "National portrait gallery" describes him "as one of the most amiable, benevolent and true-hearted men who ever lived."

Possessing these qualities and strong political ambition it is not remarkable that Tompkins's advancement was rapid. In 1804 he was elected to Congress, as a colleague of Dr. Samuel Latham Mitchill, A.M. (hon.) 1788, but resigned before the session began, in order to accept an appointment as associate justice of the Supreme Court, to succeed James Kent upon his advancement as chief justice. As a judge he was known for his punctuality, his fidelity to duty, his careful consideration of every fact, however small, his strict impartiality, and for the justice of his decisions. Had he remained longer upon the bench, he would undoubtedly have gained great distinction as a jurist, but the three years during which he held judicial office so extended the popular regard in which he was held that in 1807, when only thirty-three years of age, he was nominated and elected governor of the State. The remarkable popularity which led to his election was due not only to his personal charm and happy faculty of dealing with people, nor to the fact, as Alexander expresses it, "that the qualities of fairness and fitness which Greek wisdom praised in the conduct of life were characteristic of his life," but also to his wide range of interests.

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He was deeply interested in education, was one of the founders of the Public School Society, and urged upon the legislature the necessity of more ample provision by the State for schools. While governor he labored assiduously to bring about the establishment of Washington College on Staten Island, and no one can read his correspondence with Bishop Hobart on the subject, without being impressed with the earnestness of his convictions.*

He was also a founder of the New York Historical Society, which owes its existence to a combination of Columbia and Princeton graduates; and he was an enthusiastic Mason, holding the office of Grand Master of the Grand Lodge from 1820 to 1821. His broad humanitarian views are shown by his recommendation to the Legislature that capital punishment be abolished for all crimes except treason and murder, that whipping should be abolished as the penalty for petty larceny, and by his last recommendation as governor, in pursuance of which slavery was abolished in the State of New York on July 4, 1827. The bulky volumes of his correspondence, now in the State Library, show him to have been a man who might well say, with Terence, *Humani nihil a me alienum puto.*

When Tompkins was first elected governor, the relations of this country with Great Britain were greatly strained by the latter's impressment of American seamen, and before he was inaugurated England had published its orders in Council, forbidding all neutral trade with France; Napoleon had promulgated his Milan decree barring all neutral trade with England; and the Congress of the United States had ordered an embargo prohibiting all foreign bound American vessels from leaving United States ports. Tompkins was thus confronted with a serious crisis at the very outset of his administration. The feeling in New York against the embargo was especially strong, since New York was the greatest sufferer, but Tompkins stood loyally by the administration and pleaded for "a magnanimous confidence in the efforts of our national councils" and "for a firm unanimous determination to devote everything that is dear to us to maintain our right and national honor." The legislature and public opinion sustained the governor's views, but

* History of Columbia University, p. 103

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it was not until he had been twice reelected, in 1810 and again in 1813, upon the breaking out of the war with England, that Tompkins had opportunity to demonstrate the true quality of his patriotism and the extent of his capacity as an administrator. The crisis demanded both qualities in the governor of the State of New York, for the general government had neither men, money nor credit, and New York was the pivotal State. The whole country was in jeopardy, but it was evident from the outset that New York State must be the principal battlefield of the struggle, and that the State must to a great extent provide its own means of defence.

Governor Tompkins urged the Legislature to advance the funds necessary to supply arms and put troops into the field, but the Federalists were in control and refused financial support. The New York banks also declined to make advances on United States Treasury notes. But Tompkins was indefatigable. His enthusiasm inspired enthusiasm in others and by pledging his personal and official credit, he succeeded in securing advances of a million dollars. In these efforts the governor was nobly sustained by his political rival DeWitt Clinton, who, as mayor, induced the Common Council to borrow money on the credit of the city and loan it to the United States, raised a fund and erected fortifications for the defence of the city. It is interesting to note in passing that the students then in College organized a militia company, known from the color of their uniform as the "College Greens," and aided in building earthworks on Morningside Heights.

Hugh Hastings, the State Historian, in his admirable preface to the "Military papers of Daniel D. Tompkins," published by the State under his editorship, epitomizes the services of Governor Tompkins, at this juncture, as follows:

> He was not only Governor of the State of New York, and commander of all the forces of the State, but paymaster, quartermaster, commissary, commander of the Third United States Military District and general disbursing agent for the State of New York and for the United States. During the three years of the war he disbursed more than three millions of dollars, of which one million was for the State and two millions were for the United States. In less than forty days, without assistance and money

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from the National Government, he mustered into the field at various points of danger in New York, 50,000 men who were organized, armed and equipped; and in less than sixty days, when the credit of the National Government was absolutely gone, he raised $1,000,000 for the public service and made himself personally liable for the entire amount.

On the strength of his personal credit, he advanced the money which kept up the Military Academy at West Point, and paid for the manufacture of arms in Springfield, and he continued the recruiting service in Connecticut, while the New England Federalists were not only withholding aid, but actually discussing in convention at Hartford the withdrawal of the New England States from the Union. Tompkins was in truth, as Alexander calls him, "a great war governor. Among civilians most admired for their part in the struggle, Daniel D. Tompkins stood first." There can be no doubt that he was largely instrumental in bringing the conflict to a successful issue.

In the spring of 1815, after peace had been proclaimed, he resigned the command of the Third Military District, to which he had been appointed at the outbreak of hostilities, and President Madison addressed to him a letter of thanks for his "patriotic, active, and able support given to the Government during the war."

Before the close of the war President Madison invited Tompkins to become secretary of state, but the offer was declined, and in 1816 the people of New York again reelected him to the governorship by a majority that attested his widespread popularity. "For the moment everyone seemed to be carried away by the fascination of the man," writes Alexander. "His friends asserted that he was always right and always successful; that patriotism had guided him through the long discouraging war, and that swayed neither by prejudice nor by the impulses of personal ambition, in every step he took and every measure he recommended, he was actuated by the most unselfish purpose. . . . Even Federalists ceased to be his critics . . . ."

Higher honors were in store for him, and in April, 1816, he was elected vice-president of the United States, James Monroe being the newly chosen president. The office of vice-president, though more

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distinguished than that of governor, offered but few opportunities for the exercise of Tompkins's abilities, and while he filled it with great dignity and with such satisfaction to his party that he was reelected for a second term, he does not appear to have impressed himself upon public affairs at Washington to any marked degree. His reelection to the vice-presidency occurred in 1820, and in the same year he was renominated for governor, but was defeated. He was elected, however, to the Constitutional Convention of 1821, and in a body remarkable for the ability of its members, which included John Jay, and his son Peter Augustus Jay, Rufus King, Nathan Sanford, James Kent, Ambrose Spencer, and many others of unusual distinction, by a vote of sixteen to ninety-four Tompkins was chosen president.

But the later years of Governor Tompkins were embittered by official injustice which was not rectified until long after his death, and presents a pathetic illustration of the ingratitude of republics. Charged by the State Comptroller with a shortage in his accounts, in connection with the War of 1812, amounting, as alleged, to $120,000, Tompkins claimed that there was a large amount due to him from the State. Both the legislature and Congress took action on his accounts, and President Monroe sent a special message to Congress recommending payment. Congressman McLane in supporting the claims of the vice-president said on the floor of the House: "We all know that at a moment when others were husbanding their funds or dealing them out with a very scanty hand, this man risked everything for the public cause and staked his private fortune in its support. It is to services thus rendered that his present embarrassment may be traced. In consequence of them he now calls on his country, not for charity but for justice."

These views were fully shared by the great majority of his fellow-citizens, but none the less he was denied payment by the State. Judgments were entered against him for the moneys which he had advanced or made himself responsible for in carrying on the war, his household furniture was sold under execution, and his wife and infant child literally turned upon the street. Harassed by his creditors, mortified by his political reverses, and heart-broken by the injustice to which he was subjected, he died on June 11, 1825, in the fifty-first year of his age.

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Years afterwards it was discovered that the State was debtor to Governor Tompkins to the amount of $92,000, and the payment of the debt has removed the only shadow from his memory, but justice so long deferred can hardly be deemed justice, and the treatment which he received from the State serves to bring into stronger relief the personal qualities which made him so beloved and admired as a man, and the unflinching patriotism and self-sacrificing devotion to the public weal, which mark him as the highest type of citizen. He lies in a forgotten and almost unknown grave in St. Mark's churchyard, but the monument which may sometime commemorate his activity may fitly repeat the words of the historian, "His life was pure and noble; he was a sincere lover of his country, a brave and often daring executive, a statesman of high purpose." Obscured as his name has been by the misfortunes of his later years, his *alma mater* may well give it a place among the highest on her roll of honor.

JOHN B. PINE

THE TECHNICAL SCHOOL AND THE UNIVERSITY

DURING the past four hundred years there has been a most significant although gradual development in the university organization. This has been a necessary result of the evolution of knowledge. The earliest continental universities found a reason for their being in the dissemination of a system of scholastic learning which had little to do with the affairs of men. A body of learning based chiefly if not wholly upon certain conventional systems of abstract knowledge like the Aristotelian logic, transmitted with little or no change from the masters of antiquity, constituted essentially all they had to offer to their students. The instruction consisted almost entirely of certain exercises in this intellectual inheritance practically unchanged through the centuries of its transmission. This mental training had essentially no relation to or bearing upon the actual things of human experience, nor had it much effect upon national life or upon any of the varied interests of the community.

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In the beginning of the sixteenth century, however, when the dark shadows of the Middle Ages began to disappear before the illuminating influence of a truer knowledge, a remarkable movement began in a contest which has scarcely been closed to this day. The intense struggle between Humanism and Scholasticism began in and around the German universities in the early years of the sixteenth century. The actors in this new culture rejected the old sterile instruction with merciless vigor and displaced it with systems of study touching as closely as possible the human life of those times. It was their open purpose in which they gloried to treat of things as they actually existed, to get as near to the life of the community as the best knowledge would bring them; in other words, to touch human life intimately and at the greatest possible number of points.

Scarcely had the Humanistic movement reached a successful issue, before it was supplemented by the Reformation. Although this great religious upheaval was destined ultimately to aid the Humanistic movement, an intense struggle marked the first stages of their concurrent development. While the ultimate effects of these two epoch-making movements were virtually the same in their influence upon the advancement of knowledge and upon the evolution of the university, the fundamentally different characters of their two great representatives led to intellectual contests of exceeding bitterness. Fortunately, however, their efforts to advance knowledge along different lines created a common spirit of true learning, which has been the living stimulant of university life from that day until this.

During the sixteenth and seventeenth centuries the university may be said to have consisted of the philosophical and theological faculties, supplemented by the faculties of law and medicine. The subsequent extensions of the university throughout the eighteenth century resulting from its closer contact with the things disclosed by experience and its widening influence upon all branches of human activity, were chiefly marked by the strengthening of the two last-named faculties.

Throughout all this period of over three centuries the philosophical faculty was predominant in its position and influence in

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the university. It had come to represent a body of more or less abstract instruction covering by far the greater part of the existing field of knowledge, and, it must be said, divorced largely from the real things to which it properly belonged. In the early history of universities it constituted a sort of purveyor of privileged or aristocratic learning ostensibly of better birth than the professional faculties of law and medicine, which had the misfortune to deal with the actualities of human life on which the welfare and safety of communities no less than the rights and duties of individuals are fundamentally based. This conventional class distinction of learning was the real influence or force so completely overcome by the movements of Humanism and the Reformation, and it has bequeathed to us the useless and senseless term "pure" science as opposed to applied science; as if there could be in some way a science politely distilled as an essence of learning separated from the realities with which absolutely all science whatever has to deal and without which no science whatever can exist. A meaningless scholastic philosophy based upon the sterility of mere convention and authority was displaced by an honest and fearless search for the real knowledge which lies at the base of all true learning. The deadening influence of prescribed knowledge gave way to the quickening stimulus of individual power and freedom of investigation in every field of experience. All the professional schools of the university, prominent among them being the modern technical schools, are the fruitful products of this ever increasing and abundant intellectual life.

During the latter part of the eighteenth and throughout the nineteenth centuries the extensions of all branches of physical science so enlarged their fields of application, that the foundations were laid of another distinct and prominent faculty. The great investigators in chemistry, in physics, in biology and in the marvelous combinations and ramifications of those and other affiliated sciences were the pioneers in the service rendered by science to the creation of the industries of the world which have been such potent agents in the extraordinary advancement of civilization during the past one hundred and fifty years. Every addition to scientific knowledge, meaning simply a closer contact with the realities of our

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natural environment, has supplied a corresponding field of activity for useful effort and in just that much has enlarged the meaning and the volume of life.

All these practical or useful extensions of technical knowledge have in fact been made possible by the technical work of the university, although many of the greatest investigators and many of those who have been most successful in enlarging useful production have received their individual stimulus and prosecuted their life work outside of the university organization. The university has been the nursery of useful scientific investigation and the influence of its instruction has extended with an ever increasing acceleration far beyond the limits of its immediate environment. The practice of every technical profession is founded upon precisely that quality and kind of knowledge established by investigation and by instruction at those centers of learning which only have been the originators and transmitters of useful knowledge from the earliest beginnings of science to the present day. Although there have been much scientific investigation and remarkable applications of science to human activities by individuals or in communities to whom apparently even the meaning of university work was unknown, the fundamental principles on which the value of the subsequent technical work is wholly based will be found in practically or absolutely all cases to have germinated in the fertile soil of the university.

The initial stages of technical education took form first in the universities of Europe. The subsequent development of that educational work into complete technical faculties is found to have been practically concurrent in both the universities of Europe and America, although the former have precedence in time over the latter by comparatively short periods. These faculties have not always been known by the names of the professional practice for which it is the purpose to prepare their students, but the apparent defect in the continuity of the case is not real. In the earliest university courses of technical study instruction was given in a substantial number of technical subjects under a faculty of broader jurisdiction than that confined to a technical profession, and in some of them that method is pursued even at the present time.

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Such courses of study effectively answered their purpose in the early days of the engineering and allied professions, but their administration has generally been advanced by a natural development concurrent with the growth of the professions which they have served, to remarkable groups of technical faculties of such prominence and intellectual strength and with such numbers of students as almost to dominate the true university in some cases, and even to form essentially technical universities in others.

These great technical faculties have been the direct results of the dissemination of knowledge by the university. Even the professor who has boasted that he never wittingly either learned or taught anything useful has been the servant of real learning by extending the limits of scientific knowledge which refuses to be hindered or circumscribed by its narrowest and most erratic votaries. Wherever there has been a seat of learning, from that point has issued a quickening influence which has stimulated the growth of every form of industry. All the great industries on which the prosperity of every civilized nation is based, have originally sprung from the small beginnings which had their initial impulse from some branch of knowledge, acquired in the first instance at the university.

So closely are all forms of knowledge related in their fundamental elements that no one of them can obtain to a state of real growth without carrying others more or less with it. This elementary principle which finds illustrations and the most conclusive proof in every field of educational experience underlies the fundamental organization of the university, and it completely justifies the place of the technical school in the university plan. Further than that, it illuminates in a clear and instructive manner the natural development of an institution of universal learning.

The ramifications of every branch of science reach a great variety of human interests many of which are directly affected by it, while others are more remotely touched. The full significance of every acquisition of knowledge can only be understood or even to a small degree appreciated by realizing the industrial activities or other real interests of the community which it affects. An isolated study of any one technical subject, or of any other subject,

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without regard to its relation to other branches of knowledge, would be excessively narrow in its results and probably as valueless as narrow, if indeed such a study be not unthinkable. The greater the number and scope of scientific or technical subjects brought within the range of instruction, the broader will be the whole amount of knowledge acquired, and the more complete and thorough will be the comprehension of any one of them. There is a limit to the number of subjects which can profitably be taken by any student in a course of proposed study, but there can be no question whatever that the instruction in any one subject will be enhanced in value in proportion to its breadth, or its reach into other and related or affiliated subjects.

The more complete the view of the field covered, the more satisfactory will be the student's work in it. In fact it may be stated that the real study of any one part of the field of knowledge consists in acquiring information relating to its effect upon other fields into which it reaches. It is impossible to conceive of any subject of scientific study as an abstraction either from other subjects or from the material elements of experience.

The bearing of all these considerations on the place of the technical school in the university is most direct and essential. In the first place the instruction in any professional school of a technical character is an integral part of the whole body of instruction belonging to an institution of universal learning. It cannot be given so effectively anywhere else as in the organization of which it forms a part absolutely necessary for completion.

The advantages gained by a technical school in a university environment are fundamental; they touch both its technical work and the general educational training which must precede the technical in any adequate course of study of a professional character. An engineering or other technical student pursuing his work in a university system finds himself in a stimulating atmosphere of study and investigation reaching far beyond the limits of his own field. He acquires largely by incidental or even unconscious absorption a broad cultivation by constant contact with active educational work, some of which is more or less affiliated with his and some not. This association is an inspiration to a broader and a

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more enthusiastic view of his own work in itself as well as a material enhancement of value of that work by disclosing its relations to other fields of learning, all impossible to attain outside of the university. These conditions give his educational training qualities that not only strengthen and widen his subsequent professional practice but contribute most effectively to his intelligence and usefulness as an educated citizen.

More than this the technical professions now demand of their members for the higher planes of successful practice the same general educational preparation for professional study as that required by the best law and medical schools. Without entering into a discussion as to the relative merits of the educational work done by the small college and by that forming a subordinate member of the university, it is sufficient to say that this part of a well rounded course of professional study harmonizes completely with the university system and is, in fact, an essential element of it.

Both for technical efficiency, therefore, and for the broadest and best educational motives the technical school is bound to find its strongest development in an environment of universal study and investigation.

The university has long since lost the character, if it ever properly had it, of a place where abstractions of learning separated from the things which only give them life are to be dispensed after the manner of instruction to men who are never to deal with the affairs of life. It has come to be an intensely practical working agent. It is effective and worthy of support only in so far as it makes itself felt in the real life of the community. If it is to be a true and real center of instruction it is imperative that it shall carry knowledge into every useful calling, governmental, corporate, or private. The time will soon come, if indeed it is not already reached, when it only can prepare men to administer and extend in a rational and moral way the great industrial activities which at the present time form the foundation of the material prosperity of the modern world.

The true student of the technical or professional school becomes heir to a comprehensive and clear understanding of his duties and responsibilities in his relations to his fellowmen and to the com-

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munity. Those duties and responsibilities present themselves to his trained mind in their real proportion. He is neither non-developed nor mal-developed in his judgment of affairs. His university training, especially in the technical school, has taught him accuracy and penetration in the analysis of any proposition confronting him, and that truth and knowledge must be sought with the directness of a plumb-line. Science yields nothing but confusion to the shifty, devious and dishonest inquirer. The fundamentals of morality are the very stepping stones to technical success or professional attainment.

The opportunities offered in the administration of both public affairs and the great corporate interests of the present time, rapidly increasing in number and magnitude, create almost irresistible temptations to prostitute them to selfish gain. The realization that great power, or what has now come to be its full equivalent, great wealth, is a grave and delicate trust, to which selfish gratification in its infinite and seductive variety is abhorrent, comes most naturally and easily through sound knowledge, "the beginning of wisdom." Selfish gratification is a temptation to which he may or may not yield, but his inheritance from the university translates wealth to be a means of accomplishing the highest purposes of life, and saves him from that narrow, common complaisancy of wealth which is the dry rot of character.

In this age of self-appointed erratic and dangerous regulators of society, when an unreasoning and destructive discontent frequently prompts to crude measures whose real purposes is a blind upheaval of the existing order of things, the intelligence and the calm balance of the university man of affairs must be the cornerstones of public safety. His trained mind, taught to analyze and to test by the records of experience no less than by the precepts of science, does not lose its poise before either the shallow plausibilities of the advocates of Utopia or the sinister deceptions of the revolutionary reformer or, what has come to be nearly as bad, by the egoistic and blundering although much applauded strenuosity of the present time. It is not to be supposed for a moment that every subject of university training will issue from its halls the ideal well-rounded citizen, but judgment must be passed upon such matters

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in view of their resultant tendencies. A fair and careful scrutiny of the impress made through the professional schools of the university, from the older faculties of philosophy and theology to the modern faculty of engineering, upon the broad moral, governmental, professional and business affairs of the civilized communities of the world conclusively confirms and supports these observations.

The creative or evolutionary influence of the university upon the community is exercised chiefly, and it will ultimately be exercised entirely, through its professional faculties, its faculty of philosophy already having become essentially a professional faculty of teaching, a character which it is bound fully to assume hereafter. This is the highest and ultimately the complete mission of the university. This means with absolute certainty that professional instruction shall be given not by closet professors, but by men who are students in the highest and best sense of the word, profound students not only of the abstract principles of their profession, but of the play and power of those principles upon the affairs of men. This knowledge must be gained by taking their full part in human experience and not by withdrawing from it. Their investigations must be made largely in the practical operations of their professions. In other words, they must be men of affairs as well as students. A living and forceful quality can be given to instruction in no other way whatever but by actual contact with the things encountered in practical experience and precisely in the relations disclosed by that experience.

Some of the professional faculties have already benefited by this quickening and energizing influence of living contact with their professions. The medical faculties are composed largely of eminent practitioners, and it is not too much to say that it would be impossible to give the requisite instruction were it otherwise. It is well known that most serious defects in the present educational administration of the university faculties of law and engineering are due to the fact that too many instructors fail of that true development and broad training gained only by actual professional experience. It may be confidently stated that instruction in professional engineering subjects can not now be given with the neces-

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HERMANN SCHUMACHER
KAISER WILHELM PROFESSOR
1906–1907

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sary breadth and efficiency without supplementing the imperatively necessary work of the study by extended practical experience. And these observations are not peculiar to the faculties to which they are applied. The time has already come when the professional faculties, and preeminently so those of the technical schools, must be active, living parts of their professions. There is no other way by which they can either properly discharge their own functions or become members of a university organization strengthened and equipped to meet its wide educational responsibilities, which make it one of the greatest conserving and elevating forces of the community.

The technical schools constituting the great modern professional schools of the university are integral parts of it and necessary consequences of its natural evolution. They belong to it historically and naturally. They are professional schools and professional schools not only belong to the university, they are the university.

WILLIAM H. BURR

INAUGURAL ADDRESS OF THE KAISER WILHELM PROFESSOR

IN responding to the invitation of your president to take part in these opening exercises, I do so with some amount of anxiety. Having only just arrived in this large country and not yet being acquainted with the customs of your university life and not yet having a thorough grasp of your language, I fear I cannot do such a distinguished audience the justice which the occasion demands.

Nevertheless I respond with considerable pleasure to your president's invitation and rejoice to have the opportunity of conveying to you the greetings of his Majesty, the German Emperor, of Dr. Althoff, the head of the Prussian department of education, and of our leading and most representative university, that of Berlin, by request of the Rector, Professor Diels. And I also experience a personal pleasure in being able to express my thanks for the privilege and honor of being chosen as the first Kaiser

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Wilhelm professor of German institutions and history in Columbia University. This pleasure is intensified by the prospect which this professorship presents to me of coming into contact with American ideas, institutions and life.

It is a source of delight for me to become acquainted with the *United States*. We feel ourselves in many respects related with the citizens of this great republic. We have so many features in common with you in our conditions, our development and character. It is true, we do not spread over the whole breadth of a mighty continent, as you do in the New World; nevertheless we enjoy a fortunate geographical position in the Old World, inasmuch as we live in the very heart of that continent which was the first to reach a high point of civilization. It is true, we have not the almost boundless natural resources with which the United States are favored, but we are favored by nature also. The mineral which has the greatest influence upon the fertility of the soil, potash, occurs in greater quantities in Germany than in all other countries together; no other land in Europe possesses such rich deposits of iron as ours does, and in the production of coal we are in Europe surpassed only by England. It is further true that in the matter of population we come behind your country, still we hold the first place among purely European nations and we have therefore the largest inland market in the world today, next to that of your republic.

Still more important, however, is the similarity in the historical experiences of both nations. The founders of both nations were hardy and strenuous colonists, who had to subdue primeval forests by the sweat of their brow. More than five hundred years ago, when America was not yet discovered, a mighty flood of Teutonic people moved eastward, crossed the Elbe and entered the territory of the Slavic race; there, in the scanty colonial soil of northeast Germany lie the roots of the Prussian State and the German Empire. In like manner, after the discovery of the New World, the Teutonic movement went westward across the Atlantic, and from the barren northeastern shores where the Pilgrim Fathers landed, the power developed which ultimately subdued and civilized the whole of North Amercia. And on both sides of the ocean these

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colonists were in course of time compelled to gain their independence and national unity at the cost of bloodshed, and, after the establishment of political unity, both nations developed their industry and commerce with such vigor and rapidity, as is unparalleled in the history of mankind. In consequence, both nations, which are kindred in their origin, have been drawn nearer and nearer to each other, also economically.

Twenty-five years ago Germany came a long way behind France in her trade with America; today Germany, after England, is the most important country commercially for the United States and buys from your country two and one-half times as much as France does. In the same way the United States advanced to the second position in the trade of Germany. Your exports to Germany have, since the year 1889, surpassed those of Russia, Austria-Hungary and Belgium, and now come second only to England. As to our exports to you, the case is somewhat different: While we have become the second best customer for North American products, the United States, which was formerly the best customer of Germany after England, has been forced back to third place.

But apart from this, the relations of these two kindred nations have in the course of time grown enormously in the commercial sphere, and that is all the more important, as Germany—in contradistinction to England, France, Spain, and Russia—has had no political conflict of any consequence with the North American Union. As Frederick the Great was the first to recognize the independence of the States and Prussia was the oldest historical ally of the North American commonwealth, so even today the overwhelming majority of our nation holds to the view expressed in the words of Bismarck: "Of all foreign countries we have most affection for the United States."

But more than the similarities, the very differences between us must eventually form a bond of connection. In contradistinction to all European countries, your republic rejoices in an expanse which reaches almost from the arctic to the tropical region, "a realm wherein are fruits of every zone, airs of all climates." It is only in the large cities with their skyscrapers that you experience a feeling of being cramped at all, not as a nation on the whole.

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Under the influence of this vastness of country, this nation of bold, daring immigrants has developed the spirit of enterprise whose astounding and ever new achievements we are never tired of admiring. We Germans, on the other hand, are pressed for room in our country. Nearly twelve times as many people live on each square mile in Germany as in the United States. While you can stretch out on every side, we must make the best of our confined space and are forced even by our geographical position to exercise economy and thrift. While nature herself directs your energies toward external aims and imposes grateful tasks for your practical minds on a grander scale than she has done for any other nation, we, by reason of our very surroundings, are driven in upon ourselves; we have thus, in the development of inner wealth, sought a substitute for the acquisition of outer wealth, which has been in many respects rendered so difficult for us; we have become, in fine, "a nation of thinkers and poets."

For centuries tasks of a scientific character have stood for us in the foreground; they claimed the best strength of the nation and thus enabled us, more perhaps than any other country, to develop scientific methods and traditions of study. Not until recent years —not until the foundation of the German Empire, the enormous growth of our population since that time, and the consequent astounding advance of our trade and industry—did economic tasks begin to usurp the interest and strength of our nation. Only as we solve them satisfactorily shall we be able to continue along the upward path of national development. The contrary is the case with your country. Economic tasks here have stood in the front since the beginning. Never before have such tasks moulded the spirit and being of a people to such an extent. But the more the development advances, the more scientific tasks press themselves upon you along with economic ones. And that is coming to be felt more and more intensely in ever-widening circles of your population. Whereas our development in Germany thus brings with it the necessity of schooling our people more efficiently in economic tasks, you, on the other hand, realize that it is necessary to beautify with science and art the national dwelling which you have erected on the broadest economic foundations. You know that without these

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choicest flowers of human civilization no nation can be considered really great. You know that only with the help of science and art can that wondrous and grand task be fully discharged of welding into one united nation the varied elements of many races which seek a home on this side of the Atlantic.

And in another and kindred respect our two nations can supplement each other. We Germans look back over a long period of vicissitudes in our history. It is impossible, apart from our history, to form a true idea of our institutions, our whole existence, our advantages and disadvantages. Definite traditions are everywhere operative in our national life. Their roots strike deep into the past; they have grown up out of conditions which have largely disappeared. It is true that these traditions and customs of every kind contain rich treasures of experience, won by former generations. We owe a great deal to them. They give to our development as a whole and in detail stability, and form the solid foundation on which our social and political life, our army and civil service and educational system are built. To do away with such traditions would be just as foolish as it is impossible. But it is indeed necessary to modify them. For some ballast is a good thing, it makes the ship steady; too much ballast, on the contrary, checks her speed.

In comparison with us, you are not fettered by ancient traditions. The greater part of your land is without historical associations. No memories of former times cast their spell upon the dwellers here; it is the future which wholly captivates the mind. Nevertheless a noble, lasting, progressive civilization is just as little conceivable apart from traditions, as it is apart from science and art. They are the capital which previous generations have gathered for the welfare of posterity; and just as in economic life there is no durable progress possible without capital, so is it none the less true in mental life.

Thus, it seems to me the development of your nation carries with it a further inevitable consequence. The first period, in which each man, looking with joy to the future, full of strength and courage, approaches in his own way to the solutions of the great problems presented by colonization—the first period, I add, must be

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linked unto a second and this second has already set in strong and full of promise. In this period it is—at least in my judgment—imperative to develop traditions in the most varied departments of modern life, in order to lead onward safely and to achieve more completely that which individual energy has created. Most especially is that necessary in political life. As President Roosevelt expressed it: "The more a nation develops, the more it must make use of the power of the State." And so once more we arrive at the conclusion that both peoples supplement each other in regard to the most important tasks of national life. It is true, what has already been said so often, that in the whole world there are no two nations which can learn so much from each other as the German and American peoples.

I am also pleased and gratified for the privilege of learning to know *New York*, where the stranger on arriving is so powerfully impressed by the Statue of Liberty—the symbol of American freedom; by the towerlike buildings—the symbol of the daring and creative spirit of your people; and also by what is perhaps the most imposing memorial of German-American skill, the Brooklyn Bridge, built by Johann Roebling.

With no harbor in the world have we—especially the German Hanseatic towns, and in the first place my native town of Bremen—such close connections. More Germans have landed here than the total population of the Kingdom of Saxony, and forgive me if I remind you that amongst these German immigrants have been men who have contributed not a little to the greatness and glory of your republic; I may mention the names of Schurz, Steuben, Muehlenberg. Year by year more than one-fourth of all the passengers leaving the United States sail from here on the steamers of the two large German shipping companies. Not altogether without justice has it been said that Hamburg, the largest port, and Bremen, the most important emporium for cotton, tobacco and petroleum on the European Continent, maintain almost closer relations with New York than with Berlin. As the port of entry for almost all the immigrants, for nearly one-half the American commerce, New York has—thanks to its situation on the finest of natural harbors and the most navigable of inland water-ways on the eastern coast—

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attained the dignity of the Empire City of this country. In international traffic only surpassed by London and immediately followed by Hamburg, it unites the multitudinous threads of the economic life of America. Nowhere else can one gain such a clear and deep insight into the busy life and work of your people as here. The New England States, with their older and calmer development, with Boston-Cambridge as the revered center of their intellectual life, approach perhaps more nearly to our emotional and intellectual temperament; but New York appears to us more peculiarly interesting and instructive, for in this city, quite apart from its economic significance, we are able to observe closely that mighty process of the welding together of so many races into a new member of the venerable family of civilized nations, with the noble charm, the vigorous strength, the passion for achievement and the thirst for knowledge so characteristic of youth.

But I am especially delighted and grateful that I have been selected to lecture as a professor in this *university*.

In Germany there exist only slight differences between our universities. They all, without exception, reflect the whole of our national culture; the local distinctions and differences in age disappear behind the uniform traditions of our university life. Two of the youngest of the universities of Prussia, Berlin and Bonn, are also the largest. To represent the whole science of the world is, in accordance with their old Latin name, alike their task in East or West, whether of more ancient or more recent date.

In a new country where economic problems dominate, that is necessarily otherwise. The highest educational institutions must reflect here the various stages of the great colonizing process. For you in this vast country the chief aim has naturally been not to educate international scientists, but to train as many as possible of the people for the more practical tasks which your environment and destiny impose upon you. That is for us Germans all the more instructive and interesting, the more the great modern economic problems become decisive factors also in the weal and woe of our nation. In Harvard and Yale and in Johns Hopkins we see most of all the dignified and brilliant institutions which combine the mental culture of the Old and New World: They have taken

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as their model—so it seems to us at least—the best seats of learning in the Old World. On the other hand, we may regard Columbia University as the ripest and most brilliant representative of that American type of the highest educational institution which has grown up purely in response to the requirements of this new country.

And there is another factor which creates for us Germans the most lively interest in the university of this city. In Germany we have also had the experience, that the attractive power of a large city is highly significant for the university life. Small towns whose life was almost idyllic in its calmness, such as Jena and Göttingen, were formerly counted among the most famous and distinguished representatives of German university life. That has begun to change. Now the large towns attract the students in increasing numbers. About one-fifth of the total number of students come to Berlin alone, and more than two-fifths to the three largest university towns. The same thing seems to be happening in your country and the reason can readily be understood. It is not only the tendency towards concentration which characterizes our era in almost every direction; a certain necessary specialization and division of labor is also revealed therein.

Many branches of study, such as those of philosophy and the dead languages, will always seek in preference idyllic retreats; other branches, on the contrary, depend on their close connection with practical life outside the universities. Not merely from external, but also from internal reasons they press into the cities, where modern life pulsates in all its rich and manifold phases. To this class of subjects belongs, above all, the science which I have the honor to represent. *Economics* has been compelled in the course of time to change its character entirely. Formerly it was a purely abstract science and we younger political economists in Germany still feel that a fundamental theoretical training cannot be dispensed with in the effort to grasp the many new and difficult economic problems of our age, but at the same time we are absolutely convinced that it is just as indispensable to gain, in addition to that merely theoretical training, a concrete knowledge and practical experience of economic life. On this account, too, it gives me great

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pleasure to come to this country, which, more than any other, has been determined in its development up to the present time almost exclusively by economic factors and therefore gives the best opportunity of gathering easily and extensively practical observations and experiences in my field of learning.

I prize, however, the great privilege of being, as first Kaiser Wilhelm professor, associated for a time with the life of this city and its university, still more because of another most significant change which has taken place in the science in which I am especially interested. Until quite recently this science, in Germany, concentrated its attention on the economic phenomena presented in our own country; in fact, it might have been called an inland science. It was the marvelous development in our trade and industry in the last decade which taught us to look beyond the bounds of our own land. The teachings of economic life have more and more assumed an international character in a two-fold form. The different nations have come into so much closer contact that most of the great economic problems can today be rightly understood only on an international basis. Questions of trade, industry, agriculture can no longer be satisfactorily treated within the limited experience of one nation alone. And this is not only true of economic problems, but also of economic teachers. No teacher of economics can hold a leading position who does not continually and carefully follow the American economic literature. Consequently, it is for me personally a great privilege to be able to study the teachings which have grown up in the fruitful soil of American economic life and to come into close personal touch with its representatives and students. In this respect I am to a much greater extent a pupil than a teacher.

And while I shall be occupied during my visit in imparting what I know of our German institutions and also in increasing my own knowledge of the American economic and educational system, I earnestly hope that I may in some modest degree contribute towards bringing about a still closer relationship and a deeper spirit of confidence between two nations which have so much to learn from each other. "More important than ought else is the development of the broadest sympathy of man for man." These words of

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President Roosevelt apply not only to the various classes within the nation, but also to the relations of nation to nation. I shall endeavor to the utmost of my ability, both during my stay among you and afterwards in my own country, to contribute to the development of a broad and vital and growing sympathy between the two great peoples on both sides of the ocean, those of Germany and America.

HERMANN SCHUMACHER

RECENT PROGRESS IN PHARMACEUTICAL EDUCATION AND LEGISLATION

IN 1905 the State of New York enacted the now celebrated "prerequisite" amendment to the pharmacy law, obliging every applicant for a license to satisfy the Board of Pharmacy that he has graduated from an acceptable school of pharmacy, no such school being "acceptable" unless it require a preliminary education equivalent to one year's work in an approved high-school. This action protects pharmacy against the farther accession of members devoid of school training, and the schools thus receive important support. At the same time, the latter are compelled to struggle against the disinclination of prospective students to qualify themselves as the law requires, a disinclination that rests chiefly upon the extremely inadequate salary of clerks, until recently little larger on the average than the wages of day-laborers in the City of New York. The disposition of these students to leave the State in order to secure their education in schools of lower requirements is restrained by their inability to return here as practitioners.

The influence of this action has proved revolutionary. Although a number of schools already imposed similar or higher entrance requirements, none enjoyed a similar legal protection, and they suffered accordingly. Others were therefore deterred from imitating them, and in most of the seventy-odd schools, there was no adequate entrance requirement. In our own State, the advocates of the advance step had been obliged to struggle for more than five years; first as an unsupported handful, but gaining rapidly

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in numbers and strength, and owing their final success to the powerful and generous aid of the State education department. The action of New York was quickly followed by similar action in several important States, while bitterly resented in others. In Pennsylvania a law was passed requiring graduation from a "reputable" school, and her Board of Pharmacy afterward defined "reputable" as standing for membership in the American Conference of Pharmaceutical Faculties. Several other states, desiring to follow New York, but deterred by internal dissensions or a very valid fear of external competition, acted as had Pennsylvania. There exists no national organization for enforcing uniformity, except as to the limited power of the conference above named, but the section on education and legislation of the American Pharmaceutical Association had long performed signal service in influencing and elevating the ideals of those who gave attention to its proceedings. In this section the lowest schools had an equal voice with the highest and the same was true of the boards. Meetings were also open to the representatives of so-called educational institutions whose claims were wholly fraudulent, and to many members who were hostile to any form of professional preparation other than apprenticeship. It will be readily seen that resolutions of this body, even though only of an advisory character, could hardly be expected to strike very high. In 1892 had been formed the conference named above, a loose association of the better schools, designed to improve the educational status as opportunities might offer. The influence of this conference steadily strengthened, and soon it was deemed practicable to establish some mild membership conditions. These were found to stimulate rather than to discourage the desire for membership, and a conservative advance along the line was resolved upon. The influence of the conference upon all external elements became strong, and promoted a general desire among the schools of the country for educational advancement.

In 1904, the conference issued an invitation for boards of pharmacy to confer with it, in connection with the annual meeting of the American Pharmaceutical Association. The invitation was welcomed and a meeting was held that resulted in the organization

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of a national association of these boards. The latter had long been looking anxiously for some means of unifying, or at least harmonizing their chaotic license methods, and of removing the intolerable perplexities of interstate reciprocity. Their motives were by no means wholly selfish. They appreciated the need of their own influence in accomplishing educational reforms and the great advantages of harmony in the pharmaceutical domain.

It was under the conditions above set forth that the advocates of the New York method attended the convention of the American Pharmaceutical Association held at Indianapolis, September 2–9, 1906, resolved to urge its advantages upon the conference. This method had not only the ordinary merit of being the result of careful study; it formed an integral part of the professional educational system of the State, which had already organized nearly all of the other professions.

The first discussion occurred in the section on education and legislation on the morning of September 4, on the resolution that the equivalent of one year's work in a high-school should be required before entrance to a school of pharmacy. The opposition was here stronger than was to have been expected anywhere else; yet, after a very free debate, the resolution was carried by a large majority. In the evening of the same day—legislatively speaking, for it really occurred between two and three o'clock the next morning—a vote was reached in the conference, on the same question. The arguments against it were most ably presented, and were very cogent. They were based chiefly on the want of high-school opportunities in some parts of the country. It was proposed to amend by excepting that part of the country south and west of certain lines, but the representatives of some of those States and territories promptly refused to be so stigmatized. Finally a number of the States were specifically named, and students residing therein were excused. Subsequently the number of hours of a pharmacy course were fixed, as well as the ratio of laboratory to other work, and certain exceptions were here also made. In both cases, a reasonable number of years were allowed for the conditions to be met, and with these conditions the requirements were made binding upon the twenty-six schools forming the conference. Not content with

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this substantial gain, the conference and the Board Association appointed representatives to act with New York as a committee on syllabus, the object being to secure agreement between the boards and schools upon some minimum qualifications for license, the schools to prepare the candidates at the least to this extent.

In connection with the developments above described, it is important to note the passage by Congress of a pure food and drug law, certain to be followed by similar legislation in most of the States. When supplementary legislation shall have relieved this law of some of its utterly impossible features and some inconsistencies, it will have the effect of setting to work an army of workers in removing the gross imperfections which have so long cursed the American trader and consumer, and this army must be supplied largely from the higher grades of the pharmacy schools.

In view of all these developments, it is fair to regard the past two years as the most important in the history of pharmaceutical education in this country. Not the least gratifying of the events of the period has been the rapid increase in the compensation of pharmacy clerks, an increase that must be not far from one hundred per cent. It is now the imperative duty of the schools to provide a better class of graduates, capable of giving to the public a service that is worth the more liberal compensation.

H. H. Rusby

LIBRARY EXTENSION

IN the annual reports of the librarian of this University, and in sundry papers read before the National, State and City Library Associations and appearing in part or entire in the library journals of the country, reference has been made to the necessity of specialization in the libraries of every large city, especially in those of a city like New York: the present and future output of all forms of literature, the demand for shelf-room and storage, and the conditions of successful library administration, being duly considered.

Those who are interested in this subject, either as library officials

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or as scholars and investigators, know that the foundations of several highly specialized libraries have already been laid in this City. Comparatively few, however, know just how far this work has gone, what its promise for the future may be, or how far such material is available to scholars and students. It is thought timely to place this information somewhat in detail before the officers and students of Columbia University, through the pages of the QUARTERLY. For much which follows full and grateful acknowledgment is immediately made to Mr. George Watson Cole, Mr. Charles Alexander Nelson, and Mr. Arthur Elmore Bostwick—whose excellent work is the handbook of the New York Library Club, with its list of libraries in Greater New York.

Of course, university people are already aware of the fact that the New York Public Library—the Astor, Lenox, and Tilden foundations, and all branches—is freely open to all comers. Not much of interest to university workers will be found at branch libraries, but the united collections which will soon be placed in the great central building at Forty-second Street and Fifth Avenue contain much of extraordinary value. The Lenox has very complete and extensive collections on American genealogy and local history, American and geographical literature printed before 1800, American newspapers before 1800, European fifteenth century books, manuscripts, some three hundred atlases, many of which are of very early date, music, a Shaksperian collection of something more than three thousand volumes, together with two art galleries and many rare prints, books, maps, etc.

In the Astor will be found some five hundred volumes and ten thousand pamphlets on Dutch history, a large and valuable collection on economics, finance and banking, a Hebrew collection of something more than six thousand volumes, nearly four thousand volumes on mathematics, and very complete collections concerning naval history, Oriental literature (except Hebrew), railway history and administration, Slavonic literature, sociology, pauperism and criminology, sports and pastimes, etc.

In addition to these opportunities, the libraries of a large number of societies, clubs and other similar organizations in this city are open to university workers, on personal application only, for

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reference work within each library. Among these the library of the American Institute of Electrical Engineers has at least eight thousand volumes on electricity exclusively, books of both theory and practice. The American Museum of Natural History has made a remarkable collection on ethnology, and voyages and travels; and includes the Elliott library of ornithology, the Jay library of conchology, the Edwards library of entomology, as well as the library of the Ecumenical Council of 1900. The American Society of Civil Engineers owns nearly fifteen thousand volumes and more than twenty thousand pamphlets. The Brooklyn Institute of Arts and Sciences supplements its museum collections with twenty-five thousand volumes. The Cathedral library, under the wise and energetic direction of Rev. Dr. McMahon, has brought together a very complete collection of books in every department of Roman Catholic theology, literature, and history, as well as many Roman Catholic periodicals in English and in other languages. At the Charity Organization Society will be found a small but exceedingly valuable library, appreciated by all workers in practical sociology. Cooper Union has at least forty thousand volumes, including a large number relating to the early history of New York City. A valuable library on life insurance is maintained in the Equitable Building, especially rich in insurance books of the sixteenth and seventeenth centuries, with complete sets of insurance reports of more than twenty States and more or less complete sets from the remaining States of the Union, and of peculiar interest to persons looking up the history and incidents of great fires, storms, wrecks, plagues, epidemics and earthquakes. Those interested in foreign missions and in descriptions of life in remote countries, will find some eight thousand volumes in the Foreign Missions library and its museum. The general Society of Mechanics and Tradesmen has brought together more than one hundred thousand volumes, for circulation as well as for reference. The highly specialized library of the Mechanical Engineers Association has more than six thousand volumes and three thousand pamphlets in mechanics and allied sciences. Works on art and archæology are available at the Metropolitan Museum, with material illustrations in every gallery. The New York Academy of Medicine has extraordinarily complete and

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valuable collections. There is an excellent working library at the Bronx Botanical Garden, supplemented by the museum and the conservatories. At the General Theological Seminary will be found one of the most extensive collections of Latin Bibles in the world, as well as a very complete section of Patristics and one on the Councils. The Jewish Theological Seminary has a splendid collection of early manuscripts, and the Union Theological Seminary has very complete collections on hymnology, Westminster and Puritan literature, Patristics, Roman Catholic theology, and Greek texts of the New Testament.

In addition, many libraries of the City, not generally available, are open to officers and students on introduction and commendation by the librarian of Columbia or by any member of the societies maintaining such collections. Among these may be mentioned the library of the American Geographical Society, rich in voyages, travels, transactions and bulletins of geographical societies; of the Long Island Historical Society, specializing in American local and family histories and genealogies; of the New York Society Library, with its remarkable collection of early newspapers and Americana, especially concerning New York; of the American Numismatic and Archæological Society, a valuable and interesting collection of coins and medals; the remarkable collection brought together by the Hispanic Society of America under the vigorous and generous leadership of its president, Mr. Archer Huntington; the collections of the Century Association and Authors Club; the Mercantile Library, which among other treasures contains the Tomlinson collection of manuscripts relating to New York during the American Revolution; the library of the New York Genealogical and Biographical Society, devoted to genealogy and local history; and of the New York Historical Society, one of the largest special collections in this country relating to American local history and genealogy, particularly strong in American newspapers prior to 1800, and in important American historical manuscripts.

Exclusive of the strictly public libraries, here are more than a million volumes and several hundred thousand pamphlets, nearly all carefully selected by those who are expert in the various fields covered; a remarkable and satisfactory showing, not equaled by any other city in the country.

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With increasing accumulation of material resources in the hands of the members of these various organizations, with which to add to these collections and to increase the efficiency of administration, and with increasing interest in the various fields thus exploited, it is safe to predict that passing years will find these libraries enlarged and enriched beyond the most lively expectations of those who today are directing them. Nor is it too much to add that as Columbia is and doubtless always will be well represented on the roll of both members and officers, the relations of this University to all these organizations will become more and more intimate and satisfactory each year.

In addition to these local facilities, the University has long maintained an inter-institutional loan system, the service of which is constantly increasing and improving. During the last academic year Columbia borrowed two hundred and thirty volumes, from ten libraries, including the National Library at Washington. Harvard, Clark, Yale, Princeton, Pennsylvania, Johns Hopkins, and Cornell are the universities with which, naturally, Columbia has the greatest intercourse: and our officers and students are peculiarly indebted to the large-mindedness and courtesy of library officials in the institutions named. Care is always taken not to abuse this liberality, and under existing regulations these loans are always institutional, never personal: and must be cared for through the respective libraries. Columbia loans, of course, in turn, sending out last year two hundred and seventy-six volumes to fifty-one libraries in twenty-one different States, as far west as California, as far south as Florida, and as far north as Vermont. This does not include several thousand volumes loaned for special use in the various institutions of Greater New York, because in most instances these latter loans have been charged to the individual accounts of officers of these institutions, many of whom as graduates of Columbia or members of its present teaching staff are entitled to draw books on their individual accounts.

It is entirely within bounds to say that with the exception of exceedingly rare and valuable books, there is scarcely any title on the shelves of the institutions named above which is not available to officers or students of this University on request.

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It will be seen, therefore, that the means of supplying all the demands of both officers and students of Columbia are exceptional in every respect. Both in quantity and quality, in expert judgment used in selection, and in general availability, there is little if anything more that can be suggested. That the appreciation by both officers and students of these privileges and opportunities is constantly increasing, is daily manifest to those who know anything of the details of the intellectual activity of Columbia.

JAMES H. CANFIELD

SOME REFLECTIONS ON THE GROWTH OF COLUMBIA COLLEGE*

IN the last fifty years three fundamental and notable changes have been effected in Columbia College, one of them taking nearly a third of a century to accomplish, the second about ten years and the third less than a lustrum.

In 1857 the Trustees adopted a statute outlining a comprehensive system of university instruction and making a tentative coordination of collegiate with university courses. The statute was partially, and very imperfectly, put into operation at the time, but resulted, nevertheless, in a considerable improvement in the academic curriculum and in the attendance of students. Its provisions required the labors of the great educational missionary, Dr. Barnard, to quicken them into life and enable them to transform the institution. Dr. Barnard labored most faithfully for twenty-five years and accomplished substantially the great object that he had at heart. At the end of his term, in 1889, he had not created a university but he had brought into being many of the elements of a university; so that the gathering together of the results of his labors, and the putting of them into proper relations with each other, formed a chief part of the early labors of his successor. The university organization, set on foot in 1890, proceeded with striking rapidity and success, and in 1896 the Trustees recognized the practical results by giving the institution as a whole the name Columbia

* See COLUMBIA UNIVERSITY QUARTERLY, March, 1905, VII, 169–176

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University. In 1897, the University moved to its present noble site on Morningside Heights, and opportunity was thus afforded to give to the new university organization a true university life.

In the course of the changes noted above, the College, as distinct from its associated schools, suffered a partial eclipse; the attention of the public and, in a good degree, of the responsible authorities of the College, being principally directed to the development of the higher education and, later, to the swiftly moving reorganization, the establishment and extension of professional and more or less specialized forms of instruction. President Butler in 1901 began his timely and very admirable work of giving, or rather restoring, to the College its distinct and proper place in the general educational scheme. This involved, among other things, the closer articulation of the several parts of the University and, in particular, a reconstruction of the academic curriculum from the college point of view. Simultaneously with the labor to these ends proceeded the effort to infuse into the College, officers and students, a true college spirit and its consequent enthusiasm; he projected, and has now secured, dormitories for College students and, near them, on a site apart from the buildings devoted to professional and graduate instruction and facing what is destined to be the College quadrangle, a fine and ample College Hall confined in its use to College men. The reconstruction of the College program of study, after close attention and discussion for two years, was concluded in January, 1905, by a unanimous vote of the faculty, thus completing the third of the changes to which reference has been made.

Columbia College has never as yet risen to the numerical dignity of a large college—I believe it now on the way to adding that dignity to others which have always distinguished it. Each of the three fundamental changes was followed by a growth in the number of students. The first of them, in the long period of its accomplishment, witnessed many fluctuations, for divers reasons, but yet, from the time of the statute of 1857 to the close of Dr. Barnard's presidency in 1889, the attendance increased by sixty-two per cent. With the reorganization under President Low, and during his incumbency of twelve years, the number of College students more than doubled, the increase being especially noticeable after removal

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to the present site. Since President Butler took charge in 1901 the number of students has increased from 476 to about 650 (the registration is not yet complete) for the present academic year, and there is every evidence of the increase continuing at an accelerated rate.

I think it doubtful whether the objection to the continuance of the American college not infrequently made, that the people at large had lost their belief in the advantages of a collegiate education, was ever true in the sense in which it was made. There was for a long time much and a growing dissatisfaction with the failure of college authorities to utilize the experience of years in intensifying collegiate training and shortening the period of it, to take, in their curricula, so little notice, or notice at the expense of the college, of the rapidity with which learned professions and occupations were multiplying and requiring special and somewhat prolonged preparation, and of the increasing exactions of the professions of law, medicine and the like—in short, their failure to incorporate into the course of study so little of the spirit of the time. The belief in the advantages of a collegiate education was not thereby destroyed, but the conclusion was regretfully arrived at that the course was too long, too far removed from daily life and its requirements, and, consequently, for the results attained, too expensive in both time and money. The Columbia College scheme, as now adjusted, was intended to meet, and from all indications has successfully met, the reasonable dissatisfaction of the general public with the conduct of collegiate education, and, while retaining and emphasizing in that education its essential and most advantageous features, has made it more directly serviceable to those students who seek a professional or other learned occupation, as well as to those who propose to themselves the lives of scholars: it satisfies the ethical and the practical reasons in favor of collegiate training.

Omne tulit punctum, qui miscuit utile dulci—

and so I venture to say that the growth of Columbia College is on so rational and secure a foundation that it is likely to continue steadily from year to year for many years to come.

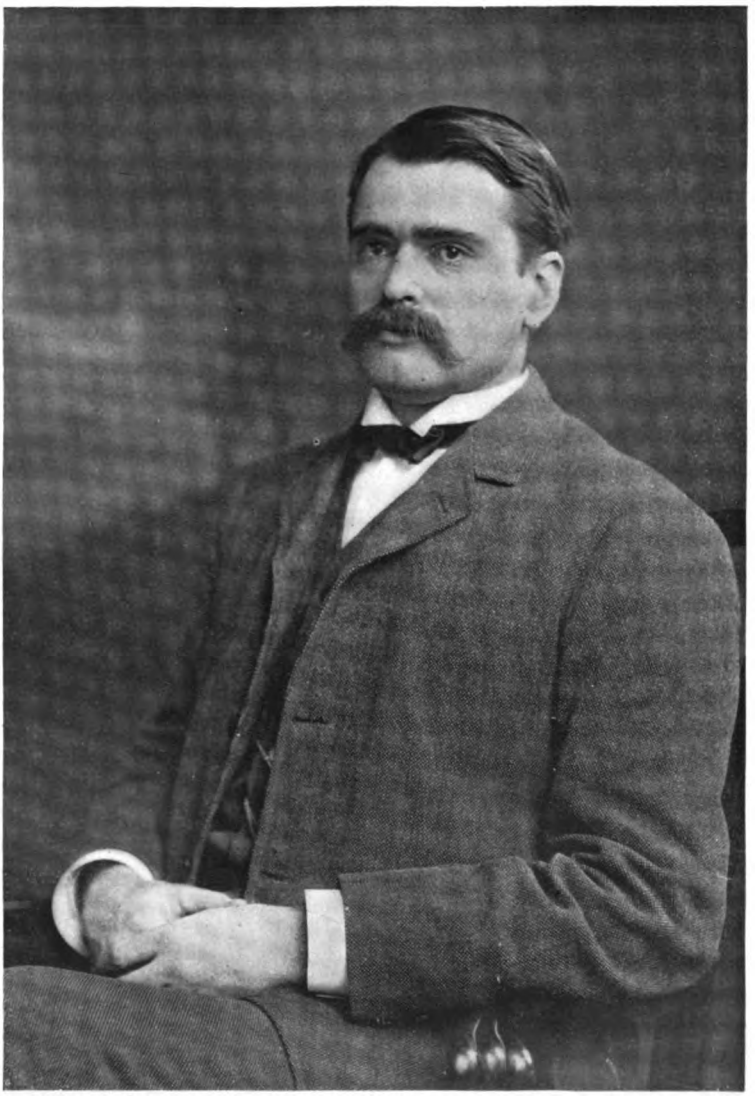
J. H. Van Amringe

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EDMUND HOWD MILLER
CLASS OF 1891, SCIENCE

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EDMUND HOWD MILLER

Edmund Howd Miller, professor of analytical chemistry and assaying, died of typhoid fever, November 8, 1906, at the Nyack Hospital, Nyack, New York, in his thirty-eighth year. Professor Miller was one of our foremost teachers of analytical chemistry and a most valuable member of the educational staff of the University. This sudden cutting down of a strong man in the prime of life and at the height of his powers is inexpressibly sad. His loss falls heavily not only upon his family and friends, but also upon the profession and the University, to which he gave the best years of his life. In his own chosen field of mineral analysis he had no superiors in this country and but few equals. He was an energetic investigator and a very hard worker, with a wide horizon and an exceptionally clear vision, who saw immediately the crux of any problem submitted to him and attacked it with characteristic directness and vigor. A man of few words, what he had to say was invariably straight to the point and showed the result of careful thought. As head of the largest division of the work of the school of chemistry, he demonstrated such conspicuous executive ability that it was evident, even to the newest student in the laboratory, that there was a strong and steady hand at the helm. No man played a larger or more important part than he in bringing the school of chemistry to its present efficiency, while his services as chairman of the committee on admissions of the schools of applied science were of unusual value to Columbia. In all that concerned the University, his influence was ever exerted in the direction of establishing and maintaining high standards of scholarship.

Professor Miller was born at the home of his grandparents in Fairfield, Conn., September 12, 1869, son of George Mason Miller and Bertha Osgood Miller. At the time of his birth, the home of his parents was in New York, which they soon left to settle at West Nyack, N. Y., where they are still living. He evidently inherited his taste for chemistry from his father (a classmate of Dean Van Amringe), who was for a time an officer in the department of chemistry. For five years he attended the Cutler School in New York City, then studied for three years with a pri-

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vate tutor, and was admitted to Harvard University in 1886. The following year he entered the school of mines of Columbia College, taking the course in analytical and applied chemistry, and was graduated with the degree of bachelor of philosophy in chemistry in 1891. Naturally endowed with a splendid physique—six feet two inches tall, and broad-shouldered in proportion—he won many athletic contests in his student days, his most conspicuous success being as anchor of the famous tug-of-war team that held both the intercollegiate and national championships for two years. During the summer of 1891 he was employed in the laboratories of Messrs. Ricketts and Banks, and acted also as chemist for the Arlington Manufacturing Company. In the fall he returned to Columbia as assistant in assaying. He not only discharged the duties of this position with marked ability and success, but he also found time to pursue advanced work in chemistry, for which he received the degree of master of arts in 1892 and that of doctor of philosophy in 1894. In the latter year he was advanced to the grade of tutor in analytical chemistry and assaying, which position he held until 1897, when he was made an instructor. In 1901 he became an adjunct professor and in 1904 was made full professor of analytical chemistry and assaying. He was put in charge of the work in quantitative analysis and assaying upon the withdrawal of Professor P. de P. Ricketts in 1899, to which was later added qualitative analysis also, so that at the time of his death he was directing the instruction in all branches of analytical chemistry.

His most important investigations were concerned with the metals of the platinum group and their alloys, with ferro-, chromi- and cobalticyanides, and with analytical methods and assaying. Some of his best work was published in the names of his students. In addition to numerous articles in the *School of Mines Quarterly* and in the various chemical journals, he wrote the following books: "Notes on assaying" (with P. de P. Ricketts), 1897; "The calculations of analytical chemistry," 1900; "Quantitative analysis for mining engineers," 1904.

He was a member of the American Chemical Society, vice-chairman of its New York section in 1902–3, its chairman the following year and vice-president of the society, representing the New

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York section on the council of the society; member of the Society of Chemical Industry and a member of the executive committee of its New York section; fellow of the Chemical Society (London); member of the American Institute of Mining Engineers, and of the Chemists' Club; a charter member of the Columbia University Club and for some time on its committee on admissions; a member of the Alumni Association of the Schools of Science of Columbia and for two years one of its board of managers, much of the success of the meetings of this association in the past few years being due directly to his labors on the committee on meetings and to his popularity with the alumni. He was also a member of the societies of Tau Beta Pi and Sigma Xi. At the approaching winter meeting of the American Chemical Society and the Association for the Advancement of Science, which is to be held in New York City during the Christmas holidays, he was to have acted as chairman of the section of inorganic chemistry.

On June 11, 1898, he married Mary McWhorter, at Nanuet, N. Y. His wife died suddenly on April 17, 1905, and he never recovered from the blow. Although to all outward appearances much the same as usual, save for increased reticence and an evident avoidance of society, the burden of his grief weighed heavily upon his spirit. In addition to this, his once robust constitution had been steadily undermined by overwork and lack of much needed physical exercise, so that he was in no condition to resist the attack of so dreadful a disease as typhoid-fever. He is survived by two small children, as well as by his parents, a brother (S. O. Miller of the department of engineering-drafting), and a sister.

MARSTON TAYLOR BOGERT

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THE NEW SECRETARY OF COMMERCE AND LABOR

IN the selection of Oscar Solomon Straus for the post of Secretary of Commerce and Labor, President Roosevelt has chosen for a place in his cabinet an honored son of Columbia. A graduate in arts in 1871, and in law in 1873, Mr. Straus received his training, both academic and professional, at Columbia; and he was one of the alumni, eminent for learning and for achievements, upon whom his *alma mater,* on the celebration of her one hundred and fiftieth anniversary, conferred the degree of doctor of laws.

In previous numbers of this publication, I have recounted some of the notable contributions of sons of Columbia to political science and to the public service.* Beginning with Hamilton, Jay, Gouverneur Morris, and Robert R. Livingston, whose activities cover the Revolutionary times as well as the subsequent formative period of American constitutional history, the roll of those who have won distinction in the various walks of public life is long and illustrious. Since 1877, however, when Hamilton Fish, after serving through the two administrations of President Grant, resigned the portfolio of Secretary of State, Columbia has had no alumnus in the President's official family. She is glad to be represented again in that great national executive council.

The exceptional qualifications of Mr. Straus for the position for which he has been chosen have been universally recognized. To a judgment remarkably sound and sagacious, he unites executive capacity of a high order, while the breadth of his sympathies is attested by the extent and variety of his interests. A lawyer, merchant, and diplomatist, he has achieved unusual success in each field of endeavor. His connection with the public service began in 1887, when he was appointed by President Cleveland as minister to Turkey. In this difficult mission, which he held for two years, he so discharged his duties that, in 1898, when, owing to various causes, the relations between the two countries had become exceed-

* See COLUMBIA UNIVERSITY QUARTERLY, June, 1899; October, 1904

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ingly complicated, he was requested by President McKinley to return to Constantinople, where, by his tact, his firmness and his personal influence with the Sultan, he effected an adjustment of various disturbing questions. And he left behind him, among the members of the diplomatic corps, a reputation for ability which has not been surpassed by that of any other American representative at the Ottoman capital. In 1902, President Roosevelt designated him as successor to ex-President Harrison as a member of the permanent court of arbitration of The Hague.

Mr. Straus's public services have not, however, been wholly or perhaps even chiefly official or governmental. In various public organizations he has borne a leading part. As president of the New York Board of Trade and Transportation, of the American Social Science Association, and of the National Primary League, he has given ample proofs of his public spirit, while his deep interest in the perplexing questions that affect the relations of capital and labor is shown by his activity in the organization of the National Civic Federation. Of this body, of which he is vice-president, he was one of the most influential founders, and he has been one of its most generous and untiring supporters. He has also taken a leading part, during the past year, in the founding of the American Society of International Law; and he is known both in the United States and abroad as one of the most faithful and effective champions of the cause of international arbitration.

It is seldom that a person, so much preoccupied as Mr. Straus has been with public and private interests, finds time for authorship, but, with a disposition naturally studious and an aptitude for letters, he has won an enviable place as a writer of force and originality. His best known works are "The origin of republican form of government in the United States" and "Roger Williams, the pioneer of religious liberty," which were respectively published in 1886 and 1894. He has also published occasional papers on subjects of general interest, such as the reform of the consular service, and citizenship.

I may fitly conclude this brief sketch by saying that, in choosing Mr. Straus for a place in his Cabinet, President Roosevelt has gained a wise counselor, and the public a tried and valuable servant.

JOHN BASSETT MOORE

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THE TENTH INTERNATIONAL GEOLOGICAL CONGRESS

AT the meeting of the American Association for the Advancement of Science, held in Philadelphia in 1876, the suggestion was made by a number of American and Canadian geologists that an international geological congress be established, and Professor Newberry of Columbia was appointed a member of the committee to effect the organization. Correspondence with geologists in other countries brought favorable replies, so that two years later the first meeting was held in Paris. A formal organization was adopted, French was made the official language and the "*Congrès géologique international*" was successfully established. Since then nine additional sessions have taken place, as follows: Bologna, 1881; Berlin, 1885; London, 1888; Washington, 1891; Zurich, 1894; St. Petersburg, 1897; Paris, 1900; Vienna, 1903, and Mexico, 1906. For the fifth congress (Washington, 1891) Professor Newberry was chosen president, but the election involved a tragic element in that the crowning honor of a long life devoted to science came too late for its recipient to enjoy. Already incapaciated by his final illness, Professor Newberry was forced to send his greetings to the delegates from a quiet summer home on Lake Superior.

The tenth congress which has just closed in the city of Mexico, proved to be one of the most satisfactory and enjoyable in the long series. No country the world over affords material of greater interest to the scientist. The lofty snow-clad summits of the great extinct volcanoes, which form so large an arc in the skyline around the national capital, bring home to the observer the irresistible natural forces but recently extinct. The still active cone of Colima proved not too far for an excursion before the sessions opened; and the towering summit of Orizaba, the most elevated point in North America south of Alaska, could be reached in a three days trip during the meetings. The volcanic phenomena are, however, but part of the attractions. Historic silver-mines presented to the

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delegates the phenomena of mineral veins on a very extensive scale. The copper-mines of later development are of even larger dimensions, while gold has been sought and won by both ancients and moderns. In the ruins of Mitla the archæological members encountered material of altogether exceptional importance. The students of structural geology were both astonished and delighted to find in northern Mexico, especially between Monterey and Saltillo, mountain ranges with folds, upright, recumbent, overturned and fan-shaped, not yielding in any respect to the classic ones of the Alps. Because of the lack of vegetation and snow in this arid climate all stood out with remarkable clearness. In some of their outlying spurs a wealth of fossils rewarded the palæontologists. And finally wherever the delegates went, there was the constant charm of a country with a most romantic history; with a baffling past and a lost type of civilization; with a later record of heroic struggles for independence and autonomy; and a present of material development, which is proceeding by leaps and bounds. Everywhere, too, there awaited us delightful hospitality, administered with a courtesy and thoughtfulness which commanded our instant and grateful response, whether from President Diaz, or from the officials of the smallest towns.

After several preliminary excursions the sessions were opened on September sixth by President Diaz in the assembly hall of the Minera, or historic School of Mines of Mexico. Once officially begun, the subsequent meetings were held in the beautiful new building of the Mexican Geological Survey, or *Instituto Geologico*. The director of the survey, Señor J. G. Aguilera, was elected president of the Congress, and the sub-director, Señor E. Ordoñez, secretary. One of the three assistant secretaries for the United States was Heinrich Ries, '92 S, Ph.D. '95, now professor at Cornell.

The sessions were held on alternate days until they closed on September 15. The intervening days were devoted to excursions to points of special geologic or archæologic interest in the environs of the city. Besides the papers on miscellaneous subjects, one day was devoted to a discussion of the variations of climate in past geologic time and another to the problems of the formation of the ores. The first led to a review of the causes of the several glacial

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periods in the past and to the whole question of glaciation in geologic time. In the end two days were necessary in which to satisfactorily cover the ground. The subject of the ores also filled more than one day, the topic being of special interest in a mining country like Mexico. Among others, papers were presented by Walter H. Weed, '83 S, until recently of the U. S. Geological Survey, and by the writer.

At the conclusion of the regular sessions one hundred and twenty-five of the delegates in two special trains were taken on a three weeks' trip through northern Mexico. The party covered some three or four thousand miles and saw a vast amount of material of scientific interest. The excursion started on the night of September 15, and made its first stop on the morning of the sixteenth, the national holiday on which such dire results to foreigners had been prophesied. In the midst of thousands of people assembled to welcome us, we left the train at the little city of Santiago, in the beautiful fertile valley of the same name, in the State of Guanajuato, and neither at this time nor on any subsequent occasion did we receive other than the most courteous treatment. In all the larger mining districts, quite without exception, the writer found old graduates of the "School of Mines," both Mexicans and Americans, oftentimes in positions of great responsibility and trust.

J. F. KEMP

EXHIBITION OF ILLUMINATED MANUSCRIPTS

AN exhibition of illuminated manuscripts, loaned by Mr. J. Pierpont Morgan, was held from October 15 to November 10, in the bibliographical room of the Library. More than twelve thousand visitors were thus attracted to the campus, of whom many came from neighboring cities. The exhibit proved to be the most popular ever given under the auspices of the Library; indeed, it is safe to say that it was the most important display of illuminated manuscripts ever made in this country. Ten centuries of the art of illumination were represented, Europe's mediæval decadence and Europe's renaissance finding eloquent expression.

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Perhaps the greatest prominence attaches to a breviary, a masterpiece of the highest order, which has never before been described, and which seems to be closely related to the Grimani breviary—the most beautiful illuminated manuscript in existence. The Morgan breviary is evidently the predecessor of the Grimani, and obviously illuminated by the same hand. Not only is the technique of each strongly similar, but a number of miniatures, identical in composition, appear in both. Another Flemish manuscript, which the writer is tempted to ascribe to the same school, is a small book of hours of the Blessed Virgin, illuminated in all probability in Bruges about 1490. It contains twelve large and twenty-three small miniatures of unrivaled delicacy.

The collection of manuscripts written and illuminated in France was most comprehensive; the earliest being a codex of the Gospels, written in the neighborhood of Tours in the eighth century, and the latest a French masterpiece of calligraphy and illumination of the end of the seventeenth century. Here belong also a Life of Christ from about 1100, and a French book of hours from the year 1200.

Among a few remarkable English manuscripts were the English Huntingfield psalter, executed about 1170; a thirteenth century English psalter—far superior to continental manuscripts of the same age—belonging to William Morris and containing his enthusiastic description of the volume; a rather peculiar text-book of zoology and cosmography, or a "Beastiary," as this manuscript of 1170 is appropriately named, with one hundred and six miniatures; and a very remarkable hymn-book, written in Gloucester about 1430.

The fifteenth century French and Italian manuscripts were very beautiful. The universal histories of Jehan de Courcy and Orose—large folios, with superb illuminations—deserve special mention. Both manuscripts were once the pride of the Ashburnham collection. Then there was an enormous book about bucolic work and pleasure by Pierre de Crescences; and a French collection of sayings of old philosophers, with forty miniatures of great artistic merit. Many of the texts once belonged to royalty. A Bible written in minuscules about 1200, and illuminated with one hundred and forty small miniatures, was the property of Philip II, whose arms are impressed

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upon the covers. Another beautiful little volume, a book of hours with excellent miniatures, was the property of King James II. Other books of hours belonged to Louis XI, Louis XIII, Philip, Duke of Orleans—the Regent. A sixteenth century Life of Christ was especially written for Francis I. The first miniature in this represents the French king accepting the book from the illuminator and presenting the latter with a purse.

The latest manuscript on exhibition was a superb production written and illuminated by Patel, Jary, and Le Brun, containing four devotional treatises written for Anne d'Orleans, the Duchess of Montpensier. It certainly is the best the seventeenth century could produce. The Attavantes, the Gerards, the Memlings, the Clovios were then dead, and their art forgotten, never to be revived.

VLADIMIR G. SIMKHOVITCH

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E. H. M.

But yesterday we saw him face to face,
Colleague and comrade, gentle, modest, wise;
In vain today in his accustomed place
We wait to win a welcome from his eyes.

Be his the happiness and ours the tears!
He hid a bitter sorrow in his breast;
Now comes the end of all his lonely years,—
God, lead him home to Her and give him rest!

F. D. S.

EDITORIAL COMMENT

Alumni Representation in College Government

In an address on "American universities" which President Eliot delivered at Yale in November, 1905, he discussed at some length the very marked tendency of American colleges and universities to place the power of administration to a great extent in the hands of their graduates, and remarked that it was so natural and so proper to give some influence over the fortunes of a college or university to the body of its graduates that the tendency was certain to make itself felt more and more. Harvard was the first institution to give representation to its alumni in one of its governing boards, and the latest to give its alumni similar recognition is the Massachusetts Institute of Technology.

The last number of the *Technology Review*, published by the Institute, contains an extremely interesting and thorough statistical study of the various systems of electing trustees, which are now in operation in seventy-three representative colleges and universities. The facts adduced seem to justify the writer's assertion that "some participation of alumni is almost universal in American college government today," since it appears that out of the seventy-three colleges investigated, only seven are without it. In forty-two colleges the alumni are formally represented in the government, and in twenty-four the governing boards are largely composed of alumni. As to the latter class the writer remarks: "This, however, is but the participation of individuals, not alumni representation, and does little to conserve the alumni interest, unlike that formal representation by representatives chosen by the alumni themselves."

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The more usual plan is to allow the alumni at large to elect representatives by ballot, the vote being cast by mail, but in several instances the alumni nominate and the trustees elect. At Dartmouth, for instance, where the charter provides for a self-perpetuating board of trustees chosen for life, the trustees invited the alumni to "nominate" one candidate every year with the tacit understanding on the part of the trustees that they would elect such nominee, and with the understanding on the part of the nominee that he would resign at the end of five years. By this means the alumni are given five representatives, each of whom serves for five years. It is "reported that the plan works admirably."

As regards the length of term, the writer continues:

The term of office of alumni representatives is usually three to six years. Compared with election for life, this short term has many advantages. The short term permits of bringing to the service of the college many more of the strongest of her sons. By the wider distribution of representatives which this greater number makes possible, many more of the alumni may be kept in touch with the college through a member of the government personally known to them. The short term makes representatives responsible to the alumni who elect them, in that they need not be returned unless they have served the college well. This makes them more truly alumni representatives, and furnishes an incentive for the alumni to watch their representatives' work. Finally and not the least important, the short term involves regular and frequent balloting, itself an effective agency for keeping the alumni interest keen. In thirty-three out of forty colleges the representatives are chosen for short terms.

President Tucker of Dartmouth also has something to say on the subject of alumni representation. In a recent address he states it as his opinion that

A fourth condition affecting incidentally the administration of the modern college is the incorporation of the alumni through their authorized representatives into the governing board. Alumni representation is in some form characteristic of every college which is self-governed, and it is beginning to find a place in institutions governed by the State. Representation on the governing board changes the relation of the alumni from that of sentiment to that of responsibility. It virtually unifies the whole body academic. In the old walled cities there are places known as so and so "within and without." Every college today has its "within and without," but they are one. And in their oneness very much of the new power of a college lies. The responsible cooperation of the alumni creates certain mutual obligations which ought to be recognized and acknowledged in the whole sphere of administration.

It is a noticeable fact that the growing tendency, as President Eliot describes it, has been encouraged by the trustees, who in many instances

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have taken the initiative in giving representation to the alumni, and experience seems to prove very conclusively that, on the whole, the system has proved a success, wherever it has been tried.

The Kaiser Wilhelm Professorship

Professor Hermann Schumacher delivered his inaugural address at the opening exercises of the University on September 26. As the first incumbent of the Kaiser Wilhelm professorship of German history and institutions he conveyed to America in general and to Columbia in particular the greetings of the University which he represents and of the sovereign whom he serves. The opening lecture of his course on industry and banking in Germany took place on October 4, in the presence of some two hundred auditors. His seminar, restricted to about twenty-five advanced students, deals more in detail with the economic problems of Germany, as compared with those of the United States. Both courses have proven themselves to be successful in a high degree. Professor Schumacher possesses unusual qualifications for the work which he is conducting. A long experience in the administrative service of his fatherland, several journeys of investigation to countries as far separated as America and China, the presidency of the great college of commerce in Cologne, the professorship at Bonn, and the responsible position of preceptor in economics to the princes of the German imperial family—all these combine to give him an acquaintance with actual life, a scholarly attitude towards pending problems, and a capacity to put his conclusions in telling form, which have already exerted their influence on the American students. Professor Schumacher is the author of an extensive list of scientific publications on economic problems, such as transportation, banking, exchanges, and the conditions of eastern Asia. Through the medium of lectures and addresses, in English and in German, before various organizations outside of the University, and in still other ways, the influence of his work has extended to wide fields, thereby amply demonstrating the wisdom of the plan of exchange in force between Berlin and Columbia.

Annual Reports 1905-1906

The annual reports of the president and the treasurer were published in November. The president's own report is considerably longer than that of previous years, the additional space being devoted largely to a careful analysis of the salaries of professors during the past fifty years—both the actual salaries and their comparative purchasing power. The concluding paragraph reads:

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"The important facts, then, are: first, that the present average salary paid to a Columbia University professor is but one-half of the sum fixed as necessary thirty years ago; and, second, that the cost of living has meanwhile increased between 10 and 20 per cent. The purchasing power of the average salary of 1906 is, therefore, hardly more than 40 per cent. of the purchasing power of the salary established in 1876. In other words, the great and noteworthy expansion of the University which has been brought about by the labors of the University teachers has also been brought about at their expense."

The table showing the financial conditions and operations of the University for the year ending June 30, 1906, is as follows:

(The figures for real estate given in the following table are the assessed valuations on the records of the Bureau of Taxes and Assessments in the City of New York.)

Property owned, June 30, 1906:	Columbia University	Barnard College	Teachers College*	College of Pharmacy	Totals
1. Occupied for Educational Purposes	$7,697,000 00	$525,000 00	$1,595,000 00	$125,000 00	$9,942,000 00
2. Held for Investment	22,863,809 92	684,210 31	719,588 57	—	24,267,608 80
Total	$30,560,809 92	$1,209,210 31	$2,314,588 57	$125,000 00	$34,209,608 80
Outstanding Debt	3,271,000 00	25,874 36	—	100,000 00	3,396,874 36
Annual Budget for 1906–07:					
1. For Educational Administration and Instruction	$1,188,616 73†	$110,895 00	$399,068 18	$28,894 00	$1,652,173 91
2. For Interest on Debt.	99,120 00	—	—	4,500 00	103,620 00
Total	$1,287,736 73	$110,895 00	$399,068 18	$33,394 00	$1,755,793 91
Income for 1905–06:					
From Fees of Students	$535,043 47	$53,776 83	$314,948 65	$37,582 09	$941,351 04
From Rents	383,176 02	—	—	—	383,176 02
From Interest	163,064 24	28,154 58	28,942 34	—	220,161 16
From Miscellaneous Sources	131,505 92	10,067 07	4,311 01	9,868 05	155,752 05
Total	$1,212,789 65	$91,998 48	$348,202 00	$47,450 14	$1,700,440 27

The other special sections are upon the Carnegie foundation for the advancement of teaching, the Theodore Roosevelt professorship, the cooperation between Yale and Columbia, the organization of the faculty of fine arts, the problems with regard to athletic sports and the allied subject of the proposed University stadium. The text of the State bill authorizing the filling in of the land for this purpose is printed as an appendix. The appendices include also an important report of the committee on finance to the trustees as to the general financial condition of the University.

* Including cost and income of the Horace Mann School, for 1905–06

† This includes by duplication the Barnard College salary item of $75,300

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The report of the treasurer contains a new table, showing in convenient form the cost of the development of Morningside Heights since 1898, and the gifts and legacies which have gone to pay for these expenses.

Professor Van Amringe's report, as dean of Columbia College, includes a recommendation that in general the instruction of first and second year students should be by recitation and commentary rather than by lecture, and deals also with the new system of College tuition fees which is to go into effect July 1, 1907. The report of the dean of the law school deals with questions concerning the program of studies and the requirements for admission. The report of the dean of the medical school calls attention to the increased clinical facilities offered to the upper classes. In the fourth year the scheme for 1905–06 gave each student four hundred and fifty-four hours of theoretical and clinical instruction in large classes, and four hundred and fifty-two hours of section work in which the student comes into personal contact with individual patients. The new plan divides the work so that the student will receive two hundred and ten hours of classroom instruction and eight hundred and ninety-eight hours of section work. The details of the proposed development of the anatomical museum made possible by the generosity of Mr. E. S. Harkness, are given elsewhere in this issue. The report of the acting dean of the faculty of applied science deserves careful study. It shows the close thought that Professor Sever has given to the problems before him, and the remedies for existing weaknesses which he suggests, while radical, seem thoroughly practicable. Professor Wheeler, as acting dean, presents the first report of the faculty of fine arts, from which we quote the following:

What is the function of a university in teaching the fine arts? How can it be of most service on one hand to the professional artist, the chief part of whose training must always remain in the studio, and, on the other hand, how can it best serve the student who would approach the study of art from the point of view of history and æsthetics? These questions are fundamental, and it is of vital importance that their full purport should be realized in providing for the development of the school. Many artists feel, and from a strictly professional point of view probably rightly feel, that the university has little to do with instruction in art. Nevertheless, the professional artist, if he is able even for a brief time to come into contact through outside study with the works of those minds who have guided human history in its various forms, ought to find thereby stimulus and enlightenment in his own endeavors, for the painting and the statue are after all but the expres-

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sion of the human idea which inspires their creation. The university may then in an indirect way be of service to the professional artist, but its most important function, in my judgment at least, is to provide for the needs of those whose study is directed chiefly toward the historical development of art, and the problems of æsthetics.

Other sections of the report which are of unusual interest are paragraphs in the report of the dean of Teachers College with regard to the opportunities open to well-trained women teachers in domestic art and domestic science; the recommendations of the director of the summer session with regard to the expansion of that important part of the tender of the University; the suggestion of the secretary of the University that the present system of award of scholarships and prizes has been outgrown; the report of the superintendent of buildings and grounds as to the administration of the residence halls and the commons; and the librarian's inclusion of the officers of instruction as an "ex-officio staff" so far as purchases are concerned.

The New Program of Studies

In commenting in the QUARTERLY for June, 1905, on the new program of studies for Columbia College, we suggested that its two most important features were probably the adoption of the half-year unit, making it possible for students to enter the College in February, and the provisions regulating grades and credits. The new program has now had a year of trial, with some interesting results. Twenty-nine new students entered the College in February and were thus able to take up their work immediately on leaving the preparatory schools. A number of students who planned to enter other schools of the University where the half-year unit does not obtain, took the College entrance examinations and spent a half-year in the College. It appears evident, therefore, that the provision for mid-year entrance has met a genuine demand and operated to the advantage of both College and students. It is especially significant that students who do not intend to complete the College course have nevertheless availed themselves of its privileges preparatory to entering other schools of the University.

The new program provides that students who have attained particular excellence in scholarship will receive additional credit, while none can be credited with more than one course in which he has received a D. The Registrar has furnished the figures illustrating the operation of this provision so far as it affected the matriculated students of last year. For the first half-year twelve students received

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two A's; fifteen, three A's; six, four A's; four, five A's; six, six A's; and one, seven A's. None of these students received less than B in his other courses. According to the operation of the rule twenty-six students received one point extra credit; eleven, two points extra credit; and seven, three points extra credit. For the second half-year, twelve students received two A's; twenty-one, three A's; six, four A's; seven, five A's; five, six A's; and one, seven A's. Thus thirty-three students gained one point extra credit; thirteen, two points; and six, three points. There were in the first half-year fifty-two students who received two D's; thirteen, three D's; three, four D's; and one, five D's. In the second half-year thirty-three received two D's; and sixteen, three D's. The total number of students affected by this provision was 511 for the first half-year and 528 for the second. An examination of these figures shows that the new rule tended to raise the standard of scholarship in the second half-year. Sixty-nine points extra credit were gained in the first half-year and seventy-seven in the second, while no student received more than three D's in the second half-year and the number receiving two D's was nineteen less than in the first half-year.

The new program provided also for a course of study leading to the degree of bachelor of science. At the conclusion of the year there were enrolled in this course in all classes one hundred and fourteen students, while candidates for the degree of bachelor of arts numbered four hundred and forty-one.

Among the prescribed courses of the old program were one half-year in psychology and one half-year in economics. These prescriptions were replaced in the new program by a course for one year in the principles of science, and the courses in psychology and economics were changed to full year courses and made elective. It is interesting to discover that although the registration in these courses last year fell off considerably from what it had been in years previous, it has returned this fall to almost its former status. The theory of prescribed courses, namely, that students do not naturally tend to take the courses which are supposed to be of greatest importance for their intellectual development, is somewhat impaired by this fact.

The New College Fee System

After July 1, 1907, the system of tuition charges in Columbia College is to be materially changed. Instead of having a flat charge of $150 per annum for tuition, the fees are to be fixed at the rate of $5.00 per point,—a point being academic work requiring attendance for one hour a week during a single half-

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year. This change will neither increase nor diminish the total fee for students who take only one year of residence for a College degree, and will occasion no pecuniary loss to the College in the case of students who finish the course for an academic degree in less than four years. Under the old charge an increasingly large number of students were completing the requirements for the degree in three years, and paying therefor $450 instead of the normal $600. In his latest report as dean, Professor Van Amringe offers the following comment on the new arrangement:

> This new statutory fee, therefore, taken in connection with the provisions referred to as to grades and credit in scholarship must stimulate "good" students to become "excellent," as high grades not only give honor to a student but save him time and expense by awarding him additional points towards a degree. In like manner they must stimulate "poor" students to become at least "fair" by penalizing them not only in time but in their purses for poor work as, by getting more than one D ("poor"), they will lose all the points assigned to all the courses, except one, in which D is given—thus necessitating a payment of five dollars for the opportunity of making good each of the points lost. A mark of F ("failed") in a prescribed subject will necessitate the paying over again for the privilege of taking again the same course, and so doubling the expense to a deficient student of a prescribed course. Such additional charges as those referred to are sound and just from every point of view, will probably bring strong family pressure to bear upon indifferent students, and may aid in solving the vexed and perplexing question of student absences from duty.

The New Dean of Applied Science

The selection of Mr. Frederick A. Goetze by the Trustees as dean of the faculty of applied science is, so far as we know, the first instance of a transfer from the purely executive side of the staff of a university to an important faculty position. The departure is an interesting one and we do not see how it could be made with better chances for success than in the present instance. The importance and dignity to which Mr. Goetze has raised the position of superintendent of buildings and grounds is well known in the University, but few realize the ceaseless devotion, in season and out of season, which this has involved. The students in applied science may well congratulate themselves that the same patient and resourceful devotion is from now on to be at their service also.

Mr. Goetze will assume his new duties on January 1, 1907, relieving Professor George F. Sever, who has served as acting-dean since the retirement of Professor Hutton from the deanship on July 1, 1905.

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Mr. Goetze received his general and professional training at the Stevens High School, at Cooper Union, and at the schools of applied science of the University. He has also had extensive practical experience in engineering and in administrative work. From 1895 to 1899 he was assistant superintendent of buildings and grounds at the University and was advanced to the superintendency in the latter year. He has also been nominated for the newly created position of consulting engineer of the University.

Mr. Henry Lee Norris, a graduate of the Stevens Institute in the class of 1902, now assistant superintendent of buildings and grounds, was appointed superintendent to succeed Mr. Goetze.

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THE UNIVERSITY

FACULTY OF MEDICINE

Department of Anatomy.—The most important advance of recent years in the development of the department has been made possible during the preceding session through the liberality of one of the friends of the University. For the past fifteen years the energies of the department have been directed largely towards the building up of an adequate equipment for undergraduate and research work in vertebrate morphology. During this entire preparatory period the collections of the department have been steadily and continually increased, until now the University is in possession of unrivaled material for instruction and investigation. To place this material in proper shape for the use of the undergraduate student in medicine there was required the establishment of a permanent students' museum, in which the selected preparations, mounted in readily accessible shape, and provided with the necessary explanatory text, should at all times be available for self-study and review in direct connection with the courses offered by the department. This has now become possible, and the second floor of the anatomical building has been fully equipped with exhibition stands. The department hopes that during the present winter a great part of the collections can be installed in this space, and that one of the most urgent needs of medical instruction will thus be satisfactorily met.

At the coming meeting of the Association of American Anatomists, to be held during Convocation Week at Columbia University, in conjunction with the meeting of the American Association for the Advancement of Science, the departments of anatomy of Princeton and Columbia are planning to present results of conjoined work extending over several years on the morphology and embryology of portions of the vascular system. The advantage of such cooperation and of the combination of the material at the disposal of both universities in the prosecution of scientific work has greatly commended itself to the officers engaged, by reason of the mutual stimulus obtained by the association and the more complete character of the results.

Department of Bacteriology and Hygiene.—The department of bacteriology and hygiene has been set apart from the department of pathology as an independent department. Professor Hiss has been pro-

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moted from an adjunct professorship to a professorship of bacteriology and assigned to a seat in the faculty of medicine.

The changes inaugurated in the undergraduate and advanced courses in this department during the past academic year have proved advantageous. The lengthening of the course required of medical students has permitted a broader presentation of bacteriological methods and of their practical application to the solution of problems of disease and therapeutics. The advantage of the change in the time of giving the advanced course from the months of January, February, and March, to those of November, December, and January, is witnessed by the fact that nearly without exception students have availed themselves of the opportunity of carrying on further studies and research during the remainder of the year.

During the spring and summer members of the staff of the department and advanced workers were actively engaged in research work: Dr. Wadsworth on opsonins and on certain phases of experimental pneumonia as related to the crisis in this disease; Professor Arnold Knapp on opsonins; and Dr. C. E. North on the bacteria of milk from healthy and diseased cattle. Dr. Zinsser spent the summer months in Europe, studying in Vienna. Professor Hiss was also absent in Europe during the spring and summer.

Department of Clinical Pathology.—In response to the increased demand for the practical instruction of students in laboratory methods of diagnosis, a number of changes have been made in the teaching force and the courses of instruction in clinical pathology. It was felt that this great increase in the use of the methods of clinical pathology in medical diagnosis warranted the creation of a separate department in the former subject, which had previously been intimately connected with the department of pathology. In accordance with this view, an independent department of clinical pathology has been established, and Dr. Wood, the adjunct professor in charge of that subject, has been advanced to a full professorship with a seat in the faculty of medicine.

The systematic course in clinical pathology given to students in the third year will be continued as heretofore. This course offers an opportunity for the development of the general principles of the subject, together with a certain amount of practical work adapted to beginners in the field. In order, however, to give more advanced students an opportunity to apply the facts and methods that they have learned to the practical diagnosis of disease, they must have laboratory facilities while they are studying patients. This can evidently only be done in a

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hospital or clinic. A new course has therefore been started in connection with the work of the Vanderbilt Clinic. During the past summer an extension was built to a small laboratory previously employed by the staff of the clinic. The new building is of sufficient dimensions to permit ten to twelve men to work simultaneously, this being the size of the fourth year sections. By the opening of the fall term this laboratory was equipped with the necessary instruments for clinical tests. The room is open from 9 a. m. to 1 p. m., and from 2 to 5 p. m., under the charge of two newly appointed assistants to Professor Wood, and thus three groups of students may work for a period of two hours each. The students obtain specimens from the patients in the Vanderbilt Clinic, or even bring the cases into the laboratory and there conduct all necessary examinations. Part of the work is carried out in conjunction with Professor Lambert's course in applied therapeutics, the laboratory tests often furnishing points of practical value in suggesting lines of treatment. Students who have been working in the hospitals under the supervision of the professor of medicine or other clinical teachers are also allowed to bring specimens for examination. The fourth year students who are assigned to the medical rooms in the Vanderbilt Clinic during the afternoon hours also use the laboratory from two to five o'clock in making examinations of cases.

Professor Wood carried out during the summer some experimental work on the nature of the lesions produced in the kidney by the action of certain toxic substances. During the past year Dr. D. S. D. Jessup was appointed pathologist to the Hahnemann Hospital, a position that offers valuable opportunity for obtaining material and for the scientific study of disease. The recent increase in the staff of the department by the appointment of Doctors James C. Greenway and Peter Irving has doubled its teaching force and thus gives much greater facilities for practical instruction. The further development of the department in offering opportunities for research work by advanced students and graduates is now being planned. A beginning has already been made through an anonymous donation for the purchase of instrumental equipment.

Department of Genito-Urinary Diseases.—The summer course in this subject was conducted by Dr. Whiting during June at the Vanderbilt Clinic and in the wards of Bellevue Hospital. Dr. Reynolds has been promoted from an assistantship to an instructorship. The equipment of the department has been increased by the addition of new examination tables, instruments, books of reference, charts and models.

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Several interesting specimens have also been added to the pathological collection.

Department of Neurology.—Professor Starr has in press a new work upon nervous diseases of over eight hundred and fifty pages with two hundred and eighty-five illustrations. This contains a complete revision of his previous work, "Organic nervous diseases," with the addition of a second part dealing with functional nervous diseases, and thus covers the entire subject of neurology. There is a large amount of original work in this volume founded upon a careful study and analysis of the enormous clinical material which has been available in the Vanderbilt Clinic during the past twenty years. Several of the clinical assistants have aided Professor Starr in working up this material. Dr. Goodhart has analyzed two thousand two hundred and thirty-nine cases of chorea, Dr. L. Pierce Clark one thousand seven hundred and fifty cases of epilepsy, Dr. T. Stuart Hart two hundred and twenty cases of *paralysis agitans,* and to these statistics Professor Starr has added many cases from his own private material.

Professor Starr gave an address at the annual meeting of the American Medical Association, held at Boston in June, on "The present status of brain surgery." The paper aroused much interest and considerable discussion and has been translated and published in Vienna and Paris.

Dr. W. P. Spratling, of the Craig Colony of Epileptics, recently delivered a lecture on epilepsy before the third and fourth year students, which was illustrated by a number of biograph pictures of patients suffering from epileptic attacks. Professor Pierre Janet, of the University of Paris, gave a lecture before the third and fourth year students upon "Suggestibility as an evidence of the state of mental hysteria." Professor Janet has been delivering the Lowell lectures in Boston this year and also gave a course of lectures at Harvard on hysteria and its manifestations. Professor Janet is known as one of the most original workers and writers on the pathological side of psychology, and his lecture was fully appreciated both by the medical students and by the students in the psychological department who were invited to attend.

Professor Peterson is spending the winter abroad, and is visiting the chief psychiatrical clinics of Germany with the view of obtaining all possible information which may aid in his project of establishing a modern central municipal reception hospital for the insane in New York City.

Professor Bailey spent four months during the spring and summer

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at the clinic of Professor Kraepelin in Munich. This is now the center of much work in mental diseases and attracts students from all over the world. Professor Bailey will give during the spring a course of lectures upon medico-legal subjects, which will be of value not only to the students of medicine but also to law students. He will deal with traumatic neurosis, which gives rise to much litigation for damages against railways, the effects of alcoholism and drug habits upon the mind, and testamentary capacity as influenced by diseases of the mind and nervous system and by old age.

Dr. Charles Alwood, the senior assistant at the neurological clinic, has just returned from a year of study in Vienna, Berlin and London.

Department of Pathology.—Since its origin in the laboratory of the Alumni Association of the College of Physicians and Surgeons nearly thirty years ago, at a time which marks the beginning of systematic laboratory instruction in the medical schools of this country, the department of pathology has formed a center around which have been grouped, as they have developed, a series of more or less closely related disciplines. These are normal histology, bacteriology and hygiene, clinical pathology and embryology. Each of these themes is now represented by separate practical courses of laboratory instruction. While this grouping of themes is a natural result of the way in which one by one they have been developed and brought into the curriculum of the medical school, the administration of so many laboratory courses under one direction has become less and less practicable and wise, as each has become broadened and more complex with the advance of science. With the opening of the present college year, bacteriology and hygiene, and clinical pathology have been made independent subjects, Dr. Hiss being made professor of the former and Dr. Wood of the latter.

Department of Pharmacology, Materia Medica and Therapeutics.—Several changes in the courses of instruction in this department have taken effect during the present year. The course for second year students now includes one weekly lecture by Dr. Bastedo, and two weekly recitations, conducted by Doctors Bastedo and Richards, throughout the year, on materia medica and pharmacology. Dr. Jelliffe's lectures on the nature and source of drugs, which are given weekly during one-half of the year, and the laboratory instruction in pharmacy under the direction of Dr. Bastedo, which consists of one exercise each week during the whole year, are continued as heretofore. In addition to the lectures given to the students of the third and fourth years by Professors Herter and Lambert, short courses of lectures on selected sub-

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jects in pharmacology and therapeutics are given to the third year students by Drs. Williams, Patterson, and Richards. The topics are amplified and emphasized by Dr. Williams in a series of weekly recitations. The latter also conducts systematic instruction for the third year students in therapeutics. An optional laboratory course in experimental pharmacology by Dr. Richards is also open to the third year students. Instruction in applied therapeutics has been extended to cover four hours in the morning instead of a single hour, as heretofore. During this increased time the students are brought into personal contact with more patients and act in a great measure as assistants in the routine work of the Vanderbilt Clinic. In this way they are enabled to study many types of disease, especially those of lesser ailments which ordinarily are not considered of sufficient importance for clinical instruction, and at the same time the rarer and severer types of disease are not neglected.

Some of the results of the investigations carried on during the past year by Professor Herter and his co-workers were presented by him before the Harvey Society on November 3, in a lecture entitled "The common bacterial infections of the digestive tract and the intoxications arising from them." A more extensive presentation of the work will be made in a book shortly to be published by the Macmillan Co. The results of the investigations of Dr. Richards, in collaboration with Dr. Howland of the department of pediatrics, concerning experimental intoxications with indol and skatol, were presented at the annual meeting of the American Society of Pediatrics, held in May at Atlantic City, and at the June meeting of the Society for Experimental Biology and Medicine. Further work on this and similar subjects is now in progress.

A machine for the manufacture of liquid air has been erected in the College under the auspices of this department, and during the past summer has been placed in running order. By means of the apparatus it is possible to obtain in a suitable form for investigation the intracellular juices of bacteria and of cells of animal tissues. The liquid air is also available for use in the treatment of certain diseases of the skin, and successful results from its application at the Vanderbilt Clinic have been reported.

Department of Physiological Chemistry.—The laboratory of physiological chemistry at the College of Physicians and Surgeons was open to investigators throughout the summer. The head of the department and several assistants were present in the laboratory daily. A number

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of investigations in progress during the winter were completed and other work inaugurated. Several medical students and practitioners availed themselves of the opportunity thus afforded for special research under guidance.

During the summer Mr. Welker, in the capacity of expert chemist, assisted the borough authorities of Red Hill, Pa., in their effort to secure a satisfactory water supply. Mr. Welker's analytic results will be made part of a report of the Pennsylvania State Board of Health. Doctors William Salant and Nellis B. Foster have been reappointed fellows of the Rockefeller Institute for Medical Research. They will continue the researches they have had in progress during the past year and will develop several new phases of the problems they have been investigating, mention of which was made in a recent issue of the QUARTERLY. Mr. A. D. Emmett, a graduate of the University of Illinois, has been appointed a scholar in physiological chemistry.

During the past few months a number of communications have been presented to various societies by workers in this department as follows: to the American Medical Association by Professor Gies and Dr. Salant; to the Society for Experimental Biology and Medicine by Professor Gies, Dr. Salant, Dr. Foster, Mr. Welker, Mr. Berg, and Mr. Lucas; and to the New York Academy of Medicine by Dr. Foster.

In conformity with plans which have been proposed by the head of the department to effect more intimate cooperation between this department and various other departments of the University, Nellis B. Foster, M.D., clinical assistant in applied therapeutics, has been appointed an instructor. He will assist in the work of developing instruction and research in pathological phases of biological chemistry. A room has been provided in Fayerweather Hall for the conduct of cooperative researches by workers in the departments of physics and physiological chemistry. During the past year a biochemical research on the distribution of radium in the animal body was made possible by the cooperation of Dr. Pegram of the department of physics with Dr. Meyer of this department. A number of similar investigations of biochemical importance, in which the polariscope, spectroscope and other special instruments of precision will be employed, are about to be inaugurated by workers in this department and the department of physics. Dr. Lüpke, bacteriologist of the Sloane Maternity Hospital, is now receiving the assistance of Mr. Welker of this department in chemical work of clinical importance. Dr. Gies has begun the collection of a fund for the special encouragement of biochemical research. About a thousand

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dollars have already been contributed. It is hoped that a considerable amount may be raised in order that the extending activities of the department may be aggressively maintained.

It was found on examination of the records of the first year students of medicine that all but about a dozen have taken courses in general chemistry before their entrance to the medical school. For two years it has been announced that, beginning with the session of 1907–08, general inorganic chemistry would be required for admission and that the time heretofore devoted to inorganic chemistry would be given to an extension of the work in organic chemistry. The fact that nearly all the students of the present first year class in medicine have already passed satisfactory courses in general chemistry has made it possible this year to abbreviate the work in inorganic chemistry and to give more time to organic chemistry. A course in biological chemistry will be offered to the members of the University section of the junior class in the School of Pharmacy during the months of April and May. The course will be given by Professor Gies at the Medical School.

Mr. Edward C. Brenner, a third year student of medicine, has recently issued a volume entitled "Questions and answers in physiological chemistry." The book is intended for the special use of the medical students who take the required work in physiological chemistry.

Professor Gies is a member of the local executive committee for the meetings of the American Association for the Advancement of Science, and is chairman of the sub-committee in charge of the physiological division of the scientific exhibition to be held under the auspices of the New York Academy of Sciences at the American Museum of Natural History during Convocation Week.

Department of Physiology.—During the past June Dr. Emerson offered for the first time a very successful course of eighteen exercises consisting of an experimental laboratory study of the pathology of function. Some of the more usual pathological lesions of the circulatory and respiratory systems were reproduced for the sake of observing their effects upon function, as well as upon structure locally and generally. In so far as possible, graphic records were made of the effects. The relative values of various diagnostic and therapeutic measures in the discovery and treatment of the errors produced were tested. The course was attended by four undergraduates and two graduates. Dr. Emerson has been appointed instructor in medical diagnosis at the dispensary of Bellevue Hospital.

During August Professor Lee attended the meeting of the British

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Medical Association at Toronto and presented some of the results of his investigations of fatigue, under the title "The causes of fatigue in certain pathological states." The titles of Doctors Shearer, Bingham and Keator have been changed from assistant demonstrator to demonstrator. Joseph Grant Yocum, a graduate of Stanford University in 1897, and of the Columbia School of Medicine in 1901, has been appointed demonstrator. After receiving his degree of M.D., Dr. Yocum served for three and one-half years in the hospitals—first as house physician at the City Hospital; then as house surgeon at the Presbyterian Hospital, and lastly as resident physician at the Manhattan Maternity Hospital. He is assistant visiting surgeon at Trinity Hospital, and assistant physician at the dispensary of the Presbyterian Hospital.

Faculty of Political Science

Department of Public Law.—Professor Burgess, dean of the faculty of political science, is absent this year, occupying the Theodore Roosevelt chair of American history and institutions at the University of Berlin. His work in Columbia University is being given by Professor Shepherd and Dr. Beard, of the history department.

Professor Goodnow spent three months during the spring and summer in England as a member of the Commission appointed by the National Civic Federation to investigate public ownership in Great Britain. He was chairman of the sub-committee which laid out the scope and plan of the Commission's work. During the summer he also published two volumes of "Cases in administrative law" under the sub-titles "Government and administration" and "The law of officers." In the absence of Professor Burgess, Professor Goodnow is acting as dean of the faculty of political science.

Department of History.—Professor Sloane delivered an address on the teaching of history in colleges before the College of the City of New York in May. During the summer he was engaged in preparing a new edition of his "Napoleon."—Professor Dunning devoted his vacation to writing a "History of the United States from 1865 to 1877," which he is contributing to the American Nation Series.—Professor Osgood published during the summer eight volumes of the records of the City of New York. In this work he was assisted by Mr. Austin B. Keep.

Professor Shepherd is busy with his report for the Carnegie Institution on American archives in Spain, and in the preparation of an atlas of general history. He is also serving as judge of the manuscripts sub-

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mitted in the competition for the John Barrett prize offered for the best paper on Latin-American relations.—Professor Shotwell has resumed his work after a two years' leave of absence abroad.—Dr. Beard has issued through the Macmillan Company an "Introduction to the English historians," and is collaborating with Professor Robinson in the preparation of a manual of "Modern European history," which will be published by Ginn & Company.—Dr. Haworth, of the history department of Teachers College, has been appointed lecturer in history in Columbia. His thesis on "The disputed presidential election of 1876" has been published by the Burrows Brothers Company.

*Department of Economics and Social Science.**—Professor Alvin S. Johnson, who was called to a professorship at the University of Nebraska, has been replaced for this year by Dr. A. C. Whitaker, who is taking a year's leave of absence from his professorship at Stanford University.

Professor Seligman's book on "The shifting and incidence of taxation" has been translated into Italian. His book on "The economic interpretation of history" has been translated into Japanese, and no less than three Russian translations of the same work have appeared during the past year. One of these has been published in a very large edition at the price of seventeen kopeks (eight cents).

The doctor's dissertation of Mr. G. S. Snyder on "Railway taxation in Wisconsin" has been accepted for publication by the American Economic Association. Several doctor's dissertations of past and present fellows in the department of economics are nearing completion. Among these are dissertations by Mr. E. E. Agger on "State budgets"; Mr. Wing on "The greenback issues in Maine"; Mr. Gilbert on "The fiscal and industrial history of Oregon"; Mr. Jacobstein on "The tobacco industry"; Mr. Friedman on "Taxation in Massachusetts since the Civil War"; Mr. Guthrie on "Pre-revolutionary socialism," and by Mr. Williamson on "The economic history of Cincinnati."

Professor Seligman has been appointed by Governor Higgins to membership in the commission to revise the system of taxation in New York. He has also been elected to the board of directors in the Merchants' Association of the State of New York.

On October 9 Professor Seager began a course of nine lectures before the School of Philanthropy; three treat of English social reformers, and the remaining six of economic changes during the nineteenth century.

* A notice of the activity of Professor Hermann Schumacher will be found under "Editorial Comment."

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From April 19 until the end of July Professor Devine was on leave of absence, being in charge, by appointment of the American National Red Cross, of the relief work in San Francisco. The administration of the great relief fund, approximately ten million dollars, in addition to the government appropriation of two and a half million dollars, affords the most conspicuous example in the world's history of cooperation and organization in relief work. Generous and emphatic recognition of the assistance given during the first four months of this work by the special representative of the Red Cross has been given, not only by the national officers and executive committee of the Red Cross itself, but by the commanding general of the Army, the governor of California, the mayor of San Francisco, and the volunteer citizen committees, with all of which bodies Professor Devine sustained continuous and cordial relations throughout his service in San Francisco. During July he was chairman of the relief commission, which succeeded the army and Red Cross in the executive administration of relief, and he was the first chairman also of the rehabilitation committee, which has charge of the disbursement of large sums to individual families for the purpose of reestablishing them in their homes and in income-producing occupations. One of the most pressing problems which have arisen in San Francisco—the housing problem—is discussed by Professor Devine in the December number of the *Political Science Quarterly*.

Faculty of Philosophy

Department of Anthropology.—With the present year the general plan of instruction in anthropology has been considerably changed. Besides the introductory course which has been given by Professor Farrand for a number of years, a new introductory course on general ethnography, given by Professor Boas, has been added, which, with the course on prehistoric archæology given by Professor Saville and Dr. Berkey (the latter of the department of geology), enable the student to obtain a comprehensive view of the subject in three of its important branches. Furthermore, the course on the statistical study of variation, which has been given by Professor Boas for a number of years, and which was intended as an introduction to this subject, for students of anthropology as well as for students of psychology, biology, and social sciences, has been given a more proper place, being now given in the mathematical department, the course being intended as a preparation for statistical work of all kinds. This has made it possible to introduce as a new course in anthropology an introductory course in

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anthropometry, which is given by Professor Boas. Among the more advanced courses, Professor Farrand continues his discussions of ethnological subjects. The course on ethnography has been so reorganized that the ethnography of America and Siberia, and that of Africa, Polynesia, and Australia, will be given in alternate years. The ethnography of eastern Asia is taken care of in two courses given by Dr. Berthold Laufer. Instruction in American archæology is continued, as formerly, by Professor Saville and Mr. Bandelier. The course in American languages, which heretofore has been given as a two-year course, has been divided into an introductory and an advanced course, both being given every year by Professor Boas.

Professor Saville spent the summer in Ecuador, investigating the archæological remains of the coast province of Manabi, and of the ancient Puruhas in the vicinity of Riobamba in the interior. This work was undertaken in order to gather material bearing on the ancient cultures of the great region in northwestern South America lying between Peru and Panama. The investigation will be continued next year in northern and southern Ecuador. A preliminary report is being prepared, which will be published at the end of the year, on the archæology of Manabi, giving especial attention to the question of the famous stone seats of this province. Dr. Wissler spent a few weeks among the Blackfeet, continuing his former investigations among that tribe. Much of the time of Professor Boas was taken up with preparation for the International Congress of Americanists, which was held at Quebec from September 9 to 17. He prepared for the use of the members of the Congress "A summary of Canadian ethnology," in which work he was assisted by many specialists, and which was published by the minister of instruction of the province of Ontario. He was also occupied with the work of editing the results of the Jesup North Pacific expedition, several parts of which were published during the past year. Dr. Berthold Laufer has been engaged in investigations relating to the studies which he carried out in China during a three-years' journey undertaken under the auspices of the American Museum of Natural History, the expenses being paid from a grant made by Mr. Jacob H. Schiff. Two of the students of the department undertook journeys of exploration among the Western tribes. Mr. Edward Sapir studied the Takelma, one of the tribes of Oregon which are on the verge of extinction. His work was done under the auspices of the Bureau of American Ethnology. Mr. R. H. Lowie visited the Shoshone for the American Museum of Natural History.

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Department of Chinese.—At the close of the last academic year the courses of Peking colloquial, hitherto given by Mr. R. Kliene, were temporarily abandoned. Dr. B. Laufer joined the department, as lecturer, to assist in giving courses in Chinese and also in Tibetan, Mongolian and Manchu. The results of the work accomplished have been very satisfactory, although the number of students has been small. The department is now in its fifth year, and it is now possible to distinguish certain classes of students attending its courses and seminars.

The seniors are mostly men who have studied the language for a number of years. The beginning of the present year, for instance, shows two Japanese, one Chinese, and one American student, all of whom are able to read the language, and are devoting their time to research in Chinese literature. The American seniors who have been in attendance in this and former years were without exception missionaries, who had spent between four and eight years in China and returned there after a year's study. Student interpreters in the consular service, both of the United States and other countries, have not as yet availed themselves of the opportunities furnished by the department. Four new students preparing for various careers have taken up Chinese elementary studies in the present half-year, and a Japanese student has commenced Tibetan under Dr. Laufer, who also has good audiences of non-linguistic students in his ethnological courses on far-eastern subjects.

Department of English.—The number of graduate students registered for majors in the department is one hundred and twenty-one, as against one hundred and ten in October, 1905, and eighty-eight in October, 1904. In Barnard College there are five hundred and forty-three students registered in eleven courses, as against four hundred and eighty-nine in the same courses for 1905–06, while in Columbia College there are eight hundred and forty-two registrations in eleven courses, as against seven hundred and fifty-six in October, 1905.

Among recent appointments to teaching positions of former students in the department are the following: Albert Davis, A.M., 1904, instructor, Wesleyan University; Margaret C. Davis, graduate student, 1903–06, teacher of history and English in Brownell Hall School, Omaha, Neb.; Adele Lathrop, A.M., 1905, instructor, Wellesley College; William E. Leonard, Ph.D., 1904, instructor, University of Wisconsin; Howard J. Benchoff, A.M., 1904, principal, Massanutten Academy, Woodstock, Va.; Miss A. Barnette Miller, A.M., 1903, instructor, Vassar College; Fred G. Fox, A.M., 1905, and William P. Wharton, A.M., 1906, school appointments in Chicago and New York, respectively.

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Professor Brander Matthews delivered an address on "Simplified spelling" before the Rhode Island Teachers' Institute at the annual meeting held at Providence on October 19.

Professor George Rice Carpenter is spending his sabbatical year in France and Italy.

Department of Germanic Languages and Literatures.—For the current year the number of registrations in the department is as follows: Columbia College, three hundred and fifteen; Barnard College, two hundred and ninety-two; Teachers College, thirty-two; graduate schools, one hundred and thirty-seven; miscellaneous, thirteen; total, seven hundred and eighty-nine; if two hundred and four for the summer session and eighty-five for extension courses are added, the total registrations amount to one thousand and seventy-eight, which represents a healthy increase over last year. At the last commencement, the degree of Ph.D. was awarded to two students with majors in German and that of A.M. to six. This year instruction is offered in forty-four courses with an aggregate of one hundred and twenty-nine hours per week, distributed as follows: In Columbia College nine courses, thirty-two hours; in Barnard College ten courses, forty hours; in Teachers College four courses, ten hours; under the faculty of philosophy fourteen courses, twenty-eight hours, of which twelve courses are open also to undergraduates; in extension teaching seven courses, nineteen hours. Making allowance for identical courses given under two or more faculties, the actual number of independent courses is twenty-nine. In the summer session thirteen courses with an average of thirteen hours per day were given, and German progressed to the third place in point of attendance.

The courses offered for the first time in 1906–07 have proved their *raison d'être*. Twenty-four students have registered for Professor Thomas's "German drama in the nineteenth century" (first half-year) and Professor Tombo's "Hauptmann and Sudermann" (second half-year). Mr. Heuser's "Selections from nineteenth century writers" has an enrolment of seventeen, while "German composition and colloquial practice" in Barnard College has an enrolment of thirty-two. Owing to the influx of thirty-eight students under the new arrangement with Teachers College, additional sections of German A and German 1–2 had to be established in Barnard College.

Professor Carpenter has been reelected secretary of the University Council. He was one of three representatives of the University at the annual meeting of the Association of American Universities, held at

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Harvard November 23–24. For the free-lecture system of the New York board of education, Professor Tombo delivered a course of four lectures on "Representative Germans" during October and November. Mr. Heuser has given an illustrated lecture on "Heine and his *Travel-Pictures*" before the Brooklyn Institute of Arts and Sciences.

Word has been received as to the whereabouts of the following gentlemen, at one time or other connected with this department as students or as instructors: Mr. F. W. Hauhart has been appointed instructor in the University of Michigan; Mr. W. E. Metzenthin, instructor in the University of Texas; and Mr. P. Seiberth, instructor in the Washington University at St. Louis.

Department of Indo-Iranian Languages.—In the middle of October Professor Jackson delivered a series of lectures on special subjects relating to the Orient before the Society of Pedagogy and the Contemporary Club of St. Louis, the University of Indiana, and in Dayton, Ohio. His new volume, "Persia, past and present," was published by the Macmillan Company in September.

Professor Jackson and Dr. Yohannan, as well as several students and former students of the department, Dr. Louis H. Gray, Mr. Montgomery Schuyler, Jr., Mr. George C. O. Haas, Mr. Maneckji Nusservanji Dhalla, and Mr. Edward Sapir, have contributed papers to a memorial volume to be published in India in honor of the late distinguished German Orientalist, Friedrich Spiegel.

The Indo-Iranian Club held a most successful meeting on October 23. Eleven members were present, and a number of interesting papers were read and discussed. The sessions of the Club have become an integral part of the work of the department and form an important adjunct to the regular courses of instruction.

Department of Latin.—Professor Peck has been reelected president of the New York Latin Club for the ensuing year.

Professor Egbert delivered a lecture at Vassar College, on November 16, on "The Altar of Peace of Augustus." Professor Knapp lectured at the same institution, on March 16, on "The originality of Latin literature," and also twice in May at the University of Indiana. At the annual meeting of the Classical Association of the Middle West and South, held at St. Louis in May, he read a paper on "Travel in ancient times as seen in Plautus and Terence." This paper is to appear in *Classical Philology* in two installments.

The teaching force of the department of Latin has been augmented this year by the appointment of Dr. Frederic Taber Cooper as lecturer.

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Dr. Cooper, who was formerly an assistant in this department, took his doctor's degree at Columbia in 1895 and published at that time his well known dissertation on "Word-formation in the Roman *Sermo Plebius*," which is a standard authority on this subject both in Europe and in the United States.

During the coming year, Professor Peck will complete his edition of the Satires of Juvenal upon which he has been working for a long while. It will probably be published in the autumn.

By means of the Drisler classical fund Professor Olcott has acquired for the department a number of antiquities for the use of students in his archæological courses. These include a series of Roman stone weights labeled from three ounces (*unciæ*) to three pounds (*libræ*), partly from the collection of the late Professor Prospero Sarti of Rome, partly from recent excavations; a collection of terra cotta lamps with makers' names, dating from the first century B. C. to the third century A. D.; and a few early vases from Faliscan tombs at Fiano, northeast of Rome, which are remarkable for their incised designs representing conventional plants and animals.

In June Miss Hirst attended the annual meeting of the Society for the Promotion of Hellenic Studies, in London, and studied for a time at Newnham College, Cambridge.

Dr. T. Leslie Shear has begun his work as tutor in classical philology at Barnard College. Mr. Shear received his doctor's degree at Johns Hopkins, in 1904, and has spent the last two years in Greece, Sicily, Italy, and Germany.

Departments of Philosophy and Psychology.—Among the summer activities of the members of these departments may be mentioned, first, the summer session of the University. The courses in philosophy were conducted by Dr. Montague and by Professor Thilly of Princeton, now of Cornell; those in psychology were conducted by Professor Woodworth and by Professor Kirkpatrick of the Fitchburg Normal School, assisted by Mr. Bruner of the department of child study of the Chicago public schools. The courses in both departments were well attended.

Professors Dewey and Tawney and Drs. Montague, Miller and Cohen were among the lecturers during the past summer at the Glenmore School of the Culture Sciences, in the Adirondacks. Professor Thorndike delivered a course of lectures at the summer school of the University of Tennessee. Professor Woodworth delivered the annual address before the American Medico-Psychological Association at their meeting in Boston, on the subject, "Psychiatry and experimental psychology."

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Professor Fullerton, whose leave of absence has been extended, is expected back next year. His courses meanwhile have been provided for by Dr. Miller, who conducts the course in metaphysics, and by Profosser Tawney, who conducts the seminar in types of epistemological theory. The reappointment of Professor Tawney, who has been given an additional year's leave of absence from Beloit, has made possible also the strengthening of the course in the principles of science and the offering in the history of philosophy. The positions of assistant in philosophy have been filled by the appointment in Columbia College of Dr. Harold Chapman Brown, of Harvard University, and in Barnard College of Mr. Warner Brown, of the University of California. Dr. Morris R. Cohen, of Harvard, has been appointed lecturer in philosophy. He is assisting Professor Adler in the conduct of the latter's seminar and is offering courses in post-Kantian idealism and in the philosophy of history. The assistantships in psychology are filled this year by Dr. F. Lyman Wells and Mr. W. C. Ruediger. Of last year's assistants, Mr. David F. Swenson is back in his position as instructor in philosophy in the University of Minnesota; Mr. Stevenson Smith is now professor of philosophy and psychology in Hampden-Sidney College, Virginia; and Mr. F. M. Hamilton is professor of psychology in the New York Training School for Teachers.

Professor Dewey is delivering a course of lectures on the philosophy of education at Pratt Institute, Brooklyn, and Professor Lord is continuing his lectures at the Finch School, in this city.

Of the thirteen contributions in the memorial volume published this fall by former students of Professor Garman, of Amherst, in commemoration of his twenty-five years of service, two are by members of these departments: "The problem of consciousness," by Professor Woodbridge, and "The cause of a voluntary movement," by Professor Woodworth.

The *Archives of Philosophy, Psychology and Scientific Methods,* which have hitherto been conducted under the joint editorship of Professor Cattell and Professor Woodbridge, will hereafter be conducted as two series known as the *Archives of Philosophy* and the *Archives of Psychology.* The former will be under the editorial management of Professor Woodbridge, and the latter under that of Professor Woodworth.

Department of Romance Languages and Literatures.—The number of students under the influence of the department has reached a figure never before attained. The registration is as follows: Columbia Col-

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lege, 288; Barnard College, 161; Teachers College, 7; faculty of philosophy, 106; extension courses, 67; summer session, 101; under the articles of cooperation with the *Alliance Française*, 275.

Three new officers of instruction have been added to the teaching force of the department, Dr. Gill as tutor, and Dr. Gerig and Mr. Bigongiari as lecturers. Dr. Gill, who comes from Harvard University, where he received the degree of Ph.D. in 1906, takes the place of Dr. Holbrook, who resigned his position at Columbia in order to accept an instructorship at Bryn Mawr College. Before taking up his graduate work at Harvard Dr. Gill taught for two years in the Case School of Applied Science.

During the summer Dr. Fitz-Gerald was unanimously elected a member of the Royal Spanish Academy in the class of foreign correspondent. The significance of this election is enhanced by the fact that the three gentlemen who nominated Dr. Fitz-Gerald, namely, Señor Menendez y Pelayo, Señor Cotarelo and Señor Menendez Pidal, are the three foremost living Spanish scholars in the field of Spanish philology and literature. Dr. Fitz-Gerald has also been selected by Professor Wendelin Foerster, of the University of Bonn, as the editor of Lope de Vega's *Novelas*. The edition will be a critical one based upon the original text, and will be accompanied by an introduction and notes. Dr. Fitz-Gerald will be assisted in this work by Mrs. Fitz-Gerald.

A public address on the significance of the work of the Simplified Spelling Board was given by Professor Todd at Norfolk, Conn., in September. The Thursday afternoon French lectures were resumed on November first.

Two new graduate courses are given this year by the department, in addition to those mentioned in the June issue, namely, Romance philology, 201–202, "Critical study of the *Chanson de Roland*," by Professor Todd, and Romance philology, 207–208, "The oriental element in the Romance literatures of the middle ages," by Dr. Gill.

The first prize in the competition arranged by *Poet Lore* has been divided between Professor Page and another contestant. A second poem submitted by Professor Page was awarded third place in the contest.

Faculties of Pure and Applied Science

Department of Astronomy.—The summer course in geodesy or higher surveying was given at Osterville, Mass., where it has been conducted for the last nine years. Professor Jacoby was in charge, and was assisted by Dr. Mitchell, and Messrs. Yates, Hartwell and Hendren.

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The number of students in attendance is increasing gradually, the course being required for the degree of civil engineer.

Professor Poor made many tidal observations at Shelter Island during the summer, using a tide-gauge arranged by Professor Hallock. The results have been communicated to the U. S. Coast Survey office at Washington, and will be used in determining new tidal constants for Shelter Island.

An unusually large number of publications in the series issued by this department have come from the press during the summer. The most important of these is entitled "The variation of latitude and constant of aberration, part II," by Rees, Jacoby and Davis. Together with part I, published in 1895, this forms a quarto of 342 pages. Inasmuch as the appearance of this volume marks the completion of the most extended piece of astronomical work undertaken by Professor Rees during his long term of service at Columbia, it seems fitting to record here the regret felt by the other authors of the book that their chief could not take part in the final preparation of his work for the press.

The department also issues No. 24 in the series of Contributions from the Observatory of Columbia University, entitled "Rutherfurd photographs of the stellar clusters *h* and χ Persei," by Anne Sewell Young.

The third publication to be distributed immediately presents numbers 1 and 2 in the series of Contributions and contains reprints of two papers by Professor Rees: the first is an account of the life of Lewis Morris Rutherfurd; the second a catalog of his photographic plates deposited at Columbia College. It had always been the intention of Professor Rees to write at greater length on these two subjects and he had reserved the first two numbers in our series of Contributions until he should have leisure to do so. As this has now become impossible, it has seemed best to complete the series by reprinting his two shorter papers on the subjects he intended to amplify.

The erection of the new Wilde observatory, which was to have been finished in time for the opening of the University in September, has been somewhat delayed; the building is nearing completion at the present time of writing.

Department of Botany.—Graduate students in botany have received appointments as follows: Miss Helen L. Palliser, assistant, Vassar; Miss Mary F. Barrett, assistant, Wellesley; Miss Elizabeth I. Thompson, assistant, Barnard; Mr. H. H. York, instructor, University of Texas.

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The students who received the doctor's degree in June have received appointments as follows: Henry A. Gleason, instructor, University of Illinois; Ira D. Cardiff, professor, University of Utah; Charles B. Robinson, assistant curator, New York Botanical Garden. Dr. Howard J. Banker already held the position of professor of biology in DePauw University.

The following changes have taken place in the staff of the department: Mr. Chester A. Darling has been appointed assistant in botany to succeed Dr. Cardiff, Miss Jean Broadhurst has been appointed instructor in botany at Teachers College, and Miss E. I. Thompson has been appointed second assistant to the teaching staff at Barnard.

Dr. Curtis has been supervising the preparation of illustrations for his text-book which will soon be ready for publication. Dr. Richards has been advanced to a full professorship at Barnard College. He spent his summer largely in work at the Botanical Garden. Professor Underwood spent six weeks during August and September in botanical exploration in Jamaica in company with Dr. Britton and others. Special attention was given to the needs of the tropical botanical laboratory maintained by the Botanical Garden at Cinchona; considerable time was also spent in the little-explored cock-pit country in the central-western portion of Jamaica.

The department is overcrowded with students, the changes in the curriculum being partly responsible for the increase among the undergraduates; in spite of the loss of seven graduate students, as noted above, the department has its usual quota of advanced students, who are pursuing their work mainly at the Botanical Garden, where the facilities increase with every year's progress in the development of that institution.

Department of Chemistry.—The registration during the summer session of 1906 showed the customary increase, notwithstanding the fact that no new courses were offered, and the increase was considerably greater than the corresponding increase in the total registration.

Analytical Chemistry.—The leave of absence granted Professor Wells in September, 1905, has been renewed for a second year. Mr. F. V. D. Cruser has resigned his lectureship in analytical chemistry to enter technical work, and has been succeeded by Mr. Arthur J. Mettler. Mr. Otto Kress succeeds Mr. Mettler as assistant in the quantitative laboratory.

During the past year Messrs. Cruser and Thompson completed their investigations (on chromicyanides and on silver-platinum alloys, re-

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spectively) and received the doctor's degree. Results of these investigations as well as of studies on proteolysis in milk, and on the osazone reaction of glucose and fructose have been published in *The Journal of the American Chemical Society*.

During the summer vacation Mr. Mettler and Mr. Sinclair assisted Professor Sherman in the work carried out in cooperation with the U. S. Department of Agriculture upon iron and calcium in foods, and their relation to human nutrition. The results will appear in a bulletin of the Department. The investigations on iodine titrations, the analytical properties of pine oil, ammonia in milk, and the ash constituents of foods are being continued.

An unusually large number of graduate students, many of whom will carry on research work, have entered the analytical laboratories this fall. A new laboratory course in organic analysis and food investigation, restricted to graduate students, starts with an enrolment of eight students. The advanced lecture courses in analytical chemistry, although no longer required of students in applied science, both show an increased registration. The laboratory continues overcrowded, especially as regards facilities for graduate work. The small room equipped last year for two research students is now occupied by four, and it has been necessary to assign other graduate workers to the rooms which are used primarily for electrolysis, water analysis, and for the personal work of the instructors.

Practical Electrochemistry.—Additions to the laboratory equipment include precision measuring instruments for alternating currents, consisting of Westinghouse ammeters with transformers, reading up to 1600 amperes, and Weston voltmeters with multipliers reading to 150 volts. Apparatus under construction consists of an impedence-coil and auto-transformer for use with electric furnaces.

The following subjects are being investigated in the laboratory: Preparation of metallic calcium; influence of certain organic compounds on metallic deposits; influence of pressure, agitation, and rotation on metallic deposits; and the carbides of boron.

Industrial Chemistry.—An important change was made last June by Professor Pellew with regard to the requirements of the fourth year students for the summer memoir. In former years this memoir has consisted of a description, with drawings, of some manufacturing plant, and it was a matter of very considerable difficulty for the students to select a suitable subject and to obtain the information that was necessary, in order to produce a satisfactory memoir. This year, after the

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customary summer work in industrial chemistry, and the visiting of numerous factories and chemical industries in and near the city, Professor Pellew assigned to each fourth year student, for the summer memoir, the preparation of plans, working drawings, and detailed estimates of cost, for the building and equipment of a chemical laboratory, such as they might be called upon to construct at an early stage in their professional career, the conditions of the problem being varied for each student. These memoirs are now being submitted and so far have proved extremely satisfactory; they have evidently aroused a great deal of interest on the part of the individual students.

Organic Chemistry.—Since the last report from the organic laboratory a number of papers have been presented before the New York Section of the American Chemical Society, embodying the results of various investigations. At present researches are under way with the quinazolines, the naphthotetrazines, substituted phthalic acids, sulphanilic acids, isomeric oxygen and nitrogen ethers, succinylosuccinic ester, and various heterocycles. The number of students in the laboratory is somewhat larger than last year.

Dr. Chambers has recently joined the staff of abstractors for the *Review of American Chemical Research* published by the American Chemical Society. Professor Bogert was one of the committee of fifteen that planned and carried out the Perkin Jubilee held in this city in October. He will act as editor of the organic abstracts which are to appear in the new journal of the American Chemical Society which is to be known as *Chemical Abstracts.*

Physical Chemistry.—The new University fellow in chemistry, Professor H. K. Benson of the University of Washington, is preparing a dissertation for the doctorate on the association of liquids, and the disassociating effect of one liquid upon another. Dr. C. W. Kanolt, the present Barnard fellow, has accepted the position of instructor in chemistry at Adelbert College, after studying for a year at Berlin and Boston. Mr. K. G. Falk, B.S., 1901, Ph.D., Strassburg, 1905, has been appointed assistant in physical chemistry.

The third edition of Professor Morgan's "Elements of physical chemistry" is being translated into German.

Department of Electrical Engineering.—During the summer, Professor Crocker attended the conference of the International Electrotechnical Commission at London, as one of the two representatives of the American Institute of Electrical Engineers, about ten countries being represented. He has been reappointed chairman of the standardization

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committee of the Institute, and has also been, for the last six months, a member of the governmental advisory board on fuels and structural materials appointed by President Roosevelt.

M. Arendt, E.E., 1898, has been promoted from lecturer to instructor; Ernest S. Holcombe, M.E., Cornell, 1901, has been appointed lecturer and placed in charge of the instrument and standardization laboratory; S. S. Watkins, E.E., Columbia, 1906, has been appointed assistant in charge of the direct current laboratory, and C. Otto von Dannenberg, B.E., Union, 1906, has been appointed assistant in charge of the alternating current laboratory.

During the past year Professor Crocker and Mr. Arendt have revised the "Practical management of dynamos and motors," which now appears in the sixth edition, entitled "The management of electrical machinery." Professor Sever and Mr. Townsend have recently completed the revision of their laboratory note-book "Laboratory and factory tests in electrical engineering."

Professor Sever has been appointed by the president of the American Institute of Electrical Engineers secretary of the Institute committee on national electric code.

In the budget of the present year, an appropriation of $3,500 was supplied to the department to enable it to purchase new equipment for its laboratories. There have been ordered a general electric oscillograph, a motor-dynamo set, a number of important instruments, and a constant current arc lighting equipment.

A valuable course in hydraulics has been established for the electrical engineers, the theoretical and development portion being given by the civil engineering department, and the hydraulic machinery, as well as laboratory work, being covered by the mechanical engineering department.

Department of Geology.—During the month of July Professor Kemp was a member of an international commission appointed partly by the U. S. Geological Survey and partly by the Geological Survey of Canada. The object was to bring about the correlation of the ancient crystalline formations in the Adirondacks and the neighboring parts of Canada, and to establish a uniform series of geological names. The first week Professor Kemp guided the party in the eastern Adirondacks, the second week Professor Cushing took it on the northwest, and in the third and fourth weeks Professor Adams conducted it in Canada. In the middle of August Professor Kemp left for Mexico to attend the tenth session of the International Geological Congress, which is discussed elsewhere

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in this issue. Professor Grabau left immediately after Commencement and with the aid of a grant from the John Strong Newberry fund of the Scientific Alliance of New York spent two months in eastern Tennessee, West Virginia and Virginia, investigating the Devonian strata. Dr. Berkey completed the field work on the Tarrytown quadrangle of New York for the New York State Survey, and began work upon the West Point area. Both of these when completed will be of special interest to scientific workers in New York City and the valley of the Hudson. Mr. Brown passed some weeks working over the Port Ewen strata in the valley of Rondout Creek, securing results for a later paper.

Heinrich Ries, '92 S., and Ph.D., '95, has been promoted to a full professorship of economic geology at Cornell University; J. D. Irving, '96 C., Ph.D., '99, has been promoted to the full professorship of geology at Lehigh University; and Douglas W. Johnson, Ph.D., 1903, has been appointed assistant professor of physiography at Harvard University, retaining at the same time a non-resident connection with the Massachusetts Institute of Technology, where he formerly taught.

Department of Mathematics.—The rapidly increasing mathematical activity of the country is reflected in the increased demand upon the graduate facilities of the department of pure mathematics. The department has found it necessary this year to offer sixteen courses of graduate character. Of these, two courses, namely, "Elliptic functions" and "Modern analytical theories in geometry," were given in the summer session by Professors Maclay and Keyser with an attendance of over twenty. The number of graduate registrations to date for the current year is over one hundred.

In connection with the summer session of 1906 Professor Keyser gave a public lecture on "Ways to pass the walls of the world," and subsequently lectured on that subject before the summer school of philosophy at Glenmore, N. Y. On the evening of October 10 Professor Keyser delivered a lecture before the mathematical division of the Brooklyn Institute of Arts and Sciences on "The space concepts of Lucretius and Blaise Pascal.

Professor Fiske is preparing for publication as a separate book a revision of his chapter "Theory of functions of a complex variable," contributed some years ago to the volume "Higher mathematics," edited by Professors R. S. Woodward and Mansfield Merriman. Owing to the great demand for copies of the separate chapters of this work, the publishers have decided to discontinue the publication of the work

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as a whole and to publish the several chapters as separate books. During the past academic year Professor Fiske delivered two public lectures: one on "The theory of limits" before the High School Teachers' Association of New York City, and one on "The College Entrance Examination Board" in the course in contemporary educational problems given at Teachers College.

Among recent changes in the department may be mentioned the promotion of Dr. Kasner from an instructorship to an adjunct professorship, the appointment of Mr. L. P. Siceloff to a tutorship, and the appointment of Mr. G. W. Hartwell to an assistantship. Mr. Siceloff, who was formerly a graduate student in the department, comes to Columbia from the College of the City of New York. Mr. Hartwell last year held a University fellowship in mathematics at Columbia, and had been previously instructor in mathematics at the Michigan Agricultural College.

Department of Mechanical Engineering.—The only changes in the teaching staff this year are the appointments of Professor Rautenstrauch and his assistant, Mr. S. H. Woods, both from Cornell, who have assumed charge of the theory of engine design and allied subjects.

The fund made available by the trustees for the purchase of new apparatus for the testing laboratory is being expended to the best advantage possible. The old 100,000 pound testing machine has been entirely remodeled, and a new 50,000 pound machine has been installed. Two other machines are nearly ready for installation, and the foundation has been prepared for the 400,000 pound machine, which is being built especially for the University.

Department of Mining.—The new mode of conducting the summer field work in mining adopted last year and referred to in the December, 1905, issue of the QUARTERLY, was continued during the past summer. In June and July the regular session, in charge of Mr. E. L. Kurtz and Dr. W. R. Crane, was held in the copper mining district on Keweenaw Point and the Marquette Iron Range of Michigan. Excellent arrangements were made at a number of mines through the kind cooperation of their owners and managers. This class consisted of eight students.

In addition to the above, thirty-two students were sent out either in squads or singly without instructors to different mines in California, Colorado, Montana, Idaho, Utah, Arizona and Mexico, at which the necessary privileges had previously been secured. These students, provided as before with printed instructions and an outline of the work to be done, were required to spend a longer time in the field than those

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who were under the care of instructors from the department. Among them were three members of the class who obtained positions at mines, where they worked during the greater part of the vacation. A total of forty mining students were thus engaged in summer work. On the whole the work done by the independent squads was of a very satisfactory character.

Department of Physics.—Professor J. C. Pfister has returned in greatly improved health after a year's leave of absence. Mr. L. B. Morse, B.S., Iowa College, 1903, Mr. H. W. Farwell, A.M., Dartmouth, 1905, and Mr. C. C. Chapin, B.S., Iowa College, 1904, have been appointed assistants. Mr. E B. Wheeler, assistant from 1903 to 1906, is now instructor in physics in the Case School of Applied Science. Mr. A. H. Nelson, assistant from 1904 to 1906, then lecturer, resigned November 1 to take a responsible position with the Macmillan Co., where his work will be chiefly concerned with scientific books. Professor E. F. Nichols spent the month of August at the Carnegie laboratory for solar research on Mt. Wilson, Cal., engaged in the investigation of problems of radiation.

Department of Zoology.—The summer work of the different members of the staff has been widely varied and covers nearly every field of biological research. Professor Wilson devoted the entire summer to an extensive field trip for the purpose of procuring material for cytological investigations on heredity and sex-production. In connection with this work a large collection of insects was made for the study of variation in correlation with the characters of the chromosome groups. The collection of adult forms, with the corresponding cytological material, represents an area extending across the continent from Georgia to California in the southern region and thence eastward through a more northerly zone, including northern Arizona, New Mexico, Colorado, and a number of the middle and eastern States. Preliminary study of the material collected has already brought to light many new and interesting facts, but its mass is so great that prolonged study will be required for its thorough examination. It is hoped that studies of this kind may throw additional light on the question whether the chromosomes are really to be regarded as forming the physical basis of hereditary characters, and if so, to what extent the factors of heredity can be conceived as undergoing a distribution among the chromosomes.

Professor Osborn spent a good portion of the summer in Dakota and Wyoming in the endeavor to correlate the tertiary faunas of Europe and America. Professor Dean spent the summer in Europe,

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where considerable material was purchased for the American Museum of Natural History. Many laboratories were revisited and notes and other data obtained which will prove of value in his present researches. His monograph on the curious shark-like fish, Chimæra, long regarded as the primitive vertebrate, has recently appeared from the press of the Carnegie Institute.

Professor Morgan completed the manuscript of his forthcoming book on "Experimental zoology," and revised his earlier book on "Regeneration" preparatory to its second edition, which is to be translated into German. Special experimental work relating to polarity in the hydroid Tubularia, and to the effect of strong centrifugal force in separating the constituent elements of the sea-urchin egg were carried on at the same time.

Professor Crampton and Dr. McGregor spent the summer at the marine biological laboratories of Cold Spring Harbour and Woods Hole, respectively, the former working mainly on his long continued research on variation in moths, and upon the extensive material collected during his visit to the South Sea Islands last spring. Professor Calkins accepted invitations to take part in the meetings of the American Medical Association at Boston, of the British Association for the Advancement of Science at York, England, and of the British Medical Association at Toronto. The remainder of the summer was spent in studying the phenomena of maturation and fertilization in paramecium, and in gathering material for his forthcoming book on pathogenic protozoa.

The staff of the zoological department at Barnard College regret the loss of Dr. William E. Kellicott, who has accepted the professorship of biology at the Woman's College of Baltimore. Dr. J. H. McGregor and Miss Margaret Read of the Columbia department have been appointed instructor and tutor, respectively, in zoology at Barnard. Mr. C. S. Mead and Mr. C. V. Morrill have been appointed assistants in zoology at Columbia.

Faculty of Fine Arts

School of Architecture.—The school opened with about the usual registration, twenty-nine new names being added to the rolls. Of these, seven are candidates for the degree of bachelor of architecture, coming with at least two years of college training; eleven are candidates for the professional certificate, and the remainder are non-matriculated students. There are six graduate students in architecture, of whom three are pursuing their studies abroad, under the direction of the school, one of

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these, Mr. L. E. Smith, being the holder of the McKim fellowship, and another, Mr. Arthur Lobo, the holder of the Perkins fellowship. One of the two resident graduate students is Mr. Emilio Levy, who won the Columbia fellowship in August. Four of the six are candidates for the master's degree, and two for the degree of doctor of philosophy.

There has been one change in the staff of the school, Mr. A. H. Gumaer, instructor in design, having retired to engage in general practice. His place is filled by Mr. Francis A. Nelson, of the class of 1900, who has recently returned from Paris with the *diplôme* of the *Ecole des Beaux-Arts*.

A new lantern has recently been installed in the lecture room. It is a combined lantern and reflectoscope, and can be used for projecting prints, photographs, maps and the like, thus making available for lecture-illustration a greatly increased range of material.

Professor Hamlin was appointed by the building committee of the Brooklyn Public Library and Borough President Coler consulting architect upon preliminary plans for the proposed new Central Library in Brooklyn, and with Mr. F. P. Hill, the librarian, commissioned to visit important library buildings and other edifices in Europe and the United States for the purpose of obtaining information and suggestions relevant to the problem. The trip, which covered parts of England, France, Germany and Austria, proved exceedingly interesting and profitable. The report which resulted will be printed in the *Libraries* magazine.

School of Music.—A gratifying feature of the registration for 1906–07 is the excellent class in harmony. This is the fundamental subject, along the professional line, in the school; and the present class augurs well for the advanced work of the following years. The new curricula leading to degrees in music are now operative. Already three candidates are enrolled for the bachelor's degree in music, although the announcement of this degree has but recently been made public. The students of the University that are particularly interested in music are forming a musical and social organization, centering about the University orchestra. A course of lectures, dealing with various historical phases of music, has recently been added by Professor Rübner.

Professor Rübner expects, in the near future, to publish a number of songs and instrumental compositions. He has recently joined with Mr. Herwegh von Ende and Mr. Modest Altschuler in the formation of a trio. This trio has already given a number of concerts of chamber music in the vicinity of New York, and will be heard at the University several times during the year.

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Professor McWhood contributed an article on "Recent progress in education in music" to the September issue of *The Musician*. He has contributed to the *Music Lovers' Calendar* for 1907 an article on "University education in music." His address before the annual meeting of the Music Teachers' National Association will soon be issued in the printed proceedings of the organization.

Teachers College

Registrations for the present year show a considerable increase in attendance, especially in the departments of domestic science, fine arts, and German. During the last academic year, in response to some fourteen hundred requests, the College was able to supply three hundred and seventy-three graduates or former students for teaching or administrative positions. Of these, forty-one were in universities and colleges, twenty in normal, one hundred and fifty-two in high, and seventy in elementary schools. This makes the College represented in three hundred universities, college and normal schools, in India, Burmah, China, Japan, Brazil, Mexico, Porto Rico and the Philippines, as well as in the United States.

In recognition of the gifts to the college of Mrs. Josiah Macy the professorship of manual training in the College will in future be known as the Macy professorship. In recognition of the gifts of Mrs. J. A. Kemp a Kemp lectureship in kindergarten education has been established.

Beginning with the present year, three new scholarships in Teachers College are operative; the Army and Navy scholarship, referred to in the June issue; a scholarship established for one of their number by the alumnæ of Winthrop College, Rock Hill, South Carolina; and a third established by the trustees of Salem College, Winston-Salem, North Carolina, through which one of their teachers will study annually at Teachers College. The class of 1906 at graduation made a substantial contribution to the College.

The educational museum has received a gift from the Imperial University of Tokio of two extensive collections of lantern-slides illustrating school and university education in Japan.

In the New York State Library's annual summary of educational literature in English, five of the twenty-two volumes selected as most valuable came from Teachers College.

Professor Paul Monroe, head of the department of the history and philosophy of education, is devoting a portion of his time to organizing and directing the department of education of Yale University.

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College of Pharmacy

Beginning with the spring of 1907, the University sections of the junior and senior classes of the department of pharmacy will pursue part of the work of the supplementary spring course, from April 22 to the close of the academic year, in the physiological laboratories of the College of Physicians and Surgeons. The work of the junior class will be in experimental physiology, and that of the seniors in physiological chemistry and pharmaco-dynamics.

Miscellaneous Notes

Professor Burgess's Address

Professor John W. Burgess, dean of the faculty of political science, delivered his inaugural address as first Theodore Roosevelt professor of American history and institutions at the University of Berlin on October 27, in the presence of the German Emperor (who had chosen the day and hour himself), the Empress, Prince August Wilhelm, Ambassador Tower, and a large gathering of professors and students. Professor Burgess received a hearty welcome. At the opening of his remarks he read the following personal letter from President Roosevelt:

"Weisses Haus," Washington, den 12. Oktober 1906

Mein lieber Professor Burgess!

Durch Ihre hochgeschätzte Vermittlung wünsche ich die Universität zu Berlin mit dem herzlichsten Wohlwollen zu begrüssen. Die historische Freundschaft, erst zwischen Preussen und den Vereinigten Staaten und dann, als Preussen das grosse Deutsche Reich begründete, zwischen diesem mächtigen Reiche und den Vereinigten Staaten, ist nie abgebrochen, sogar niemals im geringsten erschüttert worden. Sie nahm ihren Anfang in der gegenseitigen Hochschätzung und in dem gegenseitigen Wohlwollen, welche zwischen Washington und Friedrich dem Grossen damals schon bestanden, und wurde gleich durch die Tatsache befestigt, dass Preussen allein unter allen europäischen Mächten sich willig zeigte, Handelsbeziehungen mit uns, während der Periode unserer Not und Schwäche, in den schweren Jahren zwischen 1783 und 1789, anzuknüpfen und einen Handelsvertrag mit uns zu schliessen. Schon während der Kolonialperiode unserer Geschichte gab es einen grossen deutschen Bestandteil unter unserem Volke, und Männer deutscher Geburt und Abstammung leisteten uns, während der Periode der Revolution grosse und erfolgreiche Dienste als Führer, sowohl im Kriege als im Frieden. Steuben schulte die Revolutionsarmee und Mühlenberg war der erste Sprecher des Repräsentanten-Hauses. — Seit der Revolution hat es fast unausgesetzt eine deutsche Einwanderung hierher gegeben, welche sich von grösster Wichtigkeit für die Bevölkerung unserer Nordwest-Territorien erwiesen

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hat. Die Männer deutscher Geburt und Abstammung waren beinahe insgesamt der Union mit Leib und Seele ergeben und der Sklaverei äusserst feindlich. Durch ihre mächtige Hilfe wurden die Nordwest-Territorien zu freien Staaten gemacht, welche das Herz der Republik bildeten. Beim Ausbruch des Bürgerkrieges verdankten wir es den Männern deutscher Geburt oder Abstammung, dass Maryland, Missouri und sogar Kentucky fest zur Union hielten, und während dieser furchtbaren Periode leisteten sie uns in Rat und Tat Dienste, welche nie zu vergessen sind.

Seit dem Bürgerkrieg ist die grosse Auswanderung von Studenten aus den Nordstaaten unserer Union nach den deutschen Universitäten eine der merkwürdigsten und bedeutendsten Erscheinungen unseres geistigen Lebens, und es ist eine der bezeichnendsten Tatsachen unserer amerikanischen Bildung, dass diese auf deutschen Universitäten erzogenen Söhne unserer Republik das höhere Erziehungswesen unseres Landes jetzt leiten und beherrschen. All dies hat mächtig darauf gewirkt, einen Austausch der Kultur zwischen den zwei Ländern zustande zu bringen, welcher in der Begründung der Professur, deren Inaugurierung Ihnen, Herr Professor, aufgetragen ist, gewissermassen gipfelt.

Mit Wiederholung meiner herzlichsten Grüsse an die Universität und mit den besten Wünschen für Ihren Erfolg und den Ihrer Schüler verbleibe ich immer mit Treue und Aufrichtigkeit der Ihrige

(gez.) THEODORE ROOSEVELT

The President's letter was greeted with great enthusiasm and delight, and every mention of his name brought forth applause. At the close of the address, amid much applause, the rector, Professor Julius Kaftan, arose and thanked Professor Burgess for the letter from the President and for his address, whereupon he called for three cheers for the Kaiser, which were given with much vigor. Then the Emperor himself arose and made a brief but stirring speech, which aroused the greatest enthusiasm; when it ended by his raising his helmet in air and calling for three cheers for President Theodore Roosevelt, the building shook with the roar.

A permanent American Institute has been opened in a large room of the university, upon the walls of which have been hung the portraits of President Roosevelt, President Butler and Dean Burgess. About one thousand volumes dealing with American history and public law have been presented to the institute by Professor Burgess, and it is the intention of the authorities to make annual additions to the library, and, if possible, to add the portraits of succeeding Roosevelt professors.

The unfortunate misconstruction and distortion in the American press of some of Professor Burgess's illustrative remarks have given

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rise to a totally wrong impression concerning his address. A reading of Professor Burgess's address in its entirety makes it plain that the criticism to which he has been subjected in the American press has rested upon a complete misunderstanding and has been quite uncalled for. It may not be amiss to quote a recent editorial in *Ridgeway's* written by Mr. Samuel Hopkins Adams:

Professor Burgess is an American scholar speaking his honest convictions upon matters of international politics before a learned body. He is in no sense a representative of the United States government. He carries no credentials of State. His expenses are paid by his university to which, and to his conscience, he is solely responsible. . . . It is both the privilege and the duty of the scholar to speak his belief and speak it honorably and with what force there is in him. If the scheme of internationalizing education and scholarship is to be confined to such themes as the binomial theorem and the uses of the ablative absolute in the early Latin poets, it might better be dropped altogether until we emerge from our temporary obscuration by the spirit of the Dark Ages.

* * *

The Barnard College Dormitory

From October, 1898, to June, 1902, Fiske Hall was used as the residence for students of Barnard College. This building was given by Mrs. Martha T. Fiske-Collord for a hall of science and was only temporarily used as a dormitory. After it was remodeled, in July, 1902, into laboratories and lecture-rooms, Barnard College students were accommodated in Whittier Hall, where they lived with the Teachers College students. During the current academic year the Associate Alumnæ of Barnard College, with the consent of the Trustees, have organized and are managing a temporary hall of residence, in which thirty-one of the Barnard students are living this winter.

By September, 1907, the Trustees hope to have the new dormitory ready for occupancy. This is situated on the Milbank Quadrangle at 116th Street, and is called Brooks Hall in memory of the Rev. Arthur Brooks, D.D., first chairman of the Board of Trustees of the College.

The cornerstone of Brooks Hall was laid on the afternoon of Friday, November 9, 1906. After the reading of the ninety-first Psalm by the Rev. Dr. Edward B. Coe, senior minister of the Collegiate Church in New York, and the offering of the prayer and benediction by the Rev. Dr. William M. Grosvenor in the absence of the Bishop of New York, President Butler spoke as follows:

By reason of the generosity of friends of this College, we are privi-

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leged today to lay the cornerstone of this commodious and carefully planned hall of residence. Those who are making this building possible, like those who have provided the buildings that we already use and this splendid and commanding site, have faith in Barnard College. They believe that it now well serves, and will long continue to serve, the women of this city, State, and nation. They hold fast, as we all do, to the conviction that the public and personal advantages that follow upon the higher education of women are no longer matter for reasonable dispute. They hold, as we all do, that women will more efficiently and more wisely bear their natural burdens and will more efficiently and more wisely exert their natural influence if their minds are expanded and their natures broadened by contact with the accumulated stores of the world's knowledge.

Barnard College stands for these principles and for something more. It recognizes that the aim of education, even of higher education, is not knowledge alone, but the careful cultivation of those habits of body, mind and spirit which, welded together, form character. It understands, moreover, that the careful cultivation of these habits is almost measurelessly aided by college residence. The spirit of comradeship and the sense of unity that follow from the living together of students in a home of their own are among the most precious possessions of youth. This residence hall is to be the outward and visible sign of the belief which Barnard College holds.

By authority of the Trustees, this building is to bear a name that will honor and distinguish it forever. It is to bear the name of a man who, from the earliest beginnings of Barnard College, saw the high destiny to which it was called and who labored unceasingly and unselfishly for it. Sweet and gentle in nature as he was commanding in presence, keen in intellect and calm in spirit, Arthur Brooks deserves well of Barnard College, of the City of New York, and of the Christian Church that he loved and served. In honor of him and in affectionate tribute to his memory, the building of which the cornerstone will now be laid by the chairman of the Board of Trustees is to bear the name of Brooks Hall.

After Dr. Silas B. Brownell, chairman of the Board of Trustees of Barnard College, had laid the cornerstone, the academic procession returned to the College buildings, the undergraduates and alumnæ singing "Besides the waters of the Hudson," as a recessional. The exercises in connection with the cornerstone laying were followed by a reception in the present buildings.

Committee on Employment

The following résumé of the activities of the secretary of the Committee on Employment for Students, covering a period from June 1, 1905, to May 31, 1906, will no doubt be of interest to the readers of the QUARTERLY:

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The work of the Committee on Employment for Students has made the same steady stride during the past year as each successive annual report has shown since the Committee's establishment in 1895. In that year the reported earnings were $2,411.00; for the fiscal year just ended students reported earnings to the amount of $104,240.39. These figures are exclusive of the money secured from scholarships, prizes or academic salaries.

During the year five hundred and eighty-one students applied to the Committee for employment—an increase of forty-four over 1904–05. Only two hundred and seventy-five reported their earnings, and thirty-eight reported failure to secure employment.

As compared with 1904–05, the advance made during 1905–06 shows most clearly in the averages. From 1904–05, three hundred and eighty-eight students reported a total earning of $92,436.20, and for 1905–06, three hundred and thirteen students reported a total earning of $104,240.39, making an average for each student of $235.68 in the former case as against $333.04 in the latter. Computed on the basis of the total number of applicants, the figures read $172.13 and $179.42 for each applicant in 1904–05 and 1905–06, respectively. One year ago one hundred and nine students in the College averaged $81.88; fifty-eight students in the schools of applied science, $97.11; thirty-one students in the medical school, $126.46; sixty-six students in the law school, $170.81; ninety-five students in the graduate schools, $255.84; and twenty-nine women students, $37.93. All of these averages rose a number of degrees in 1905–06: ninety students in the College averaged $113.43; forty-one students in the schools of applied science, $163.93; twenty-one students in the medical school, $129.94; forty students in the law school, $202.19; ninety-four students in the graduate schools, $284.59; and twenty-seven women students, $117.64.

In 1905–06 the Committee had three hundred and eighty-four applications from employers—an increase of fifty over the previous year. Through the subsequent withdrawal of positions, undesirability of certain of the opportunities, and reasons of similar nature, one hundred and eight of these positions were not filled by the Committee.

* * *

President's Reception

The annual reception of the President to the newly appointed professors of the University was held in Earl Hall on October 6. It was attended by about five hundred members of the University community, and was a success from every standpoint. The list of new professors is as follows:

Sir C. Purdon Clarke, director of the Metropolitan Museum of Art; Frederick Dielman, president of the National Academy of Design; Frank W. Jackson, M.D., professor of clinical medicine; Henry Johnson, A.M., professor of history in Teachers College; Edward Robinson, LL.D., assistant director of the Metropolitan Museum of Art;

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Hermann Schumacher, Ph.D., Kaiser Wilhelm professor of German history and institutions, 1906–07; and Ashley Horace Thorndike, Ph.D., professor of English.

The following are the new adjunct professors: Adolph Black, C.E., civil engineering; Edward Kasner, Ph.D., mathematics; John Henry Larkin, M.D., pathological anatomy; Charles Edward Lucke, Ph.D., mechanical engineering; Curtis Hidden Page, Ph.D., Romance languages and literatures; Walter Rautenstrauch, M.S., mechanical engineering; and David Samuel Snedden, A.M., educational administration.

* * *

American Men of Science

A paper on the distribution of the thousand leading American men of science, presented by Professor Cattell at the last meeting of the National Academy of Sciences, shows that our scientific men have been produced very unequally in different parts of the country. The birth rate per million population is in Massachusetts, one hundred and nine; in New York, forty-seven; in Pennsylvania, twenty-three; and in some of the southern States falls as low as one. Their present distribution is also unequal. In regard to university connection sixty-six are at Harvard, sixty at Columbia, thirty-nine at Chicago, thirty-three at Cornell, thirty at the Johns Hopkins, twenty-seven at California, and twenty-six at Yale. Of these scientific men, one hundred and six hold the bachelor's degree from Harvard, fifty-two from Yale, thirty-five from Michigan and twenty-eight from Columbia. Johns Hopkins has conferred the doctorate of philosophy on one hundred and two, Harvard on fifty-seven, Columbia on thirty-eight, Yale on twenty-eight, and Cornell on twenty-six. These figures refer to those who have taken their degrees long enough ago to have become leading men of science. In the course of the past nine years the number of times that the doctor's degree has been conferred by our leading institutions for graduate work is as follows: Harvard, three hundred and four; Chicago, three hundred and three; Yale, two hundred and ninety-six; Columbia, two hundred and eighty-one; Johns Hopkins, two hundred and seventy-two; Pennsylvania, one hundred and ninety-nine; Cornell, one hundred and sixty-two.

* * *

Renewal of Professor Chandler's Doctorate

Professor C. F. Chandler, who received the degree of doctor of philosophy from the University of Göttingen in 1856, has been honored with a renewal of this degree by the same institution. The document conveying the degree is rather interesting and is here reproduced in full. The reproduction is from one

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of the duplicate diplomas which the university distributes, as the impressed seal of the university and signature of Conradus de Seelhorst, dean of the philosophical faculty, on the original diploma would not permit of photographic reduction. It is an interesting fact that the University of Göttingen and King's College, now Columbia, were both founded by King George II of Great Britain and Hanover.

Q·F·F·F·Q·S

AUSPICIIS·ET·AUCTORITATE

AUGUSTISSIMI·POTENTISSIMI·PRINCIPIS·AC·DOMINI

WILHELMI II

IMPERATORIS·GERMANORUM·BORUSSIAE·REGIS

DOMINI·NOSTRI·LONGE·CLEMENTISSIMI

RECTORE·ACADEMIAE·GEORGIAE·AUGUSTAE·MAGNIFICENTISSIMO

ALBERTO

REGIO·BORUSSIAE·PRINCIPE·CELSISSIMO·DUCATUS·ERUSVICENSIS·SUMMO·MODERATORE

PRORECTORE·MAGNIFICO

PAULO·ALTHAUS

THEOLOGIAE·DOCTORE·ET·PROFESSORE·PUBLICO·GERMANIS
ORDINIS·AQUILAE·RUBRAE·QUARTAE·CLASSI·ADSCRIPTO

VIRUM·ILLUSTRISSIMUM

CAROLUM·FRIDERICUM·CHANDLER

AMERICANUM

CHEMIAE·IN·UNIVERSITATE·COLUMBIANA·PROFESSORUM·

QUI·POSTQUAM·ADULESCENS·CHEMIAE·SCIENTIAM·TURO·TEMPORE·ADOLESCENTIUM
IN·COLLEGIIS·VEL·MASCHPEIUS·VEL·MODO·NATIS
DOCENS·CONFECIT·PER·QUINQUAGINTA·ANNOS
DOCTORIS·OFFICIIS·OPTIME·FUNCTUS·EST
DOCTRINAM·PROPAGAVIT·SCIENTIAM·AUXIT

ORDO·PHILOSOPHORUM·ACADEMIAE·GOTTINGENSIS

SUMMIS·SUIS·HONORIBUS·MORE·MAIORUM·INSTAURATIS·DENUO·CONDECORAT

EIQUE·ILLIUS·DIEI·FESTA·SEMIRADOULARIA·EX·ANIMO·CONGRATULATUR

LONGAM·FELICEM·ET·CORPORIS·VALETUDINE·ET·MENTIS·VIRIBUS·VALENTEM·SEMECTUTEM·AUGURATUS,

UTMEPRETE

CONRADO·DE·SEELHORST

ORDINIS·PHILOSOPHORUM·H·T·DECANO

DOCTORE·IN·ACADEMIA·GEORGIA·AUGUSTA·DIE·IX·MENSIS·AUGUSTI·A·MDCCVI



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Sir William Henry Perkin, Sc.D.

The honorary degree of doctor of science was conferred upon Sir William Henry Perkin at the monthly meeting of the trustees, held on November 5, 1906. The candidate for the degree was introduced by Professor Chandler. President Butler in conferring the degree said:

William Henry Perkin, Knight, to whose knowledge and insight it has been granted to open a new era in the history of human industry and to show the way to innumerable applications of science to human affairs,—I gladly admit you to the degree of doctor of science in this University and confer upon you all the rights and privileges that belong thereto,—in token whereof I hand you this diploma.

* * *

Applied Science Statistics

The following tabulation of the students of the faculty of applied science who did not return to the University this fall is of considerable interest, and proves conclusively that the standard of scholarship in the faculty is constantly being raised. The figures were compiled by acting-dean Sever.

	Excellent	Good	Fair	Poor	Withdrew	Total
Chemistry				2		2
Civil Engineering		1	2	3	2	8
Electrical Engineering	1		7	1	1	10
Mechanical Engineering			2	9	2	13
Mining Engineering	2	3	1	10	3	19
Total	3	4	12	25	8	52

* * *

Progress on Hamilton Hall

Work on Hamilton Hall* is progressing rapidly, and unless unforeseen delays are encountered, the building will be entirely completed when the University reopens after the Christmas recess. By the middle of December, the second, mezzanine, third, fourth, and fifth floors will probably be ready for occupancy. The electric fixtures, the office book-cases, and the special furniture for the College study have been installed, but the lecture-chairs and desks, which are now on the premises, have still to be placed. Owing to difficulties in securing Joliet stone of the proper grade for the main entrance and corridor, the first floor will probably be finished last, but the offices and lecture-rooms on this floor should be ready by the fifteenth of December, and the stone set before the end of the month. The ventilating and plumbing are now practically completed, and little remains to be done with the heating-plant, except to adjust the automatic temperature regulating device which will control the heating and ventilating apparatus throughout the building.

* Architects, McKim, Mead and White; builder, Charles T. Wills

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HAMILTON HALL — SOUTH VIEW.

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Since the resignation of Mr. Everett Lynn Thorndike, Ph.D., 1905, who held a position in the office of the secretary of the University for a year and a half, Mr. Frank Diehl Fackenthal, A.B., 1906, has been appointed chief clerk to succeed him. Mr. Fackenthal was business manager of *Spectator* and prominent in various undergraduate activities during his college course. Mr. William D. Knight, A.B., 1906, has been appointed secretary of the Committee on Employment for Students in the place of Mr. Fackenthal.

* * *

The University was represented at the fourth centenary of the University of Aberdeen, held on September 25–27, 1906, by Arnold Hague, who received the honorary degree of doctor of science from Columbia in 1901. Dr. Hague was also the representative of the National Academy of Sciences, and in company with other American scholars and representatives received the degree of doctor of laws from Aberdeen University.

* * *

In recognition of his services in endeavoring to develop friendly relations between American and French universities, President Butler has been made an officer of the Legion of Honor by the President of the French Republic. He was recently appointed by the Regents of the State a member of the State Board of Examinations for a term of five years, beginning with October, 1906.

* * *

Professor Amadeus W. Grabau of the department of geology has been awarded the first Walker prize, given each year by the Massachusetts Institute of Technology for the best memoir on a scientific subject. Professor Grabau submitted an essay on "The interpretation of sedimentary overlap."

* * *

Professor James Furman Kemp, E.M. 1884, received the honorary degree of doctor of science from Amherst College in June, 1906. He received the baccalaureate degree from Amherst in 1881, and graduated from the Columbia School of Mines in 1884.

* * *

Professor Henry M. Howe of the department of metallurgy has been created a Knight of the Order of St. Stanislas by the Emperor of Russia. The Emperor has sent him the star and cross of the order.

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SUMMARIES OF UNIVERSITY LEGISLATION

The Trustees

October Meeting.—The University accepted the relation to the Carnegie Foundation for the Advancement of Teaching set forth in the rules of the Carnegie Foundation under the heading "Accepted institution."

The President reported that the German Emperor had, through the Imperial Ambassador at Washington, expressed his agreement to the creation in Columbia University of the Kaiser Wilhelm professorship of German history and institutions.

The gift of the portrait of Daniel D. Tompkins of the class of 1795, governor of the State of New York from 1807 to 1817, and vice-president of the United States from 1817 to 1825, presented by his grandson William W. Tompkins, Esq., of Newport, R. I., was accepted and the thanks of the University were conveyed to the donor.

The thanks of the Trustees were also tendered to Isaac N. Seligman, of the class of 1876, chairman, and to his fellow-trustees, for the gift of $1,250 for salaries for the academic year 1905–6; to Mrs. James W. Gerard for her gift of $1,000 for the maintenance of the Marcus Daly scholarship; to Rutherfurd Stuyvesant, of the class of 1863, for his gift of $500, to be added to the Bruce fund for the department of astronomy; to the anonymous donor of $500, given through Professor Francis Carter Wood, for the purchase of equipment for the department of clinical pathology; to Benjamin B. Lawrence, a graduate of the school of mines in the class of 1878, for his gift of $250 to maintain an annual scholarship in mining; to James Loeb, of New York, for his gift of $175 for books on labor for the library; and to Stuyvesant Fish, of the class of 1871, for his gift of a portrait of the late Professor Charles Anthon.

The annual report of the Vanderbilt Clinic was presented, showing a total of 47,235 patients and 163,309 visits for the year ending June 30, 1906.

Certain rearrangements in the departments of chemistry, electrical engineering and Romance languages for the current year were approved, and the budget was amended by the inclusion of the retiring allowances granted by the Carnegie Foundation for the Advancement of Teaching to Professor John K. Rees and Professor Edward H. Castle.

The following appointments were made for the academic year 1906–07: Frederick Taber Cooper, Ph.D., lecturer in Latin; Ernest Selah Holcombe, M.E., lecturer in electrical engineering.

The following appointments for the summer session of 1906 were confirmed: Frederick G. Bonser (education) *vice* John W. Hall, resigned; J. LeRoy Stockton (critic teacher in education) *vice* Benjamin R. Andrews, resigned; Mary Woods (manual training) *vice* Jessie C. Pond, resigned; Herman V. Ames (history) *vice* W. R. Shepherd, resigned; Harvey A. Seil (chemistry); and Leon E. Woodman (physics) *vice* E. B. Wheeler, resigned.

The following additional appointments for the academic year 1906–07 were made: Albert C. Whitaker, Ph.D., lecturer in economics and social science; Harwood Hoadley, A.B., lecturer in classical philology; Maude A. Huttmann, A.M., assistant in history; Charles S. Mead, B.S., A.M., and Charles V. Morrill, Jr., A.M., assistants in zoology; James H. McGregor, Ph.D., instructor in zoology in Barnard College (*vice* W. E. Kellicott, resigned); Walter A. Bastedo, M.D., H. von W. Schulte, M.D., and Nellis B. Foster, M.D., assistants in applied therapeutics; Joseph Grant Yocum, M.D., demonstrator of physiology; Frederic L. Wells, Ph.D., assistant in psychology; Alfred Hayes, Jr., A.M., LL.B., Goldthwaite H. Dorr, A.B., LL.B., and Charles H. Ayres, A.B., LL.B., lecturers in law; Chester Arthur Darling, A.M., assistant in botany, from October 1, 1906 (*vice* I. D. Cardiff, resigned); Samuel Shelton Watkins, E.E., assistant in electrical engineering; Adolphe Monell Sayre, A.B., assistant in English; Frank Houghton Sewall, A.B., C.E., assistant

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in civil engineering; Otto Kress, B.S., assistant in analytical chemistry (*vice* A. J. Mettler, promoted); Arthur J. Mettler, B.S., lecturer in analytical chemistry; and Warner Brown, A.M., assistant in philosophy in Barnard College (*vice* Rowland Haynes, resigned).

Leave of absence for the academic year 1906–07 was granted to Benjamin Duryea Woodward, Ph.D., professor of the Romance languages and literatures in Barnard College, and James S. C. Wells, Ph.D., adjunct professor of analytical chemistry.

The resignation of the Rev. Alexis William Stein from the chaplaincy of the University, because of ill health, was accepted with profound regret.

The following amendment to the statutes was adopted: To amend chapter IV, section 30, by inserting at its proper alphabetical place in the list of departments, the words "clinical pathology," so that the section shall read as follows:

§ 30. The following departments of instruction are established in the University: anatomy, anthropology, architecture, astronomy, bacteriology, botany, chemistry, Chinese, civil engineering, clinical instruction, clinical pathology, comparative literature, decorative art, diseases of children, domestic art, domestic science, economics, education, electrical engineering, engineering draughting, English, fine arts, geography, geology, Germanic languages, Greek, gynecology, history, hospital economics, Indo-Iranian languages, Latin, law (municipal), law (public) and jurisprudence, manual training, mathematics, mechanical engineering, metallurgy, mineralogy, mining, music, neurology, obstetrics, painting, pathology, pharmacology, materia medica and therapeutics, philosophy, physical education, physics, physiological chemistry, physiology, practice of medicine, psychology, Romance languages, sculpture, Semitic languages, social science, surgery, and zoology.

November Meeting.—The regular order of business being suspended, the degree of doctor of science was conferred upon Sir William H. Perkin, in the presence of the Trustees, of the University Council, and of the members of the division of chemistry.

The President submitted his annual report, which was accepted and ordered to be printed and distributed.

The thanks of the Trustees were tendered to the anonymous donors of $3,440 for the purpose of providing additional clinical facilities for students of medicine; to the Germanistic Society of America for making provision for a lectureship on the history of German civilization; to Isaac N. Seligman, of the class of 1876, for a gift of $500 for the purchase of books for the University Library; to H. P. Wertheim for a gift of an operating table, instrument case, and instruments, for the use of the Sloane Maternity Hospital; to the New York Edison Company for a gift made through Mr. John W. Lieb, Jr., third vice-president, of 500 incandescent lamps for the use of the department of electrical engineering; to Mr. Edward R. Smith, of the Avery Library, of three casts representing the chief work in sculpture of the late Dr. Rimmer; to the class of 1880 for the gift of a set of wrought iron doors for Hamilton Hall; to the anonymous donor, or donors, of two fountains to be placed in South Court; to the Earle Memorial Committee for their gift to make possible the Earl Prize of Classics.

It was resolved, that there be established three annual prizes for the encouragement of belles-lettres among the undergraduates of Columbia College, the amount of these prizes to be provided by gift as follows: a prize of $60 for the best poem; a prize of $50 for the best critical essay on any work or works of imaginative literature; a prize of $40 for the best short story; the conditions of award to be those named in a communication to the President dated October 20, 1906, from the adjunct professor of comparative literature.

An appropriation of $2,500, to be charged to contingent expenses, was made for the purpose of completing the plans, both architectural and engineering, for the Stadium.

The following appropriations from the accumulated income of the Phœnix Fund were made: To the department of mathematics for the equipment of a research laboratory, $3,000; to the department of physics for special apparatus, $500.

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Frederick A. Goetze, M.Sc., was appointed to be dean of the faculty of applied science and consulting engineer, from and after January 1, 1907, for a term of three and one-half years, or during the pleasure of the Trustees.

Henry Lee Norris, assistant superintendent of buildings and grounds, was appointed to be superintendent of buildings and grounds, from and after January 1, 1907, for a term of three and one-half years, or during the pleasure of the Trustees.

James C. Greenway, M.D., and Peter Irving, M.D., were appointed assistants in clinical pathology, and H. V. Holcomb, M.D., James I. Russell, M.D., Frederick T. Van Beuren, M.D., and Alfred C. Prentice, M.D., assistants in surgery. Morris R. Cohen, Ph.D., was appointed to be lecturer in philosophy.

The following appointments were confirmed: Carleton P. Flint, M.D., instructor in surgery, *vice* C. H. Peck, M.D., resigned; William Darrach, M.D., instructor in surgery, *vice* C. P. Flint, M.D., promoted from instructorship in minor surgery; Haven Emerson, M.D., Curtenius Gillette, M.D., and Isaac Ogden Woodruff, M.D., assistants in medicine; Robert M. Strong, Mech.E., assistant in mechanical engineering; C. Otto von Dannenberg, B.E., assistant in electrical engineering.

Samuel R. Williams, Ph.D., was appointed lecturer, and Grace Langford, Ph.D., assistant in physics at Barnard College.

The title of James C. Ayer, M.D., was changed from assistant instructor in operative surgery, to instructor in surgery; that of Bern B. Gallaudet, M.D., from adjunct professor of anatomy and instructor in surgery, to adjunct professor of anatomy and clinical lecturer and instructor in surgery; that of John B. Walker, M.D., from clinical lecturer in surgery, to clinical lecturer and instructor in surgery; that of Percy R. Turnure, M.D., from instructor in minor surgery, to instructor in surgery.

University Council

October Meeting.—Scholarships were awarded as follows:

President's University scholarship:
Dwight Albert Bartlett, chemistry.
North Adams, Mass.
A.B., Williams College, 1903.

University scholarships:

1. Livingston Corson, Germanic languages.
   Morristown, Pa.
   B.S., University of Pennsylvania, 1904.
2. Janizo Koyama, economics.
   Tokio, Japan.
   Waseda University, Tokio, Japan.
3. Eiji Morita Fukano, economics.
   Tokio, Japan.
   Waseda University, Tokio, Japan.
4. Joseph Albert Mosher, English.
   Millerton, Pa.
   Ph.B., Syracuse University, 1905.
5. Joseph Henderson Smith, Romance languages.
   Newton, Mass.
   A.B., Harvard University, 1901.
6. Charles Arthur Stewart, geology.
   New York City.
   A.B., Columbia University, 1906.
7. Benjamin Franklin Tillson, mining.
   New York City.
   Ph.B., Yale University, 1905.
8. Axel Reynold Wallin, Latin.
   Kenilworth, N. J.
   A.B., Augustana College, 1902.

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STUDENT LIFE

The first meeting of **Kings Crown** was well attended and a large number of underclassmen were elected to membership. The greater part of the evening was devoted to a discussion of the prospects of the 1907 crew, in which Coach Rice and several prominent graduates were the chief speakers. The Crown has no immediate prospects of securing permanent rooms.

W. E. Kelly, 1907, is the new president of the **Players Club**, and H. C. Atwater, 1907S, is the vice-president. The Club's play committee has received three manuscripts for consideration and expects much more material in the form of single lyrics and songs, which may be selected and embodied in whatever play is chosen.

As usual the **Deutscher Verein** is showing great activity. Several enthusiastic meetings have been held, and plans are being made to hold a *Kommers* on December 4 in honor of Professor Hermann Schumacher.

There is every prospect that this year Columbia will have a **Junior Week**, which will include a theater party, a University tea, a ball, and numerous fraternity receptions and dances. The committee in charge is composed of H. Fowler, L. R. Reed, G. Mackenzie, H. P. Banks, G. H. Bull, W. L. Wood, F. Ware, H. Graham, M. L. White, T. K. Scott, F. J. Huntzicker, E. R. May, R. B. Tucker, and P. W. von Saltza.

Class-elections held this year have resulted as follows: 1907—J. W. Brodix, president; H. Perrine, vice-president; F. L. Hopkins, secretary; C. B. Spencer, treasurer. 1907S—H. M. Beattie, president; J. B. Overbeek, vice-president; T. H. Tullock, secretary; J. Little, treasurer. 1908—Foster Ware, president; F. A. Higgins, vice-president; K. M. Boorman, secretary; W. D. Murphy, treasurer. 1908S—P. W. von Saltza, president; F. J. Huntzicker, vice-president; J. Young, secretary; A. Hanke, treasurer. 1909—H. W. Taylor, president; C. W. Culman, vice-president; J. J. O'Connel, secretary; W. H. Brown, Jr., treasurer. 1910—P. Renshaw, president; H. Ramsdell, vice-president; E. Klepetko, secretary; R. V. Mahon, treasurer. 1910S—G. D. Hauser, president; S. Guthorn, vice-president; A. G. Marsh, secretary; L. M. Giroux, treasurer.

Musical Affairs have undergone a much needed change. The clubs will be so limited in membership that there will always be a keen competition for places. By this means the management hopes to secure the regular attendance at rehearsals that has been lacking in previous years. A trip is being planned to include several concerts in New England.

The *Philharmonic Society* has been reorganized under the lead of several prominent undergraduates. Several smokers and popular concerts will be held during the year, and the orchestra is expected to play at the meetings of Kings Crown.

Since last spring several **fraternities** have moved into new houses. *Delta Phi* has built at 610 W. 116th; *Phi Delta Theta* has bought 565 W. 113th; *Theta Delta Chi* has purchased 619 W. 113th, and *Delta Upsilon* 558 W. 113th; *Zeta Psi* has leased 607 W. 113th.

A reception was tendered to the **graduate students** of all the faculties in Earl Hall on Friday evening, October 12. There were short addresses by members of the different faculties, followed by a pleasant social affair. Professor Hallock spoke on the problems which confront the specialist who is seeking to widen the boundaries of human knowledge, laying stress upon the extent to which each great achievement rests on preceding achievements. Professor Dewey dwelt upon the lack of originality and creativeness in the American universities and expressed the hope that they might become centers of spiritual and intellectual movements in the same fashion as some of the institutions of the Old World. Dr. Beard spoke of the effect of the

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manifold interests of the great metropolis upon the corporate life of the University and warned the graduate student of the necessity of relying in a large measure upon his own purposes and ambitions. Professor Perry deplored the tendency of the graduate student to hold allegiance solely to his undergraduate college as *alma mater* and expressed a desire to see the graduate university regarded as warmly as the college.

A number of **Japanese students** in attendance at the University celebrated the fifty-fourth birthday of the Mikado on November 3, 1906. Professor Hermann Schumacher was the guest of honor.

ATHLETICS

Great interest is being shown in **cross-country** running. A large squad of men is working daily, and several very successful handicap runs have been held. The attention being given to this fall work augurs well for a good track-team in the spring. In a dual meet with Princeton, held on November 16, the cross-country team was defeated by the score of 15 to 21.

The annual **sophomore-freshman games** were won by the class of 1909. In several events good time was made, and there is evidently some excellent material in the freshman class.

After careful deliberation the **Rowing Club** has selected James C. Rice, Jr., of Toronto, to coach the crews this year. Coach Rice comes to Columbia with an enviable reputation as a teacher of rowing, and has aroused much enthusiasm by his energetic methods. S. L. Pierrepont, 1907, is manager of the crew and L. R. Reed, 1908, assistant manager.

The annual **fall regatta** on the Harlem was marked by close and hard fought finishes in every race. 1910 Science defeated 1910 College, Livingston won over Hartley, a crew composed of graduates defeated the second 'Varsity, while the 'Varsity crew defeated a crew from the Nassau Boat Club.

On account of the resignation of F. L. Rupp, 1907S, H. R. Graham, 1908S, has been elected manager of the **basket-ball** team. C. L. Hall, 1908S, is the assistant manager.

For the second time the intercollegiate **tennis** championship was won by Robert LeRoy, 1908L. The team was defeated by Princeton by a score of 5 to 1.

J. T. Roberts, 1907S, and A. B. Moss, 1909, are manager and assistant manager, respectively, of the **lacrosse** team.

Fencing Club elections resulted in the selection of W. S. Jacques, 1909, for manager, and D. Armstrong, 1909, for assistant manager.

The **soccer** team has been working faithfully this fall in preparation for an intercollegiate schedule, and has played a number of matches.

C. A. S.

THE ALUMNI

Columbia University Club

We are glad to announce that the Columbia University Club is building two squash-courts in the stable in the rear of their premises, at a cost of $3,500. The Club is one of the few in the city to have its own squash-courts, the only other university club having courts being that of Harvard. The game has come into such favor, that it will undoubtedly add greatly to the popularity of the Club House. The building of these courts is in charge of a committee appointed by the Board of Governors of the Club at one of the spring meetings, consisting of George S. Nicholas, Jr., chairman; Archibald Douglas, secretary and treasurer; John T. Conover, John K. Erskine, Jr., Richard A. Monks, Harry C. Pelton and John S. Douglas, which committee was subsequently enlarged by the addition of Harold Payson, R. S. Woodward, Jr., and Charles C. Sargent, Jr.

The stable, heretofore unused, has

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dimensions of 20x40 feet, which allows ample room for two squash-courts of the most approved design and dimensions, built one above the other. These courts will be lighted by electricity in the evening, and the plans further call for hot and cold shower-baths, lavatories, about fifty lockers, and a visitors' gallery. The alterations will be completed before the close of the year.

The idea of the committee in raising the amount necessary to build the courts was to secure subscriptions from the members of the Club in amounts of $25 or thereabouts, and to make these subscriptions a *pro rata* lien upon the earnings of the courts until repaid, or, at the subscriber's option, he can take out the amount of his subscription in tickets entitling him to use the courts. Working upon this basis, about $2,800 has thus far been subscribed by over one hundred members, of which about $1,000 has actually been paid. About $900 is still required to complete the work.

College Alumni Association

The annual meeting of the Association of the Alumni of Columbia College was held on Monday evening, October 29, at Sherry's. At this meeting the following officers were elected for the ensuing year: President, Julien T. Davies, '66; vice-president, F. DePeyster Foster, '68; treasurer, William C. Cammann, '91, and secretary, William B. Symmes, Jr., '98. There were also elected to the standing committee the following gentlemen: Isaac N. Seligman, '76, Arthur T. Hewlett, '92, Joseph P. Grace, '94, Marcellus Hartley Dodge, 1903, and Ernest Stauffen, Jr., 1904.

A committee appointed by the standing committee to consider a plan for procuring a statue of Alexander Hamilton for Hamilton Hall reported that it had examined the statue of Hamilton made by William Ordway Partridge, of the class of 1885. This statue represents Hamilton making one of his great speeches in the New York State Convention of 1788 in favor of the ratification by New York of the Constitution of the United States. It was the recommendation of this committee that the constitution of the Association be so amended as to allow it to contribute toward the cost of this statue a substantial sum from its permanent fund, and that the balance of the cost of the statue be obtained by subscription. In conformity to the recommendations of this committee, an Association was proposed, permitting the appropriation of the permanent fund to such purposes as may be designated by a two-thirds vote of the members of the Association present at a regular or special meeting thereof and recommended by the standing committee. In accordance with the requirements of the constitution this amendment lies over for consideration at the next regular or special meeting of the Association. It is planned, therefore, to hold a special meeting of the Association in the near future to pass upon this amendment and also to take the necessary steps to carry out the recommendations of the committee with reference to the Partridge statue.

The other business of importance transacted at this meeting, in addition to the reading of the usual reports, was the adoption of an amendment to the constitution, in accordance with which no regular member of the standing committee may hereafter be re-elected to such committee until at least one year after his term shall have expired.

Society of Architects

On Saturday evening, November 17, the quarter-centennial of the foundation of the school of architecture was celebrated by a reception and banquet in the library building, under the auspices of the Society of Columbia University Architects (graduates). The permission to serve the dinner in this building was granted as a special favor in honor of the occasion and as a tribute to professor-emeritus W. R. Ware, the organizer and for twenty-two years the head of the school, and to the late S. P. Avery, who founded the Avery Architectural Library, which has rendered such important and valued service to the school. The reception was held in the Avery Library, and was followed by the dinner in the Law Library, specially decorated for the occasion with bunting and with large architectural drawings by students of the school. President Butler

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and Seth Low, Dr. J. H. Canfield, and Sir Caspar Purdon Clarke were the guests of honor; among other invited guests were Thomas Hastings, Professor Hamlin, and Mr. E. R. Smith, of the Avery Library. Mr. D. Everett Waid, president of the Society of Columbia University Architects, presided as toastmaster.

Mr. Low, the first speaker, referred to his acquirement of architectural experience in the building of the present University group, and to his acquaintance with Professor Ware. President Butler followed with a tribute to the value, in the development of educational institutions, of the influence of strong personalities, as exemplified in Professor Ware's long and inspiring services in the school of architecture. Dr. Canfield dwelt on the services to the cause of architectural education, in the founding and upbuilding of the Avery Library, of its founders, Mr. and Mrs. Avery, of its present librarian, Mr. E. R. Smith, and of Mr. Russell Sturgis. Sir Purdon Clarke compared English and American methods of architectural training, and Mr. Hastings and Professor Hamlin followed with warm tributes to the inspiring influence and high ideals of Professor Ware.

After the addresses a half hour was spent in the model-house, where a special retrospective exhibition of students' work had been hung.

About ninety graduates and former students of the school were present, as well as a number of undergraduates. It was a source of great regret that Professor Ware was himself unable to be present; and that Mr. Charles F. McKim and Mr. Russell Sturgis were also prevented by ill-health from attending. The celebration was otherwise most successful and enjoyable, and great credit is due the committee of graduates, under the chairmanship of Mr. S. B. Colt, '88, Arch., who planned and carried out the arrangements.

Sloane Maternity Hospital Alumni

Following is the list of officers of the Society of the Alumni of the Sloane Maternity Hospital for the year 1906-07: President, Frank R. Oastler; first vice-president, Ralph W. Lobenstine; second vice-president, Frank S. Fielder; recording secretary, Andrew J. Gilmour; corresponding secretary, Ralph Tousey; treasurer, Seth M. Milliken; pathologist, Hughes Dayton; editor of transactions, Henry P. de Forest; and trustees, Eugene Coleman Savidge, William S. Stone, and Franklin A. Dorman. The council, consisting of seven members, is made up as follows: The president, the trustees, the recording secretary, the corresponding secretary, and the treasurer. Regular meetings are held on the fourth Friday of October, January, and April.

Western Alumni Associations

The Alumni Council has requested Professor Rudolf Tombo, Jr., to visit the various alumni associations of the University scattered throughout the West, and the trip will be made in January. As matters stand at this writing, the following schedule will be followed:

I. *Alumni meetings:* Detroit, January 3; Chicago, January 4; Milwaukee, January 5; Madison, Wis., January 7; Minneapolis and St. Paul, January 8 or 9; Omaha, January 10; Denver, January 12; Colorado Springs, January 15; Kansas City, January 18; Columbia, Mo., January 19; St. Louis, January 21 or 22; Indianapolis, January 24; Louisville, January 26; Cincinnati, January 29; Columbus, January 30; Cleveland, February 1; Buffalo, February 2.

II. *Lectures:* University of Wisconsin, January 7; University of Minnesota, January 9; University of Nebraska, January 11; University of Denver and Colorado School of Mines, January 14; Colorado College, January 15; University of Kansas, January 17; University of Missouri, January 19; Washington University, January 21; University of Illinois, January 23; University of Indiana, January 25; University of Cincinnati, January 29; Ohio State University, January 30; Ohio Wesleyan University, January 31; Western Reserve University, February 1.

Any alumnus interested is requested to write to the delegate of the Council, at Columbia University, for particulars. It may be necessary to make some slight changes in the program, but probably none will seriously affect the above itinerary.

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1827.—Charles Rhind, of this class, is the oldest living alumnus of the University. He is ninety-seven years of age, and resides in New York City. He recently realized on a Mutual Life policy that he had taken out sixty-one and a half years ago, less than two years after the company was formed.

1835.—Thomas Buchanan Gilford celebrated his ninetieth birthday on October 13 by a family dinner at his home in Lexington Avenue, after having registered earlier in the day. He is a grandson of Thomas Buchanan, from whom Elbridge T. Gerry, 1857, Henry Rogers Winthrop, Robert Goelet, 1828, and Robert Goelet, Jr., 1860, are descended.

1871.—Oscar L. Straus has been appointed a member of the Cabinet (see p. 40).

1881L.—Charles F. Beach, Jr., is delivering a course of lectures on American commercial law in Paris and at Lille during the first half of the year, and at Bordeaux and Toulouse during the second half. In succeeding years, it is planned gradually to enlarge the scope of the work, so as to give French students a general view of American law and social and political institutions.

1884L.—Charles E. Hughes was elected governor of the State of New York on November 6. District Attorney William Travers Jerome is a member of the same class.

1886.—On June 13, 1906, the class had a dinner at the Hotel Claremont to celebrate the twentieth anniversary of graduation. Twenty-seven members of the class were present, some of whom had not met since 1886. The dinner was a great success.

1894.—James Cox Howell was married on October 11 to Alice Egbert, at Saint Luke's Church, Montclair, N. J.

1895L.—Arthur Knox was married on November 22 to May Shepherd Barnard at the Church of Christ, Norfolk, Conn.

1898.—Lewis Einstein has been appointed second secretary of the American embassy at Constantinople.

1899.—The initial gathering of the class of '99 was held at Sherry's on the evening of October 29, 1906, at the annual meeting of the Alumni Association.—Darwin S. Hudson was married to Laura Christine Barclay on October 4, 1906, at Saint Mary's Church, Burlington, N. J.—The plans for the coming joint reunion of Applied Science and College are well under way; it is to be held in the early part of January, 1907.

1899L.—Herbert Allan Knox was married on October 17 to Ethel Harvey in New York.

1902.—Bradley is a partner in the law firm of Tanner and Bradley.—Halstead has severed his connection with the law firm of Addy and Halstead, and is now in the office of Cravath, Henderson and De Gersdorf.—Hincks is in business for himself in the law firm of Anderson, Hincks and Humiston.—Phillips is editing a country newspaper in Mazeppa, Minnesota.—Members of the class are earnestly requested to cooperate with the class secretary in securing items for this column in the QUARTERLY, by sending to him any bits of news about themselves or about other classmates. Notices of changes of address also are particularly desired. Communications should be addressed to G. O. Ward, 420 West 144 Street, New York City.

1904.—The class was saddened during the past summer by the death of James Theodore William Malmberry, who was taken from us just as he had completed his course in the law school and as he was preparing to enter upon his life's work. He was a loyal classmate and true friend, and his loss is felt most deeply.

Ph.D. Notes

Stephen Pierce Duggan, 1902, and Herbert R. Moody, 1901, have been appointed associate professors, Holland Thompson, 1906, and Walter E. Clark, 1903, assistant professors, and Nelson P. Mead, 1906, Mario E. Cosenza, 1906, and Thomas B. Moore, 1906, instructors, at the College of the City of New York.—Shepherd I. Franz, 1899, has been made professor of psychology at George Washington University.—Lewis N. Chase, 1903, furnished the introduction to Emerson's essay on Compensation recently published by the University Press of Sewanee, Tenn. The *N. Y. Times Saturday Review* of August 25 contained an article by him

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on "The lyrical poems of William Blake."

A meeting of the Association of Doctors of Philosophy will be held at the Columbia University Club on the evening of December 14. The speakers will be President Butler, Professors Perry and Shepherd of Columbia, Dr. Jones of Princeton, and Dr. Yatsu.

North Carolina Alumni Association

The Columbia University Alumni Association of North Carolina was organized in Durham, N. C., on the evening of November 26, Professor C. L. Raper, Ph.D. 1902, of the University of North Carolina, being elected president, and J. Henry Highsmith, T.C. 1906, of the Baptist University for Women (Raleigh), secretary. There are about forty Columbia men in the State, of whom four are teaching at Trinity College, Durham, and four at the University of North Carolina. Present at the meeting were W. K. Boyd, Ph.D. 1906, C. W. Edwards, Pure Science 1898, W. H. Glasson, Ph.D. 1900, J. H. Highsmith, L. L. Hendren, A.M. 1901, Ph.D. 1905, W. S. Marten, B.S. (T.C.) 1905, C. L. Raper, and Professor Tombo.

Virginia Alumni Association

A Columbia University Alumni Association of Virginia was established in Richmond, Va., on November 27. An informal dinner was held at the Hotel Jefferson, which was attended by Dr. Philip Taylor, 1876M., M. A. Martin, T.C. 1905, Dr. W. W. Dunn, 1894M., Emory Hill, 1904C., and Jackson Davis, Phil. 1907, of Richmond; J. F. Messenger, Ph.D. 1903, of Farmville; R. McL. Crawford, T.C. 1905, and A. B. Coffey, T.C. 1904, of Williamsburg; A. B. Seldner, 1882L., of Norfolk; Bruce R. Payne, Ph.D. 1905, of Charlottesville; J. A. Chanler, 1883C., of Cobham; Hickman Price, 1909C., Dean Goetze and Professor Tombo.

NECROLOGY

Austin, Thomas Septimus, E.M. 1876, died on August 22, 1906. Mr. Austin was general superintendent of the southern department of the American Smelting and Refining Company.

Chittenden, Thomas Rockwell, M.D. 1849, died on September 27, 1906.

Cooper, Hunter Pope, M.D. 1883, died at Atlanta, Ga., on August 24, 1906. Mr. Cooper was professor of anatomy and clinic surgery at the Atlanta College of Physicians and Surgeons.

Holmes, Philip Woodruff, A.B. 1857, died at Montclair, N. J., on August 24, 1906, aged seventy years.

Lefferts, Franklin Baker, B.S. 1900, died after a long illness at Roosevelt Hospital on November 9, 1906, aged twenty-eight years. He was a member of the Alpha Delta Phi fraternity, and the Senior Society of Nacoms.

Miller, Edmund Howd, Ph.B. 1891, A.M. 1892, Ph.D. 1894, died of typhoid fever in the Nyack Hospital on November 7, 1906, aged thirty-seven years (see p. 37).

Mynderse, Wilhelmus, LL.B. 1875, A.B. Williams 1871 and A.M. 1874, died at Brooklyn from heart-failure on November 15, 1906, aged fifty-seven years. He was a director in several banks and trust companies, a member of the Sigma Phi fraternity, the University, Grolier and Hamilton clubs and the Down Town Association.

Payne, William Anderson, M.D. 1899, died on January 10, 1906.

Pinckney, Samuel Grey Courtney, M.D. 1893, died on September 20, 1906, aged thirty-seven years.

Ridsdale, Thomas Weddle, E.M. 1883, died from cerebral meningitis at Montclair, N. J., on September 28, 1906, aged forty-nine years. He entered the service of the New York and New Jersey Telephone Company as manager of the right-of-way department fifteen years ago.

Spalding, George Atherton, M.D. 1875, A.B. Andover College 1872, died in New York City of heart-disease on October 2, 1906, aged fifty-seven years.

Wissmann, John Frederick, A.B. 1866, died at his summer home in Saratoga on October 2, 1906, aged sixty-three years. Mr. Wissmann had retired from business five years ago.

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STATISTICS

An inspection of the accompanying table will show that there has been a slight decrease in the total registration of the University in comparison with last year, the decrease being due primarily to losses in several of the professional faculties.

Columbia College shows a considerable increase over last year, the registration in this faculty having reached the high-water mark. There will no doubt be forty or fifty new students in February, which would bring the total registration at the close of the year to about 650, as against 589 for 1905-06. The entering class in the College is the largest in its history.

Barnard College continues to show an increase and the figures will probably pass the 400 mark before the close of the year. It should be remembered that students in music were registered at Barnard College in 1903 and in previous years. This circumstance explains the apparent decrease in registration after 1903.

The graduate faculties of political science, philosophy and pure science all have practically as many students as they did last year. This year for the first time the period of registration was reduced considerably, and as a result a number of students who did not report at the University in time failed to register altogether.

The faculty of applied science again shows a decrease over the preceding year, although the number of new students is equal to that of last year. The requirements for advancement in this faculty have been increased considerably, and as a result a number of students who were unable to maintain their standing found it desirable to leave the institution. The tabulation on page 92 shows that there has been a considerable improvement in the quality of the material, from the standpoint of scholarship. In comparing the applied science totals, it should be remembered that in 1903 and the years preceding the students in the school of architecture were included in the applied science figures.

Under the faculty of fine arts, the school of architecture shows a decrease, due to the increased requirements for entrance to the course leading to the degree.

The law school shows a slight falling off this year, although the entering class is much larger than that of 1905. To the 92 students in the first year class should be added 22 men from Columbia College enrolled also under the law faculty. The requirements for advancement in the law school have been strengthened considerably, and this accounts to a certain extent for the decrease in the second-year and third-year classes.

All four classes of the medical school are classes which entered under the increased requirements, whereas last year there were only three such classes. The probabilities are, therefore, that the attendance at the medical school has reached its minimum this year, and from 1907 on there should be a gradual increase in the size of the entering class. There are four students from Columbia College in the first-year class, which brings the total registration in this class to ninety.

Conditions at the College of Pharmacy are similar to those in the medical school, inasmuch as both of the present classes entered under the increased admission requirements, whereas last year one large class which had entered the year before the strengthened requirements became operative still remained. The increase in the number of graduate students at the College of Pharmacy is very encouraging.

In spite of the fact that the first year class at Teachers College has been abolished, this school shows an increase in primary registration of fifty-one over last year. In 1905 and the years preceding, Columbia and Barnard students who were also candidates for a diploma in teaching were included under Teachers College, but if the primary registration only is counted, it would show an increase from 667 in 1905 to 718 in 1906.

R. T., Jr.

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Students registered in:	1899	1900	1901	1902	1903	1904	1905	1906
Columbia College	446	464	481	485	493	527	557	606
Freshmen	106	124	141	157	119	145	157	160
Sophomores	113	95	102	85	111	113	130	156
Juniors	89	99	98	128	112	117	112	128
Seniors	93	88	94	70	110	106	113	111
Non-matriculated	45	58	46	45	41	46	45	51
Barnard College	223	292	328	345	399	363	371	398
Freshmen	54	82	99	92	101	110	103	112
Sophomores	38	51	73	79	74	75	95	89
Juniors	39	39	48	73	81	70	77	109
Seniors	39	52	50	49	77	83	81	64
Non-matriculated	53	68	58	52	66	25	15	24
Total undergraduates	669	756	809	830	892	890	928	1004
Faculty of Political Science	118	109	142	150	143	148	174	177
Faculty of Philosophy	108	239	280	317	382	392	490	492
Faculty of Pure Science	53	64	54	57	95	160	140	139
Barnard College	71	*	*	*	*	*	*	*
Auditors	22	20	18	23	17	9	—	—
Total non-professional graduate students	372	432	494	547	637	709	804	808
Schools of Applied Science	464	546	604	685	719	589	566	524
First-year	130	153	193	222	177	156	140	137
Second-year	114	132	156	184	226	164	198	158
Third-year	111	123	127	149	146	156	112	118
Fourth-year	69	99	91	87	104	85	94	87
Non-matriculated	37	33	31	38	53	28	22	24
Graduates	3	6	6	5	13	†	†	†
Fine Arts						109	139	113
Architecture	‡	‡	‡	‡	‡	74	107	87
Music	‖	‖	‖	‖	‖	35	32	26
Law School	377	427	443	468	384	342	277	261
First-year	166	172	165	182	104	106	70	92
Second-year	111	151	150	135	149	98	107	69
Third-year	99	100	126	129	119	127	92	85
Non-matriculated	1	4	2	22	12	11	8	15
Medical School	757	751	815	777	669	560	424	352
First-year	226	245	269	203	107	97	79	86
Second-year	159	190	199	205	164	106	83	80
Third-year	158	148	179	181	191	156	100	79
Fourth-year	173	147	148	171	178	190	152	94
Non-matriculated	41	21	20	17	29	11	10	11
College of Pharmacy						435	353	254
First-year						261	97	107
Second-year						157	232	106
Graduates						17	24	41
Teachers College	317	448	557	563	624	640	792	726
First-year	42	24	17	43	29	29	24	—
Second-year	19	30	28	21	46	44	51	43
Third-year	80	93	141	155	201	237	308	273
Fourth-year	46	76	79	145	174	195	236	239
Non-matriculated	38	40	19	54	40	23	32	22
Graduates	92	127	162	83	95	99	141	149
Auditors and unclassified students		58	111	62	39	13	—	—
Total professional students	1915	2172	2419	2493	2396	2675	2551	2230
Double registration §	—	105	136	120	189	218	266	156
Net total resident students	2956	3255	3586	3750	3736	4056	4017	3886
Summer Session		417	579	643	1001	961	1018	1041
Double registration **		108	86	91	180	184	280	277
Grand total regular students	2956	3564	4079	4302	4557	4833	4755	4650
Students in extension courses	750	721	420	535	732	684	964	1017
Officers	412	440	449	473	509	551	573	571

In addition to the above there are this year 998 pupils in the Horace Mann School and 218 in the Speyer School.

* From October, 1900, women graduates registered under the University faculties.

† Graduate students in applied science are now registered under the faculty of pure science.

‡ Students in architecture are included under applied science previous to 1904.

‖ Students in music are included under Barnard College (non-matriculated) previous to 1904.

§ Includes candidates for University and Teachers College degrees, and one candidate for B. S. and B. Mus.

** Includes Summer Session students who returned for work in the fall.

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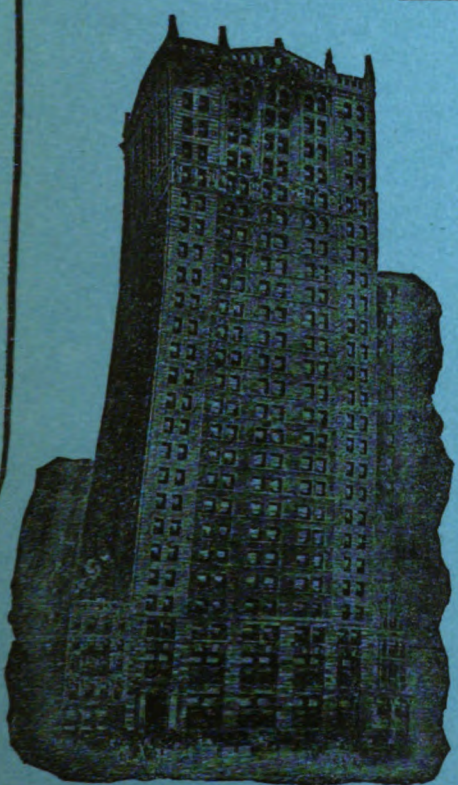
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STATEMENT OF OCTOBER 2, 1906

RESOURCES		LIABILITIES	
Cash in Office . . .	$1,650,695.83	Capital Stock . . .	$3,000,000.00
Cash in Bank . . .	3,839,722.67	*Surplus and Undivided Profits . . (After deducting accrued taxes and dividend.)	10,779,621.48
Loans on Collateral	29,664,683.44		
Bills Purchased . .	3,129,016.56		
Stocks and Bonds, market value, . .	12,192,236.08	Deposits	40,116,315.71
Bonds and Mortgages	3,343,600.00	Interest Payable .	280,188.12
Interest Receivable	356,170.73		
	$54,176,125.31		$54,176,125.31

*April 3, 1906, $10,330,002. October 1, 1905, $9,892,086.

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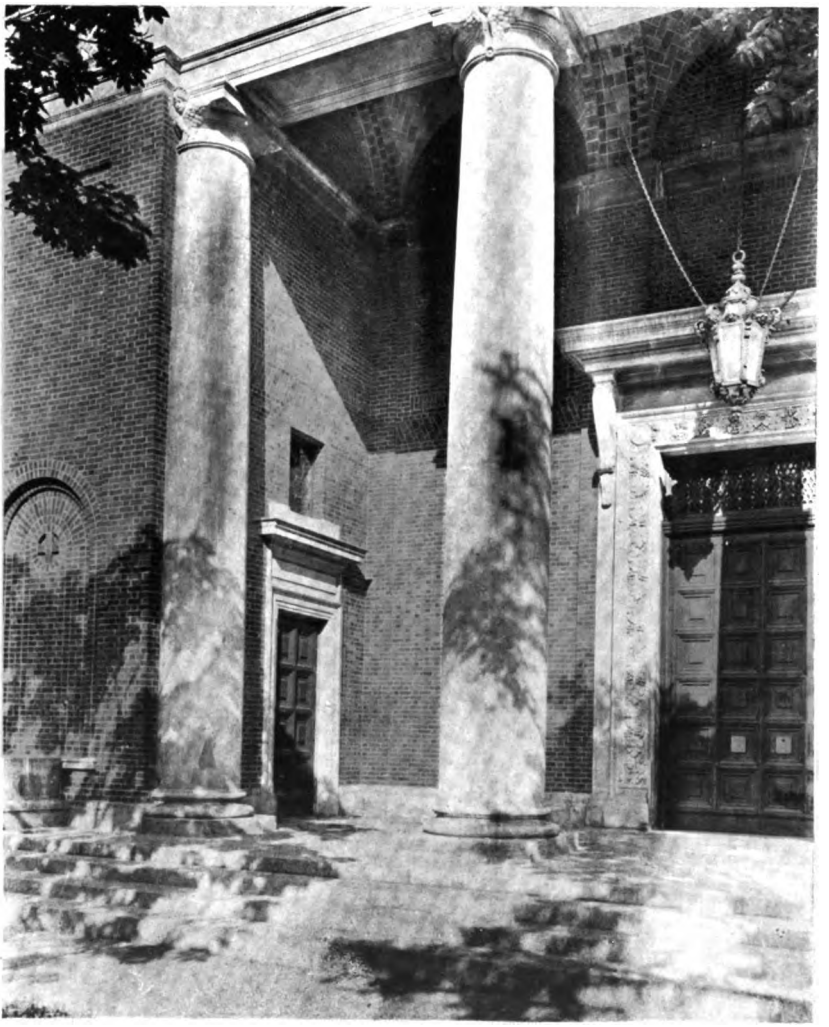
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COLUMBIA
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MEDICAL IDEALS AND MEDICAL TENDENCIES[1]

IN common with every branch of knowledge, medicine has felt the influence of the great advances in modern science. The progress made in the collateral subjects, biology, chemistry, and physics, to which medicine is so closely related, has made necessary a general readjustment of opinion. Slowly but surely the superstition, prejudice and ignorance or half knowledge of the past are vanishing before the light of modern discovery, and almost before our eyes a new science of medicine is being evolved.

The general attitude of our profession today may be characterized as one of scientific skepticism. It receives nothing upon authority, no matter how ancient or honored. It places above everything else the ability to see things as they are, and to draw accurate conclusions from these observed facts. It desires to submit to a fresh examination, by the methods of modern science, every theory or practice and endeavors to make the new view correspond with the latest knowledge. It seeks to establish upon a scientific basis every fact in etiology, every principle in diagnosis, every method of treatment.

Huxley says that one who exposes an old error should be as highly regarded as one who discovers a new truth. We should,

[1] Address delivered at the opening of the College of Physicians and Surgeons, September 26, 1906.

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therefore, honor one contributor to medicine as much as the other, for both are needed in the development of our science. In the overthrow of much of the ancient science of medicine, we must not at the same time lose the many valuable contributions of the past to the medical art, none the less real because sometimes based upon wrong theory.

But this same new scientific spirit to which we owe so much has brought with it an incidental peril. While becoming more scientific, there is a great danger that medicine shall become less human. Is it not true, that in magnifying the value of medicine as a science, there has come about incidentally and perhaps somewhat unconsciously, a disposition to depreciate the dignity and importance of medicine as an art?

The men of the laboratory today dominate medical thought. They form a sort of oligarchy, to whose decrees those who study medicine at the bedside only must submit, often with a subconscious feeling of their own inferiority. I cannot myself resist the opinion that the man of the microscope and the culture-tube occupies just now a place of too great importance, at least in the minds of the medical student and the younger practitioner. The laboratory is rendering immense service to practical medicine today, but it cannot do away with the necessity for careful bedside observation of the sick; nor are its conclusions to be regarded with the infallibility which, in the minds of many, attaches to them. The student of today is likely to gain the impression that unless they rest upon laboratory confirmation, all diagnosis is doubtful, all prognosis uncertain, and all therapeutics unscientific. The laboratory has its limitations, which are quite as distinct as those of clinical medicine. It is to be regarded as supplementary; but not as the sole important factor.

I have already said that the important part of the training of a physician is the formation of the habit of making his own observations and of drawing correct conclusions from them. He who flies to the laboratory for a solution of every problem presented in his practice, soon comes to be dependent and neglectful, to distrust his own observations, and finally to undervalue all clinical observations. While, therefore, we appreciate this indispensable aid

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in medicine, let us not lean upon it to the weakening of our powers of reasoning and observation. The men of the past who have given us those marvelous descriptions of disease, derived their knowledge from careful personal study with little aid from other sources. Let us see to it that this sort of study does not become a lost art.

The time was when medicine was thought of solely as an *art*, and the *science* of medicine can hardly be said to have existed at all. Until very recently nearly all who bore the title of doctor of medicine were practitioners. Today, there is a constantly increasing number who enter medicine with a view to becoming teachers, investigators, hygienists, public health officials, etc., but our medical education should not be shaped chiefly by their special interests or needs. Even in the aggregate their number is small when compared with the great body of medical practitioners. The lives of this class will be devoted to the care of the sick and injured, which they will do more or less efficiently according to their training and individual ability. For this class the art of medicine possesses an interest and importance which is hardly exceeded by the science of medicine, indispensable as that is. More men fail in the practice of medicine from this inability to understand and manage people, than from their ignorance of medicine, colossal though at times that ignorance may be.

Exactly what do we mean by the art of medicine, and how is it to be studied by one entering the profession? Medicine as a science has to do with disease; medicine as an art, with people suffering from disease. The difference between these two is a very real and important one. The science of medicine the student may learn from books, from lectures, in the laboratory, and in the post-mortem room. The art of medicine, or the manner of using this knowledge, he may acquire to some degree by a study of the ways of successful physicians, but in the main he must learn it through his own experience. In this, his previous general education and training and his experience in and knowledge of the world count for much. The natural gifts that contribute most are tact and sympathy. These qualities are called into requisition every hour of a physician's life. To meet and greet patients properly; to take

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a history which shall be at once brief, but accurate and comprehensive; to inquire into the innermost secrets of the private life of a man or woman with such tact and delicacy as to encourage confidence, but not give offence; to announce a prognosis which takes away all hope from an anxious family, in a manner at once honest and sympathetic; to make a physical examination without giving pain or offending the sensibilities of a patient, and at the same time with a thoroughness which the gravity of the responsibility assumed demands; to make local applications in the way which shall cause the minimum amount of discomfort or pain; to combine unpleasant drugs so as to obtain the effects desired without unnecessarily disturbing the stomach or taste of the patient; to give personal attention to the minor details which contribute to the comfort of the person who is ill, even though his disease may be an incurable one, or, on the other hand, not serious:—these are some examples of the physician's art. Gentlemen, they are well worth your time and thought. Besides, we should not omit to mention the treatment of all patients, no matter how humble their station, with courtesy and consideration.

No part of the art of the physician is so essential to success as the ability to inspire confidence. Possibly so fundamental a quality as this should not be called an art; certainly it can never be artificial. While it belongs naturally to some persons, it can, to a degree, be cultivated by all. The qualities upon which it depends should at least be appreciated by every one. While a certain something which simulates confidence may be inspired by the easy-going, optimistic man of plausible speech and sufficient assurance, yet the patient soon distinguishes the actual quality from its imitations. At bottom, the power to inspire confidence rests upon ability and strength of personal character or integrity, and upon nothing else does it long endure. Said a gentleman to me in speaking of James J. Hill, that he never left him without the feeling that he ought to sell everything else that he possessed and invest all in Mr. Hill's properties. Such a power to influence one's fellowmen is valuable in any calling, but in medicine it is indispensable. To be able on short acquaintance, often after but a single interview, to inspire such confidence that a person may be willing to entrust his own

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life or that of one of his family to your judgment or skill, is a rare gift. Something of this power must be the possession of every successful physician. With the world at large it counts for more than scientific attainments.

Next to the ability to inspire confidence, must be placed that force of character which is required to make the patient act as we wish him to do, so to influence his will that he will carry out the advice which has been given. Again, if he would preserve the confidence he has inspired, the physician must have discretion in speech. To know the family secrets of an entire community and never by word or look betray them, requires rare judgment and self-control on the part of the physician, and also, we should add, of his wife, whom he too frequently makes his confidant in such matters.

But it is by sympathy more than by any other quality that the hearts and confidence of patients are won. The cold, calculating man, even though he be exact and skillful in his science, has never a warm welcome in the sick-room. To be only "a case," however interesting, and not a suffering fellow being is what a patient particularly abhors, and rightly so. The physician should be hopeful and encouraging without being untruthful, flippant or insincere. He must have a keen sense of appreciation of exactly what it is that people most need in a physician. They call him when they are in pain, in trouble or in alarm. They want, besides physical relief, a certain moral support, some one to lean upon, to allay their fears if they are groundless, as they are found to be quite frequently.

I have dwelt at some length upon the present tendency to ignore the humanities of our profession, and to think too much, or more exactly, too narrowly of medical science and too little of its practical application in real life. My reason for so doing is the feeling that this tendency is growing among us, fostered as it often is by habits acquired through education abroad. One should never forget that the poor as well as the rich have their sensibilities which are often sorely wounded by the thoughtless and inconsiderate way in which they are treated by the physician of the hospital or dispensary. It is certainly true, as has often been remarked, that the poor have always proved the young physician's staunchest

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friends; whom he cannot well afford to neglect or offend. The importance to the physician of the virtues of self-control, honesty, frankness, sincerity and of such personal qualities as courtesy, tact and sympathy, should never be underestimated by the young physician, but should be cultivated with the same assiduity as physical diagnosis or operative surgery.

Of the prevailing tendencies in medicine the one most to be deprecated is that to commercialism. It is perhaps not surprising that our profession, in common with other callings, should feel the baneful influence of this spirit of our age. It is only another evidence of the fact that, in the public mind, material and financial success has come to overshadow every other form of achievement. Our times have witnessed many examples of the debauching of the legal profession to attain unscrupulous corporate ends. The law, it is said, has almost ceased to be a profession and has become only a business, adopting business methods and business standards. May this never be true of medicine. It is perhaps not to be expected that human nature should be changed by attaining the dignity of affixing to one's name the letters "M.D." But inasmuch as the traditions of the medical profession are nobler, and its responsibilities more sacred, than those of most of the professions, the more to be deplored is the spirit of which we are speaking.

There are several different ways in which the commercial spirit may manifest itself in medicine. One of the most common springs out of an inordinate ambition for immediate success. It is not natural, it certainly is not desirable, that great professional success should come at once to a young physician just out of his college or hospital. Time is necessary for experience to accumulate and judgment to ripen. He who makes undue haste to succeed shall not be blameless.

One with such ideals before him begins by making the shortest possible cut to knowledge. He often starts in practice as a specialist, and wishes to be known at once as such. He is familiar with the fact that advertising is the secret of success in modern business. That shrewd advertising may bring business in medicine as well as in trade, the success of the numerous charlatans bears witness. But he does not wish to become an adver-

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tising quack and see his card in the morning paper. He adopts other devices. He advertises himself to his friends and acquaintances. His wife bends all her energies toward placing him before the public. He cultivates the acquaintance of the newspaper reporter, and soon his name finds its way into the public press. He is interviewed in regard to the prevailing epidemic, or he is credited with performing some remarkable operation, or with some new ideas on the subject of the treatment of tuberculosis. In medical literature, also, his name is often seen. He rarely loses an opportunity to appear at medical meetings and is always ready to discuss the paper of the evening. His written contributions are apt to take the form of a citation of cases in which the newest remedy has been used, whose real purpose is to exploit the remedy and the doctor at the same time, his reward being a check from the manufacturer. His articles are then circulated as the "latest literature" upon the remedy in question. There are other ways innumerable in which the advertising doctor seeks to advance himself. To narrate them is neither profitable nor interesting.

To some, such practices as those described may seem only in bad taste; others, possibly, may regard them as examples of an enterprise almost meritorious. But it is difficult to draw the line as to how far one may go and yet preserve his reputation. Another man, whose moral standards are not quite so high, or whose necessities are greater, actuated by this same motive to get business by every means possible, does not hesitate to take advantage of another physician, or to gain at his expense. He may even be tempted to go to greater lengths and finally end in practices absolutely dishonest.

The man who allows his mind to be dominated by a desire for financial success readily falls into another temptation, that of allowing his professional judgment to be warped by monetary considerations. Such a thing may come about so gradually that the man himself may hardly be conscious of it. A well-known and very successful gynecologist said to me once, that he had reached the conclusion that no man could be strictly honest and conduct a private hospital. This statement, although perhaps an exaggeration, expresses an important truth. The temptation may be great.

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The enterprise has imposed heavy financial obligations. It has not proved the success the surgeon had anticipated. The year has been a poor one; rooms are vacant and expenses are continuing. A well-to-do patient seeks his advice. An operation is not necessary, and though at another time the surgeon would not himself have advised it, he finds it easy to do so now, and possibly justifies himself by the thought that many of his colleagues would do the same. Such a step once taken, a similar decision is reached a second time with fewer misgivings, and soon the policy of performing operations without sufficient indications may become his established practice. If not an operative case, the patient may be induced to submit to prolonged but unnecessary and even useless treatment. There is a subtle temptation here for every physician or surgeon whose eye is always upon the almighty dollar; but it comes with increased force to one whose financial needs are great. His vision of right and wrong must be very clear and his ethical standards high not to be biased in such emergencies.

Two years ago I was in attendance with another physician upon the young child of a wealthy merchant, who was seriously ill, and over whom was hanging the possible necessity of a grave surgical operation. The parents were naturally very anxious. When, after one of our consultations, the surgeon had left the house, the father said, "Do you think that man's judgment in deciding to operate would be influenced by the fee he would receive for it?" Happily in this instance, we could say emphatically, "no." Yet I fear there are some of whom we could not speak with the same certainty. This anxious parent expressed a distrust which many others have felt. Conceive, if you can, a condition of society in which such a feeling should be general, or worse still, when it should be justified. What technical skill can ever take the place of moral character in a physician or surgeon. High ethical standards have been maintained in the past by the great body of physicians to a remarkable degree, often in the face of great temptation. Let us hope that the ideals of the physicians of the future be just as high.

There is one other phase of commercialism seen in our day, which may be characterized as "medical graft." This man does not

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conceal the fact that he is in medicine for what he can get out of it. With respect to every transaction he adopts the politician's anxious query, "Where do I come in?" His methods are well known. He visits the specialist, the surgeon, or consultant, ostensibly in behalf of his patient, and lets it be known that he expects "the usual percentage" of the fee in case the patient can be persuaded, intimating at the same time that if this be made satisfactory, he will need consultations in the case of other patients, and has other work which he can turn over to the surgeon. The medical grafters of this type I am glad to say are not numerous, but they are, I must believe from my information, increasing rather rapidly.

Such a man may not be at heart dishonest. Let us try and follow his mode of reasoning. He begins by contrasting his own small fees and modest income with those currently reported of the specialist or surgeon. "Why should I not receive a suitable commission for the business I can control? There are plenty of skillful men who are willing to divide their fee with me. The patient is well served. Who then can complain?" Such a man belongs in business, not in a profession. He regards his patient as something in which he has personal or property rights, as a marketable commodity, which he is at liberty to dispose of to his own best advantage. He does not state it to himself in this way, for if he did he would see his error. When such a principle of action is once adopted, the interest of the patient is no longer his chief concern, but his own pocket.

There is yet another form of medical grafter who exacts from the apothecary a percentage of the receipts from his patients. "Perfectly legitimate," he says to himself. "I can command so much business, why should it not be worth something to me?" His chief concern, however, soon is not that his patient obtains the best quality of drugs, accurately dispensed, but that his prescriptions are filled by the apothecary who promises him the largest percentage.

Why have I taken your time to rehearse this unsavory tale of greed and selfishness masking itself under the cloak of professional service? Chiefly, that I may warn those who have not yet begun their professional work of certain temptations they are cer-

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tain to encounter. Let those of you who have never felt the pressure of financial straits, be charitable, and let those who have be watchful.

Something more is expected in professional life than in business. Be he lawyer, teacher or physician, not only his first, his whole interest should be that of his client, his student, his patient. The physician starts out in life to serve the needs of his fellowmen, and the better the service he can render, the greater his success; but the moment he comes to place his own interest above that of his patient he is lost. He has yielded to the same temptation as that which has brought disgrace to and wrecked the reputation of many other men in positions of trust and responsibility in the business world.

When Napoleon III. in an interview with Pasteur expressed surprise that he should not try to turn his discoveries to a source of profit to himself, Pasteur replied that in France a scientist would consider that he lowered himself by so doing, that a man of science would complicate his life and risk paralyzing his inventive faculties if he were to make money out of his discoveries; his time would be too much occupied to be free for new investigations.

Such has always been the spirit of the great minds in medicine. Let us be thankful for this *un*commercial spirit, which has been and is still the glory of our profession; which has given the results of its labors freely and without stint for the benefit of humanity; which has scorned to keep secret any discovery or to protect by patent any operation, instrument or device for the cure of disease. There is no antidote for commercialism like the love for science. If this be preserved, that cannot flourish.

We constantly hear the statement made that medical science is losing its hold upon the public. When one witnesses the extent to which quackery in one form or another flourishes, he may perhaps be disposed to believe that such is the case. However, I am inclined to think that we as a profession get from the public about what we deserve, and if it be really true in any community that medicine is not held in so high esteem as it once was, the principal reason is not lack of skill or scientific training, but departure from the traditions of our fathers and the adoption of lower ethical standards.

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It is to me always interesting and instructive to hear persons discuss their family physician. The highest praise which they can pronounce and the one fact upon which they dwell with the greatest satisfaction, is that he can be trusted; that he can always be depended upon to do his best in every emergency, but that he will not take risks in attempting what he is not competent to do. What avail the other qualifications of the physician if he has not been able to establish this feeling in his patient?

The dangers which attend professional life are many. The road to honor and success has many pitfalls which are at times difficult to see and avoid. At the very beginning of his career, the young professional man should definitely settle a few things, such as what is to be his chief aim and what his standard of success. Permit me to suggest for your adoption three general principles or rules for guidance in your professional life. The first concerns your attitude toward your work; the second your relations to your patients; the third your relations to your colleagues in medicine.

The physician's attitude of mind toward his work goes far to determine his enjoyment of it. His cares are many and his responsibilities great; the drudgery of his work soon becomes wearisome, unless in all and through all he can keep his scientific interest in his profession. He must love his work if he would succeed in it. He may not retain through life all of his early enthusiasm, but as long as he lives he should be a student of medicine. It is only this interest, coupled with the thought that he is rendering helpful service, which lifts the practice of medicine above the tread-mill of routine and brings genuine satisfaction and happiness in the midst of arduous labor.

The rule which governs a physician's relation to his patient, although at times difficult of application, may be stated in a few words. The physician should always act in the best interest of his patient. Under no circumstances should he allow self-interest, expediency, or in fact any other motive to influence his judgment or his action. This principle once accepted, he can seldom go wrong; but if a firm stand is not taken at the outset, and if other considerations are permitted to weigh in his mind, little by little he may come to lower his ethical standards until he finds himself

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drifting in dangerous waters, where shipwreck is only a question of time or circumstance.

The rules by which the relations of a physician to other members of his profession should be determined, have been in the past a subject of much discussion. At different times various codes have been drawn up which have attempted to formulate proper rules of conduct. The relationships of physicians to one another may be and often are among the most delightful known; whether the members of the profession meet in associations for scientific discussion, or as fellow-workers in the great cause of helping humanity, they form a sort of guild or brotherhood all over the civilized world. There is among them a sympathy, a spirit of fraternalism, which all who have known must pronounce one of the greatest joys of life. Such the physician's relations may be everywhere; such they have always been among the great souls of our profession. But it is humiliating to admit that, owing possibly to the very personal character of the competition in the practice of medicine, the feeling of rivalry between physicians too often predominates over every other sentiment. Even without deliberately intending to do so, they readily yield to the temptation, by unkindly and unfraternal criticism, to undermine the influence and to injure the reputation of their colleagues. In smaller places, particularly, where each man works most of the time by himself, these petty jealousies of physicians are very common, but undignified and unworthy.

Nothing does so much to weaken the influence of the profession as this spirit. The public has no patience or sympathy with it. If the physician's outlook were a larger one, his interest in science greater, this could not endure. He should cultivate a liberal attitude, and, conscious of his own mistakes, be charitable toward those of his fellows. The generous spirit begets generosity; while the man who always stands upon his dignity, ever watchful lest his rights be encroached upon, finds himself with a grievance most of the time. In all his intercourse with others of his profession there is only one rule for the physician's guidance, namely, to act toward them as he would wish them to act toward him.

I have pointed out some of the tendencies and alluded to some of the dangers which today threaten medicine as a profession. Its

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future glory or shame rests largely with you who are the students of today. See to it that you always stand for the dignity and honor of your profession. If the physician's life is a strenuous one, its rewards are many and are within the reach of every one who with diligence and unselfishness will seek to serve his generation. It is the law of the moral universe that there are no short-cuts to knowledge, no such thing as ready-made experience, and no counterfeit for character. Real and lasting success rests now as always upon honest work and personal worth; or, as Lowell has put it,

God's price is high; but nothing else
Than what he sells, wears long.

L. Emmett Holt

A SKETCH OF THE HISTORY OF THE COLLEGE OF PHYSICIANS AND SURGEONS[1]

WHEN the College of Physicians and Surgeons began its existence one hundred years ago, the times were ripe for its birth. The vigor of the young republic was asserting itself. Its citizens, conscious of its problems, were eager to solve them. Of those problems none was more important than that of education. The twenty-five years following the peace of Paris were full of educational activity, and one phase of the latter was the inauguration of training for the learned professions.

The City of New York was rapidly becoming a medical center. The New York Hospital, the Lying-in Hospital, the New York Dispensary, the *Medical Repository* (the first medical journal for

[1] The present paper is largely an abstract of a longer article by the writer, entitled "The school of medicine," in "A history of Columbia University, 1754–1904, Published in commemoration of the one hundred and fiftieth anniversary of the founding of King's College," The Columbia University Press, New York, 1904. More comprehensive histories of the college are those of John C. Dalton: "History of the College of Physicians and Surgeons in the City of New York," published by order of the College, New York, 1888; and John Shrady: "The College of Physicians and Surgeons, New York, and its founders, officers, instructors, benefactors and alumni: A history." The Lewis Publishing Company, New York and Chicago, 1903.

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the publication of original articles to appear in America), and the Medical Society of the County of New York, were established. Private medical instruction was carried on even so far as to lead to the establishment of private schools. But the need of a well organized and well equipped medical college was constantly felt. Even before the Revolution, King's College—by which name the later Columbia College was then known—had recognized such a need, and in 1767 had founded the second school of medicine to be inaugurated in the new world, only two years after the foundation of the medical school of the College of Philadelphia, the fore-runner of the University of Pennsylvania. In conferring the degree of doctor of medicine upon Robert Tucker and Samuel Kissam in 1770 and 1771, respectively, King's College antedated all other colleges in America in giving this degree in course. The war of the Revolution closed King's College and its medical school, and although the latter reopened in 1784 and continued for the succeeding twenty-nine years, it did not occupy a leading position. This first venture in professional training in medicine was, however, most valuable in paving the way for its successor. In 1807 the newly organized and active Medical Society of the County of New York, which already possessed the power of examining students and granting licenses for the practice of medicine, memorialized both the legislature and the regents of the university of the State, praying for incorporation as a college. A charter dated March 12, 1807, was promptly granted by the regents, establishing in the City of New York the "College of Physicians and Surgeons" "for the promotion of medical science and diffusing the knowledge of the healing art." From the day in November of the same year when the doors of the college opened in a house in Robinson Street, now Park Place, with fifty-three students, it has always occupied a prominent place among the medical schools of this country.

Its first teaching body was as follows: Nicholas Romayne, president, and lecturer on anatomy; Samuel L. Mitchill, vice-president, and professor of chemistry; Edward Miller, professor of the practice of physic and lecturer in clinical medicine; David Hosack, professor of materia medica and botany, and lecturer on surgery and midwifery; Archibald Bruce, registrar, and professor of min-

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eralogy; Benjamin De Witt, professor of the institutes of medicine, and lecturer on chemistry; and John Augustine Smith, adjunct lecturer on anatomy. Nearly all of these men had received their medical training, in whole or in part, in the leading schools of the old world. They represented much of the best in the medical and scientific circles of the day, and they entered upon their work with the enthusiasm of pioneers. That they recognized the scientific basis of medicine, is seen in the titles of some of the chairs—anatomy, institutes of medicine, which comprised both physiology and pathology, chemistry, materia medica, botany, and mineralogy. The last two have long since passed from the curriculum, but in one guise or another the rest still remain. Besides the two essentials, practice of medicine and surgery, the only specifically professional branch represented was midwifery, which, to the elaborately trained student of today, seems little enough. Of Dr. Hosack's chair we may say with Dr. Holmes, "I called it a chair—it was rather a settee of professorships." The annual course of study was of four months' duration, lasting from the first day of November until the first day of March, and was supplemented by certain optional lectures in zoology, botany, chemistry, and mineralogy during the spring months. Instruction was given almost entirely by means of lectures. Of demonstrations there were few, and of practical work, except anatomical dissection, which was not required, there was none, either in the laboratory or in the clinic, for neither of these institutions existed. Even at this early date, however, there were certain opportunities for hospital study, for the New York Hospital, the Alms House, and the Lying-in Hospital allowed the students of the college to attend the hospital practice of their professors. At least two years of study were expected before graduation.

The first class completed its course in 1811, when degrees were conferred upon eight candidates. The same year was notable also for the induction into office as president of the eminent Dr. Samuel Bard, who had been the physician of George Washington and a former dean of the medical faculty of Columbia College. Two years later occurred an event of first importance,—namely, the absorption of the entire medical faculty of Columbia College, a union which more than doubled in number, and greatly increased in

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strength and prestige the teaching body of the school. Among the new acquisitions were Wright Post, joint professor (with Dr. Smith) of anatomy, physiology, and surgery; and Valentine Mott, professor of the principles and practice of surgery; while at about the same time John W. Francis became professor of materia medica. The ten years of Dr. Bard's presidency were golden years. A faculty of strong men; a student body of more than two hundred, drawn from all parts of the United States; an enlarged home in Barclay Street; an improved charter, making the faculty virtually the governing body, were conditions of prosperity and progress.

But success within the institution brought on envious suspicion and criticism from professional rivals without, and there followed contentious years, culminating in the resignation of the faculty and a reorganization. Prominent among those then called to become instructors were John Torrey, in chemistry and botany,—a representative of the best type of the scientific man of his day; Alexander H. Stevens, in surgery; Edward Delafield, in obstetrics and diseases of women and children; and Joseph M. Smith, in practice. A few years later came Robert Watts, in anatomy and physiology; the distinguished Willard Parker, in surgery; and Chandler R. Gilman, in obstetrics and diseases of women and children. The college had now largely recovered from the untoward results of the previous discord and entered upon a long period of prosperity and growth. Optional spring and autumn courses were inaugurated to supplement those of the regular winter session. Soon the curriculum was lengthened from four to four and one half months. Through the efforts of Dr. Parker an important step was taken in 1841 when a general medical and surgical clinic was inaugurated at the college building as supplementary to bedside instruction in the hospitals. This feature has ever since existed; the system has been gradually extended and has proved one of the most prominent elements in the success of the institution. In 1849 Bellevue Hospital was reorganized and clinical facilities were obtained therein for the students. In 1853 practical work for the students in obstetrics was inaugurated. During the presidency of Alexander H. Stevens—from 1843 to 1855—Alonzo Clark, fresh from postgraduate study under the leaders in pathology in Paris,

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joined the staff of instructors in the newly created chair of physiology and pathology; and John C. Dalton, who may rightly be regarded as having introduced into America from Claude Bernard the experimental method in physiology, was called to occupy a chair of physiology and microscopic anatomy. These two events signaled the advent of modern pathology and physiology.

The gradual northward march of the college was halted in 1856 at Twenty-third Street and Fourth Avenue in the enlarged building which served as the home of the institution for more than three decades, and allowed of expansion in many directions, especially in that of practical instruction. The demonstrative teaching of anatomy, physiology and chemistry was increased, the number of college clinics was soon more than trebled, and instruction in the various medical specialties was gradually inaugurated. The annual curriculum was lengthened from four and one half to five months. The college now proceeded to sever its relations with the regents of the university of the State, in order that it might enter into an alliance which in the course of years has shown itself to be all important. This was the union with Columbia College. It was formally ratified in June, 1860. The union was destined to continue for years as a nominal one; each institution was to retain its own autonomy, continue to hold its own property and to manage its own financial affairs, and to be in all essential respects independent of the other. The diplomas of the medical graduates were to be signed, however, by the two presidents respectively, who were to be present at the conferring of the degrees. The College of Physicians and Surgeons, while retaining its own title, was thereafter known officially as the medical department of Columbia College. Columbia thus took under her mantle the institution in whose interests, in 1813, she had sacrificed her own medical faculty. The alliance was the foreshadowing of the closer union which was to come thirty years later when Columbia was being transformed from a college into a university. During the period of the civil war and the years immediately following it, numerous hospitals were built in the city, and clinical opportunities for students correspondingly increased. In 1866 the number of students amounted to four hundred and sixty-five.

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An event of especial historic interest was the establishment, in 1878, by the Alumni Association, of a student laboratory for purposes of instruction, especially in pathology, with Francis Delafield as its director. This was the first step made by the college toward providing laboratory facilities for its students.

The annual course had now been lengthened from five to seven and one half months. The teaching body had become greatly enlarged by the appointment of many active young men, the number of students had surpassed five hundred, and the resources of the college were taxed to the utmost. The presidency of Dr. Dalton witnessed momentous events. These were the acquirement of the present site in West Fifty-ninth Street, the erection of buildings surpassing at the time those of any other medical school in the United States in spaciousness and adaptability to their uses, the removal of the college to its new site, and an extension of its work beyond all previous records. These events were made possible through the generosity of Mr. William Henry Vanderbilt and his children, who provided sufficient funds for the erection of the main college building, the Vanderbilt Clinic, and the Sloane Maternity Hospital. The college removed to its new quarters in 1887. Though the opportunities for expansion had seemed great when the college entered upon its work in Twenty-third Street, they were small compared with those that were made possible in its new home. The course was lengthened to eight and one half months; a third year of study was added—a change which led to the disappearance of the time-honored student's preceptor; the teaching staff was augmented in number; former courses were elaborated and perfected and new courses were inaugurated; demonstrative teaching was made more prominent than ever before; practical work in laboratories and clinics was greatly augmented and made obligatory for all students; opportunities for investigation were offered, especially in physiology, through the establishment of the Swift physiological cabinet, and in pathology; and apparatus, instruments, models, demonstration and museum specimens, and all that constitutes the material outfit of a well equipped medical school, were provided. The college was thus enabled to take a position of leadership in the medical world which it had never before held.

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In 1891, under the presidency of Dr. McLane, the culminating action was taken which was to place the college on an academic basis befitting its professional status. Although nominally the medical department of Columbia College, it was still a proprietary institution. Columbia, under the enlightened leadership of Mr. Low, was undergoing the transformation that was destined to result in the making of a great university. It was only natural that the thought of a fusion of the two institutions should arise within both and that the thought should lead to action. After many conferences over the details of the proposed merger, the final step was taken in November, 1891, the College of Physicians and Surgeons transferring its property to the trustees of Columbia College and becoming an integral part of the latter.

The higher rank which the school of medicine thus assumed imposed higher obligations, and during the fifteen years that have elapsed since the merger, the school has endeavored to fulfil these. In 1894 a fourth year was added to the course, thus quadrupling within fifty years the time demanded of the student. This involved a thorough reorganization of the curriculum, with the object of enabling the student to devote the first two years mainly to the more broadly scientific branches, the last two to those technically medical. The teaching body has been greatly enlarged and now surpasses two hundred. The requirements for admission have been materially increased. The governing body, or faculty in the technical sense, which had consisted for years of a representative from each of the seven time-honored medical chairs, has been increased and now includes the professors of anatomy, physiology, physiological chemistry, pathology, clinical pathology, bacteriology, pharmacology and therapeutics, applied therapeutics, practice of medicine, surgery, clinical surgery, neurology, obstetrics and gynecology, clinical obstetrics, and diseases of children. "The salient features in the method of instruction are thorough laboratory training, frequent demonstrations, clinical teaching in the operating theaters and at the bedside, as well as in the dispensary, with recitations and didactic lectures to elucidate the many problems confronting the student." Laboratory work is required of the student in normal anatomy, normal and pathological histology, embryology, bacteri-

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ology, physiology, physiological chemistry, pharmacy, and clinical pathology, while an optional laboratory course exists in pharmacology. Practical courses are given either at the hospitals or at the clinics in medicine, surgery, obstetrics, gynecology, diseases of children, neurology, genito-urinary diseases, laryngology, ophthalmology, otology, dermatology, and orthopedic surgery. In all of these the students meet the patients, make physical examinations, diagnose the diseases, outline the treatment, and in many of the hospital cases watch the course of disease from day to day. The work in obstetrics is performed at the Sloane Maternity Hospital, where each student resides for two weeks and is on duty day and night. In harmony with this great extension of the practical component of the instruction the didactic is relatively less prominent than formerly. The formal lectures are less comprehensive, and the acquiring of details is left more to the laboratory, the clinic, the hospital, and the text-book with its necessary correlative, the official quiz-master. In recent years the private quiz, which, with its attendant evils had long been a growing incubus upon the student, has been rendered largely unnecessary by the establishment of a system of official recitations.

With all this development of a highly intensive and complex system of instruction, the scientific spirit, which is one expression of the modern university spirit, has spread through the institution. A university aims not only to transmit, but to augment knowledge, and this aim permeates the present school of medicine. Its laboratories and its clinics are not simply places for instruction, but have become important centers of research; not only are future practitioners there educated, but future investigators are nurtured, and the scientific medicine of tomorrow will gain from the broad spirit of scientific inquiry which animates the college of today.

As it stands now at the end of its first century, the College of Physicians and Surgeons can look back over its record without regret and without shame. It has been conspicuous in the annals of professional education and of medical progress. Its heritage from the old world has been great, but it has not been shackled by tradition and it has lived to instruct the old-world teachers. Through its officers and host of graduates, to the world at large it

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SAMUEL BARD
M.D. (HON.) 1768

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has proved a mighty force. The honorable past of the college is already achieved, and under the inspiration of the University a still more honorable future is assured.

FREDERIC S. LEE

SAMUEL BARD

IN a few months will occur the one hundredth anniversary of the foundation of the College of Physicians and Surgeons, the second school of medicine to be established in America. In the present era of medical education in New York, there is much interest and much instruction to be found in the lives of those responsible for the founding of the earliest medical schools. Their ambitions, their early struggles to place the infant institutions on a permanent basis, their failures and persistently renewed efforts, and especially the hearty cooperation and assistance of the community in which they labored—all deserve to be from time to time called to mind.

In the earliest efforts to establish a medical school in New York, no one took a more prominent and important part than the subject of this sketch. Samuel Bard was an eminent and successful physician; his name was known throughout the American colonies, where his sturdy virtues were thoroughly appreciated. He wrote books which were helpful to his contemporaries, but which now lie covered with dust and undisturbed on the topmost shelves of medical libraries. His theories of disease have long since been proved incorrect, and the methods and remedies that he used have for the most part been abandoned, giving place to better ones. Even his marked personal peculiarities no longer belong to the traditions of the present generation of physicians. His name, however, lives and always will live, associated with what can never become out of date or be forgotten, the cause of medical education and of hospital service. However the methods of medical education may have changed, no matter if the physical sciences have come to the front with overwhelming force, and the laboratories and clinics have revolutionized medical teaching since Bard's day, yet he and Morgan and Warren, devoting their lives, each to the

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founding of a medical school in his own city, have laid posterity under a heavy debt of gratitude.

John Morgan of Philadelphia, Samuel Bard of New York, and John Warren of Boston belonged to a group of earnest, ambitious young physicians who matured in the period just before the Revolution. At that time to seriously take up the profession of medicine meant of necessity to study it abroad; and therefore not only was the number of such aspirants limited, but only those with considerable preliminary education and with the most serious purpose were tempted to engage in it. There was also required material means sufficient to maintain the student during his period of study in one of the educational centers abroad.

But during this period those who were not possessed of the above facilities, and who desired to enter the profession of medicine generally apprenticed themselves to some practitioner, and for a variable period acted as his clinical assistant. When in his judgment the pupil was sufficiently advanced, he was given an informal personal certificate of efficiency, amounting merely to a letter of recommendation, and, armed with this, the aspirant started out in the practice of medicine. As a result of this the majority of those who passed as physicians in the community were but poorly fitted to care for the ills of their fellowmen, and the number of properly qualified practitioners with regular degrees was relatively small.

It has been estimated that at the outbreak of the Revolutionary War there were in the Colonies more than thirty-five hundred practicing physicians, and of these not more than five hundred held medical degrees. It is natural, then, that the three that I have mentioned above, while studying in Europe, should have had before them constantly the urgent necessity of the establishment of such schools of medicine in America as should render it possible for students to acquire a knowledge of the profession at home; and subsequently each one of them undertook in his own city the founding of such a school.

To Dr. John Morgan belongs the credit of the first school of medicine to be established in America—that of the College of Philadelphia, now the University of Pennsylvania, which was established in 1765. In 1767 the second school in the Colonies was

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organized as the medical school of King's College, New York, and Dr. Bard deserves much of the credit for this. The Harvard school was established in 1783 as a result of the efforts of Dr. John Warren.

Samuel Bard was of French ancestry, his greatgrandfather having fled from France on the revocation of the Edict of Nantes. His father, Dr. John Bard, was born, lived and practiced at Burlington, New Jersey, where the son Samuel was born in 1742. When the latter was four years of age, the father moved with his family to New York in order to seek a wider field for his abilities, which were very considerable, and here he continued the practice of medicine with marked success.

Samuel Bard was taught first in a private grammar-school, and then, after a period of rest from study on account of impaired health, he entered King's College, where he finished his classical studies at the age of nineteen. He was never as a boy distinguished for unusual precocity, but rather for seriousness of purpose and rare good judgment.

Having decided to follow his father's profession, it was found necessary to leave the Colonies, and fortunately his father's professional success had been sufficient to provide the means for giving him the best education then obtainable. The University of Edinburgh was selected, and here he was entered and remained until he graduated in 1765. Edinburgh at this time enjoyed the highest repute as the center of medical education, and Bard's teachers were among the foremost and most stimulating physicians of the day. Among them he numbered the two Munros and Cullen. It is evident from his letters to his father that he fully appreciated the advantages that were offered him, and worked with the utmost diligence and perseverance.

While in Edinburgh he made the acquaintance of other young Americans who were destined to play an important part in the development of medical schools in America, and especially he here acquired an understanding of the fundamental dependence of schools for the teaching of medicine upon hospitals. So we find him in December, 1762, writing from Edinburgh to his father announcing that Shippen, Morgan and others are about to start a

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school of medicine in Philadelphia, and suggesting the advisability of founding one in New York under the auspices of King's College. He writes: "I wish with all my heart they were at New York, and that I might have a share amongst them, and assist in the founding of the first medical college in America." He then goes on to briefly outline his own plan, and suggests to his father to mention the matter to Dr. Johnson, the venerable president of King's College. The father in reply to this letter says:

I much approve of your emulation with respect to the establishing of a proper medical institution in this city; but I believe that it should be commenced by a public hospital, which Dr. Tennent will inform you I had thoughts of beginning.

Thus early was the interdependence between medical schools and hospitals understood in New York.

After graduating in medicine in Edinburgh, Bard spent the winter in London attending in Guy's and St. Thomas's Hospitals. He then made a brief tour of the continent, part of his time being spent in Leyden, where he fell under the influence of Boerhaave, by whose learning and character he was much impressed, and who served him as a model in his future professional life.

He finally arrived in New York, having been away from home for five years, but having used this time evidently to the very best possible advantage. He at once entered into practice, and through the good offices of his father, whose large acquaintance and whose excellent standing in the community were of great value, he soon became comfortably established. From this time on, however, Bard's life and the lives of the medical school and the hospital became closely interwoven.

The establishment of the first school of medicine in New York City was marked by considerable turbulence and many vicissitudes. In 1767, two years after Bard's return from Europe, a medical school was organized under the direction and government of King's College, its faculty made up of many of the best known physicians and surgeons in the city, and among them Samuel Bard, to whom was assigned the chair of the theory and the practice of physick, and there is reason to believe that the establishment of the institution was due in large measure to his energy and persistence.

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At the graduation exercises in 1769, the address was delivered by Dr. Bard, who plead eloquently for the establishment of a public hospital, and so clearly did he demonstrate the usefulness and indeed necessity for such a foundation—both from the standpoint of public charity and for the furtherance of medical education—that on the very same day a subscription was well started towards this object, which in a short time resulted in the founding of the New York Hospital. Bard was at once appointed visiting physician, and continued in this position until his retirement from the city and from practice.

The infant medical school had barely become established when the outbreak of the Revolutionary War caused a cessation of its activities. The faculty and students were scattered, and the college building was appropriated by the British and used as a military hospital.

During the Revolution Dr. Bard was a royalist. Although a progressive and loyal citizen and in sympathy with most of the aspirations of the Colonies, yet his recent long stay in Scotland and England, and the sense of indebtedness that he felt to the mother-country where his medical education had been obtained and where he numbered so many friends, all made it impossible for him to give up his former allegiance. His father had already given up practice and settled on an estate which he had bought at Hyde Park on the Hudson, and here Dr. Bard sent his wife and children, while he remained in the city trying to continue his practice in the effort to support them. But the life of a royalist physician in New York City during those days was not an easy one, as he found to his great discomfort, and soon he went to New Jersey, and then rejoined his family at Hyde Park.

A dislike of idleness, however, and the urgent need of securing an income drove him back to the city. Now, thanks to the kind offices of his friend and patient, Mr. Matthews, the mayor of the city, he escaped threatened arrest, and soon began to find occupation. His undoubted skill and his generally acceptable qualities as a physician soon gained for him a satisfactory clientele in spite of some political opposition and recrimination, and when Washington indicated his confidence by selecting him to be his family physican

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during his stay in New York, Dr. Bard might fairly be regarded as reestablished.

Soon after the declaration of peace an effort was made to reopen the medical school, but it did not meet with success. King's College had now become Columbia College, and being ambitious to possess a school of medicine, it was decided to resuscitate this department. The organization of it was given to Dr. Bard, who was appointed dean, but the attempt was never markedly successful. The reasons for this failure are not entirely apparent, but probably in the period immediately following the Revolution, the rapid growth of the city and the need for readjustment of business affairs following the struggle, made it an unfavorable time for the founding of new academic enterprises.

From 1792 to 1813 only about twenty-four students were given diplomas in medicine. During this time Dr. Bard had built up an extensive and lucrative practice, and had become a person of importance in the community, not only as a physician but also as a good citizen, interested in all public matters and distinguished especially for the soundness of his judgment. The New York Hospital, too, after early vicissitudes, had prospered and was now a thriving institution, doing a valuable service under the guidance of Bard and other competent and interested physicians and surgeons. He was one of the founders of and physicians to the city dispensary, and an active and early member of the State Agricultural Society. He was also one of those who helped found the first public library.

In 1798, having accumulated a moderate competence and desiring to enjoy a rest from his labors and gratify his fondness for country life, he bought a farm at Hyde Park near his father's home, and moved thither with his family. From this time he never resumed active practice in the city but kept in close touch with its affairs through frequent visits, and continued to hold various positions there. Before retiring he had taken into partnership Dr. David Hosack, then a promising young physician, and to him he assigned his practice. Occasionally thereafter when Hosack was called from the city, Bard would take his place.

In 1791 an act had been passed empowering the regents of the

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University of New York to establish a college of physicians and surgeons in New York City, but no advantage had been taken of this,—apparently because of the belief on the part of the regents that the medical school of Columbia College would fill all the need that existed. When the failure of this enterprise became evident, the regents in 1807 secured a new charter, and in this year established the College of Physicians and Surgeons, the institution being organized on May 5, 1807. During the next four years this school prospered, but gradually dissensions arose in the faculty, and in 1811 Dr. Samuel Bard was made president. From this time the College of Physicians and Surgeons has enjoyed an almost uninterruptedly successful career.

In 1813 a union was brought about between the languishing medical school of Columbia College and the College of Physicians and Surgeons, incorporating many of the faculty of the former in the faculty of the latter. There is little doubt that the merger of the College with Columbia, which has only recently been perfected, was one of the favorite dreams of Dr. Bard, and, indeed, in his early letters from Edinburgh he emphasizes the necessity of having the new medical school an integral part of King's College.

During his period of active medical life, Dr. Bard was busily engaged in a most exacting practice but always found time to give much attention to his duties as a teacher, and he never under any circumstances neglected his hospital visit. As president of the College of Physicians and Surgeons, he took no active part as a teacher, but from his retirement in the country and through occasional visits to the city, he presided over the general affairs of the institution, and acted as adviser,—one of the principal duties being the administration of the oath and the bestowal of diplomas upon the graduates. These functions he continued to perform with a dignity and impressiveness that, according to the testimony of contemporaries, added much charm to the commencement exercises.

He died on May 24, 1821, in his eightieth year, full of honors and enjoying the respect of the entire community. The death of his wife, the constant and earnest partner in all his labors, occurred twenty-four hours before.

Bard was not a prolific writer. He seems to have found the

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practice of medicine and the organization of the hospital and the school more congenial tasks than those of authorship, and surely the result has shown that he chose the more enduring monuments. Besides a few papers that he published on topics of contemporary professional interest, his chief work is a treatise on obstetrics, which served a useful purpose for a number of years, passing through numerous editions and being extensively used. This he composed in his hours of leisure after retiring to the country.

Samuel Bard's claim to the gratitude of posterity rests chiefly upon the impulse that he gave to the establishment of two of the best institutions that can be founded in any community—a hospital and a school of medicine. To his incentive chiefly, and especially to his inspiring address in 1769, was due the founding of the New York Hospital, and it is interesting to read in the records of the governors of the hospital of June 5, 1821, their minute passed upon receiving notice of his death, and containing these words:

> The Governors receive with unfeigned regret the account of the decease of their late fellow member of this corporation, Dr. Samuel Bard.
>
> It is due to the memory of that physician and philanthropist, to state, that by means of his benevolent exertions, in the year 1769, setting forth in a public discourse the benefits to be derived from the establishment of a hospital in the city, the present institution was originally founded; that for a number of years, amidst the arduous avocations of an extensive private practice, he performed with an unceasing fidelity and punctuality, the duties of a physician to this establishment, and was the means, under Providence, of extending its usefulness, and of elevating its character, not only as an asylum for the sick poor, but as an important means of promoting medical education in the city.

It was in large measure owing to him that the first medical school was founded in New York—a school that paved the way for the establishment of the College of Physicians and Surgeons, an institution which under his able guidance began a career which has resulted in so many years of honorable and productive existence. It is especially among his many claims to our admiration that he so early recognized the value and importance of the collateral functions and duties of hospitals, namely, to offer an oppor-

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tunity for the prosecution of studies into the nature of disease, and a field for the instruction of students in the principles of medicine in order that they may go out and better serve the people, and it is to be hoped that this enlightened view of the secondary uses and duties of these institutions will always prevail.

WALTER B. JAMES

THE DEPARTMENT OF CLINICAL PATHOLOGY

THERE are few of us who can not recall with affection and respect some general practitioner of the earlier days whose kindly smile was of comfort to the inmates of a house, whether sick or well. The low chaise in which he made his rounds is a part of the picture; the well worn leather case with its magic row of bottles filled with powders, most of them of nauseous taste if my memory serves me; the square of white paper on which he deposited a little mound of something, first from one receptacle, and then from another, the whole to be finally dumped into a teacup of hot water and covered with a saucer; then doses innumerable from this same cup: who can not conjure up such a picture of his first attack of fever?

Let us pause for a moment to consider how such a physician made his diagnosis. If we analyze it closely we find that it was made chiefly by the observation of superficial symptoms; partly by what we may call intuition, which is only the crystallized experience of years of study; partly by common sense; partly by knowledge of what we may describe as the patient's constitution, a term practically synonymous with hereditary tendencies; while a portion of the diagnosis as now looked at from a broader point of view must have been based on erroneous theories and inadequate ideas which had no foundation in experience or in knowledge of the pathology of disease. The means at his disposal did not permit any great penetration beneath the surface of things, facts were not at hand to enable him to interpret what he might have seen but could not understand. Not only did he lack instruments of precision but he could not then have had the knowledge which would have enabled

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him to use them, for such knowledge was not in existence. No thermometer was placed in the frightened child's mouth; no elaborate analyses were made on fluids hastily collected in an old bottle; no fingers were pricked for a study of the blood; no stethoscope aided the well trained ear; no blood pressure apparatus replaced the erudite touch of the finger; a microscope did not adorn the office table. Even the baby was not lulled to sleep by a learned discussion of milk formulæ and percentage cream. And yet many of us seemed to get well, or at least have lived to tell the tale; an evidence perhaps of the truth that increased knowledge of the science of medicine does not necessarily confer a corresponding power of healing.

Yet if we turn from the pleasanter memories to the other side of the picture, who can not remember the terrors of diphtheria, the constant fear of tracheotomy; the helplessness of the physician in the presence of a rapidly fatal disease whose inroads could not be checked? Those were the days when typhoid was a serious and apparently unavoidable disease; when malaria was difficult, not only to cure but to diagnose; when a tumor was a death warrant. Today the diagnosis of diphtheria is rapidly made in the laboratory. Antitoxin has reduced the death-rate to a fraction of what it was twenty years ago; intubation has replaced the knife; and the child is not released from quarantine until cultures have shown that the germs have disappeared from the throat and the patient is no longer a menace to the community. The final diagnosis of typhoid fever is often made in the laboratory; the source of the infection, be it drinking-water or food, is traced by the bacteriologist, and an epidemic of the disease has come to be regarded as a demonstration of municipal incompetence. The examination of the blood of a malarial patient affords the most certain clue to diagnosis and treatment. Tumors are classified into those which do no harm and those requiring immediate removal. Every life saved from the ravages of cancer is a tribute to the microscopic study of the body tissues. The change is largely due to laboratory methods of approaching the problems, for even the intubation tube was perfected only after many anatomical studies had shown the proper form and size of tube to be employed.

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If we look back further than a century, our knowledge of the ways of physicians in diagnosis must be drawn in part from contemporary prints or paintings, many of which are bitter caricatures, but none the less instructive and valuable as relics. Nowhere are these methods better shown than in those minute studies of contemporary life preserved in the paintings of the Dutch school of artists, and one who has wandered through the great galleries of Antwerp, Amsterdam, and the Hague, can recall many touching and beautiful scenes of medical consultations, though hanging close by may be some scathing caricature of physician, surgeon or quack. In those days, if we may judge from the artistic records, the division between the three was not always as definite as at present. The chief method of diagnosis then employed seems to have been, at least in the Low Countries, to feel the pulse and examine the urine. In many pictures, the physician is depicted holding up a Florence flask of this fluid for study. The English artists, Hogarth and Rowlandson, often show another phase, that of diagnosis by taste, and it is of interest to recall in this connection that the rediscovery of the presence of sugar in the urine in diabetes was first made by this means in England, though the fact had been known and forgotten in India a thousand years before.

It is certainly extraordinary that the art of medicine could have reached such an advanced stage as it had by the beginning of the last century, without the application of any instrument of precision except the microscope. The older physicians made such careful studies of the symptoms and course of disease that but little can be added to some of the classic descriptions of the eruptive diseases published a century ago. Their methods, however, were chiefly objective and could result only in description and classification on a basis of outward signs.

The use of percussion and the invention of the stethoscope marked the first great advance in the study of the diseases of the heart and lungs. At a much later date the vocal organs became accessible to investigation by the introduction of the laryngeal mirror by a teacher of music; while the opthalmoscope, the invention of a teacher of physiology and physics, enabled the physician to explore the inner regions of the eye. The adoption of both of the latter in-

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struments is an example of the way medicine had begun to borrow from workers in the collateral arts and sciences.

In the early part of the nineteenth century, a botanist pointed out that plants were composed of innumerable particles or cells, and the application of this discovery to the tissues of the body laid the foundations of cellular pathology. Then the science of medicine began the remarkable growth which has continued to the present time. Cells have been to the pathologist what atoms are to the chemist.

How short is the interval which has elapsed since those days is shown by the fact that one of the first men to take up the new "cellular" theory was Virchow, whose life work ended not five years ago. During the life of one man, then, greater advances have taken place in our understanding of the nature of disease than in all the centuries before.

As in all other sciences every such advance has been preceded by a slow period of accumulation of apparently unimportant facts until, finally, the key to the problem is obtained and we stand and wonder at the simplicity of the whole matter. The space of years or centuries may, however, lie between the first few fragments of knowledge and the final solution. Bacteria, we may recall, were first seen by Leeuwenhoek about 1675; they were noted by Delafond in the blood of an animal dead from anthrax, in 1838, and again by Rayer and Davaine, in 1850; but it was not until 1877, nearly two hundred years after Leeuwenhoek's death, that they were definitely shown to be the inciting agent of the disease by a chemist, Louis Pasteur. On this apparently simple discovery were laid the foundations of aseptic surgery, the science of bacteriology and the hygiene of infectious disease.

The elaborate studies of a hundred years on the nature of pulmonary tuberculosis were at once rendered fruitful to mankind by a classic memoir by Robert Koch on the discovery of the inciting organism, the *Bacillus tuberculosis*. The practicing physician was immediately placed in a position to make an early diagnosis of the disease by the simple procedure of staining the organism, and as it is only the early cases which are susceptible of cure, the human race was permanently benefited by the results of a purely laboratory study.

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In recent years it has become more and more evident that all groups of workers in medicine, though apparently laboring with sharply contrasted aims and methods, have a common goal in view, and that each can be of great assistance to the other.

The pathologist in his investigations of the alterations found in the tissues of the body after death, however aptly such study may have been compared by Oliver Wendell Holmes to the examination of the fireworks on the morning after the fourth of July, may still afford wise counsel to the practitioner in revealing hidden changes or unexpected disease not evident to the eye or ear of the most experienced clinician. The knowledge of an expert pathologist is also of great practical value to the surgeon, for by the examination of portions of tumors removed before or during an operation, the nature and extension of the growth may be made evident in a manner impossible to the unaided senses. The application of this knowledge is a portion of the field now included under the title of clinical pathology, for the pathologist of the new century is looking forward more and more beyond the mere morphological examination of organs and tumors, as he realizes that the time has come when secrets may be wrested from cells by more delicate means than have heretofore been employed. New worlds have been revealed in the last ten years which lead us to believe that we are on the threshold of discoveries that may lead far into our understanding of the activities which go on inside of each cellular microcosm. The pathologist borrows ions from the physicist and either incites or checks the growth of cells at will. He purloins the terminology and theories of the organic chemist and on them builds a far reaching hypothesis which has inspired the investigation of immunity for a decade. Even the sacred field of zoology has been invaded, though not without protests from the defenders of the citadel, and the protozoa, which have hitherto amused the amateur microscopist as they swarmed about in hay infusion or pond water, have come to the fore as the inciting agents in a few diseases, and are under grave suspicion of complicity in others. Laboratories have been built and consecrated to the study of tumors from mice and rats in the hope that a clue may be found to the inciting factors and to means of cure of the tumors of man. The experimental pathologist

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has not hesitated to confer upon those previously neglected cousins of the human race, the apes, the doubtful honor of demonstrating the true nature of a disease whose history is coupled with the depths of human degradation. The same animals may yet be made to furnish curative sera for many diseases as yet beyond the powers of medical skill. Such broader outlooks and problems are gradually leaving mere morphological and chemical diagnosis to a group of clinical pathologists more directly interested in the immediate practical application of what is already fairly well determined than in the study of questions for whose solution a century of labor may still be required.

In biological chemistry the remarkable discoveries that have been made in recent years, beginning perhaps with the synthetic formation by Wöhler, in 1828, of urea, a substance previously thought to be formed only as a result of vital action, have begun to cast some light upon the complex changes which take place in the tissues of the body. We have only to recall here the modifications undergone by the food in the process of digestion and assimilation, to realize how much has been accomplished. We now know some of the steps by which the useful portions of our diet are broken down by the ferments secreted in the cells of the intestinal tract; how complete is the accord between these ferments; how complex substances are reduced to simple, only to be again combined into bodies suitable for circulation in the blood in order that every cell may obtain its proper nourishment for recuperation, energy, and growth. The whole organism acts as an engine for the transformation of the available power stored up in the food in strict accordance with the laws of the conservation of energy. The useless residues as they pass from the body enable us to judge of the efficiency and order of the machine within.

As the normal phenomena of digestion and absorption in the body become clearer, we can apply the facts so obtained to the abnormal, and even the little that we now know concerning the nature of digestion and assimilation and those obscure anomalies of metabolism known as gout and diabetes, has helped the practitioner to a clearer understanding of the conditions underlying many clinical symptoms of these diseases and a better basis for com-

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bating the progress of the maladies of which these symptoms are only the external evidences.

The specialist who devotes himself to the study and alleviation of the diseases of the digestive organs must base many of his diagnostic and therapeutic conclusions on the results of chemical analyses of portions of the secretions of that apparatus, which modern methods have taught him to secure from our mysterious interiors. The lack of wisdom in prescribing for indigestion a mixture of pepsin and hydrochloric acid, when almost all stomachs contain a sufficiency of both, is never so clearly brought out as after an analysis which reveals the truth. Yet how many simple souls have contributed relatively vast sums for such medicines, chiefly to the benefit of the apothecary and without advantage to themselves! The physician whose treatment of his cases is based upon symptoms only, ignoring or ignorant of the new lore, is apt to look with scorn upon the Christian Scientist as possessing neither an excess of Christianity nor a modicum of science; but it would be wholesome on occasion if he looked within himself and made an inventory of his own store of science, albeit of a slightly different sort.

The contributions of the bacteriologist to the art of medicine have possibly been of greater or at least more directly practical aid to the surgeon than to the practitioner of internal medicine, and yet leaving on one side such great bacterial discoveries of therapeutic value as the antitoxin for diphtheria and for tetanus, there is much important practical information to be obtained by a bacterial study of disease, even though a specific cure has not as yet, in many instances, been evolved from such study. We may mention here merely the diagnostic importance of blood cultures in typhoid and allied fevers, and in septic diseases, and the general use of the agglutination tests in typhoid and Malta fevers. The chief difficulty with bacteriologic diagnosis at present lies in the complicated and time-consuming technique which is necessary before an organism can be positively identified. This fact still stands in the way of a more general application of the knowledge that we now possess of the nature and distribution of bacteria and their relation to disease.

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In recent times we have found that organisms not bacterial in their nature may attack both man and animals. Thus some of the yeasts may invade the body and set up serious, even fatal, inflammation, while parasites of a higher order play an important role in the induction of malaria, filariasis, sleeping sickness, relapsing fever and amœbic dysentery. Fortunately, most of these diseases, with the exception of malaria, are confined to somewhat limited areas and chiefly to tropical regions. Even if the parasite is not known a disease may be controlled if the mode of infection be known, the best instance of this being yellow fever, in which the mosquito has been shown to transfer the poison from person to person. Certain intestinal parasites are of great economic importance, one species incapacitating large numbers of persons, especially miners, tunnel workers, or people of a definite district, as for instance, the laboring class in Porto Rico, where a small worm, the *Uncinaria Americana,* causes a severe anæmia in a large percentage of the population.

Almost all of the conditions mentioned are diagnosed most certainly by the microscope, and the nature and life history of the parasite once determined, prophylactic measures which will stamp out the disease require only an intelligent application of simple principles of hygiene, and the money to make such principles efficient. There is no typhoid or dysentery where food and water are safeguarded; no malaria or yellow fever where persons are protected from mosquitos; no uncinariasis when people avoid contaminated soil and water. An efficient corps of sanitary engineers, if given executive power to enforce discipline and sufficient money to administer the hygienic measures needed, could, in the light of recent scientific discoveries, render the Isthmus of Panama as safe a place of residence as any city in this country.

In this short review those diseases chiefly have been mentioned in which laboratory methods of diagnosis are of paramount importance. There are, however, many diseases in which clinical observation is at present the chief reliance in diagnosis, and the laboratory of minor importance. Many of the chronic disorders of the body come under this heading, while in the acute eruptive diseases, also, our absolute lack of information as to the parasite which incites them precludes the use of the microscope or test-tube in their diag-

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nosis. But even in the course of a case of scarlet fever, for instance, the practitioner is glad to be reassured by the laboratory that disease of the kidney is not present to add to his difficulties. In chronic Bright's disease our views concerning a suitable diet have been much modified in recent years as a result of laboratory studies by French and German clinicians.

This shifting of the stage of medical study from the wards to the laboratories has been in progress for many years, and the extent to which it may develop in the future is still a problem. The tendency at the moment in this country is toward a rapid expansion of the laboratory phase, while at the same time stress is laid on the practical side. Certain it is that at the present time the scientific aspect of medicine has usurped a large proportion of the interest of the teaching branch of the profession, and there must arise in the minds of many a physician of the generation now passing away, while listening to a modern discourse on medicine, the words of that famous quack in Molière's comedy, who when asked to explain why he said that the heart was on the right side of the body when it had always been thought to be on the left, replied: "Yes, it was thus in the old days, but we have changed all that and now practice medicine by a method which is quite new." Perhaps in no other art has so great a change taken place in half a century. Every layman now discourses familiarly on bacteria and the triumphs of operative surgery; the daily press gives vent to views, usually somewhat crude and discordant, on the subtle powers of radium and the Röntgen rays as applied to the cure of incurable disease; the young physician talks fluently of ions, toxins, opsonins; and a new and complicated vocabulary has sprung into current use. A change has truly come over the spirit of medicine.

It is not necessary to cite further examples of the benefits of the application of precise and logical methods to the investigation of disease. The result has been to create a great body of knowledge roughly grouped under the headings of bacteriology, pathology, and biological chemistry. Much of this knowledge is in obscure form and without any immediate practical value to the physician. How can such a vast field be rendered fruitful to the student and prac-

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titioner? The question has been answered in a number of ways in different conditions and institutions.

In Germany the men from whom the great clinical teachers are drawn devote their formative years to the study of one or the other of these purely scientific aspects of medicine; they become expert biological chemists, pathologists, or bacteriologists, until their researches have prepared them to assume a teaching position in one of the many universities. It is not the man with a large private practice who is delegated to instruct the student body in the science of medicine; but usually a clinical assistant who has shown himself to be a laboratory worker of great ability, who is asked to transfer his interests and his erudition to the bedside. In this way one trained in the general methods of the laboratory is brought face to face with the necessity of solving concrete and practical problems. Such a man is equipped to instruct and investigate in both the laboratory and clinical phases of the subject in which he is interested, and he or his assistants give regular courses in clinical pathology, thus linking it most closely with clinical medicine. He spends his life between the wards and the laboratory, and private practice is often looked upon as a thing to be avoided. The application of this principle results in the greatest efficiency as regards the advance of the science of medicine, but there are certain disadvantages, which are most obvious perhaps to the hospital patient, who is too often made to appear rather in the light of a problem for study than as a human being in need of human aid.

In this country, we have approached the problem from another point of view, owing largely to the somewhat different social and economic conditions, which exert a strong influence on the medical body. Those physicians whose mental qualifications have fitted them for a scientific career have usually remained as teachers and research workers. There has been, with but few exceptions, no tendency to make the pathologist or bacteriologist either a clinical teacher or a hospital attending physician. The incumbent of the chair of medicine has usually been chosen from the ranks of those eminent in the practice of medicine, who have devoted their earlier years almost entirely to bedside study. This, in favorable instances, is no slight advantage from the practical side to the patient in the

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hospital and to the medical student, for each enjoys the ripe experience of the master in the art of healing. Few such clinical teachers, however, can devote their entire time to the hospital wards, and fewer still are able or care to carry on laboratory research. The need has, therefore, been felt in this country for an intermediate type of teacher through whom the student can receive instruction in the laboratory phases of clinical medicine, or from another point of view, in the practical phases of laboratory knowledge.

The solution of the difficulty was begun in the College of Physicians and Surgeons in 1896. In that year it was decided to begin instruction in what has since become known as clinical pathology. Because of the close alliance of the subject with pathology and bacteriology, and also for convenience of administration, the work was undertaken by members of the teaching force of the department of pathology. Ten years later it was felt that the natural growth of the subject and its increasing importance in diagnosis warranted a further expansion of the opportunities for undergraduate instruction. Accordingly a department of clinical pathology was organized, and this action on the part of the medical faculty and the trustees of Columbia University has given rise to a number of inquiries concerning the reasons for such action and the nature and scope of the new department so formed. In other words, what is clinical pathology? What does the subject include; in what manner is it related to the other branches of medicine, either theoretical or practical; and, finally, what is the line of its development for the future?

Clinical pathology may be regarded as including for the purpose of teaching and research, those simpler phases of pathology, bacteriology, and biological chemistry, which may be applied practically in the diagnosis, prognosis, and treatment of disease. The subject thus allies itself on one hand with the theoretical and on the other with the practical—with the laboratories and with the hospital wards; and this combination forms, so to speak, a clearing house for the interchange of ideas between the research worker and the practicing physician. The former has no time nor opportunity to deal extensively with the art of medicine as applied to persons suffering from disease, while the latter is busy with diagnosis and treatment,

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and but too rarely has opportunity or leisure to do actual research, or even to become acquainted by reading with the details of more or less complex laboratory studies.

If we turn now to a more detailed consideration of the present conditions of teaching clinical pathology we find a great variation in the methods employed. In some of the medical schools the subject is included in the course in medicine and is often taught in an imperfect and haphazard way. In the Johns Hopkins medical school, where the conditions are ideal, the clinical laboratory is in the hospital, and has been conducted for years with the closest relationship to the bedside teaching. This is due largely to the appreciation of the importance of the subject by Professor William Osler, whose previous training in pathology had been very extensive. In the University of Pennsylvania the close affiliation of the medical school with the hospital and the existence of the Ayer clinical laboratory have permitted the proper development of laboratory teaching. In the Harvard medical school a teaching corps for instruction in clinical pathology is now being organized under the direction of the professor of medicine, so that the future policy and direction of growth in this school are still somewhat indefinite.

In the College of Physicians and Surgeons the courses were begun on a basis essentially different from that of other schools, the work being, as previously stated, a part of the instruction given by the department of pathology until the separate department of clinical pathology was organized.

A proper system for undergraduate and postgraduate instruction should include (*a*) a systematic laboratory course in the elements of clinical pathology, in which the student can learn the routine of the simpler methods; (*b*) a practical course in which the student can study types of disease and apply to their diagnosis the methods previously learned in (*a*), and such a course should be given in conjunction with clinical teaching; (*c*) an advanced course in a hospital where patients can be observed for considerable periods and studied from every point of view. With the facilities afforded by the hospital laboratory the more elaborate methods of analysis can be taught and the practical value of the tests brought out; cases of acute disease can be observed under conditions which are im-

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possible with an ambulant clinical material; the results of medication or diet can be watched to the best advantage because the administration of food and drugs can be perfectly controlled and the excretions of the body collected as they can not be from out-door patients. In such a hospital laboratory advanced students or physicians desiring postgraduate instruction can be assigned problems suitable to their abilities and, if competent, can carry on special researches, which may be of value not only to the laboratory aspect of the question, but to the clinician. Such men can very well be chosen from those who have had special chemical, pharmacological, or bacteriological training, or what would be still more satisfactory, are still working in the departments mentioned. They could thus obtain material under the best possible conditions for the prosecution of problems set by the heads of such departments. Such a coordination of effort and sharing of material would be a great advantage to all concerned and one which does not exist at present to a satisfactory degree.

The function of such a department of clinical pathology should be fourfold: (1) To give undergraduate and graduate instruction. (2) To examine and make suitable reports on specimens from the medical or surgical clinics or from practicing physicians. (3) To investigate the numerous laboratory tests which are constantly being published as of diagnostic value, and which often prove to be quite unreliable. The collation and verification of such tests would be of great value to the practitioner, who is often misled by methods which are imperfect, and who should have some means of ascertaining the procedures which he can properly employ in his own work. The premature publication of methods without sufficient verification is also a fruitful cause of confusion and is only a part of the pseudo-productivity in so-called research which has, during the last few years, become noticeable in all branches of science, but especially in medicine. Many of the larger and more ambitious monographs often contain suggestions which, if adapted and simplified, might lead to interesting diagnostic and therapeutic facts. (4) To carry on researches in certain phases of the borderland group of subjects which the department is designed to cover.

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Such a program requires for its full development a number of conditions. The department should have a central laboratory in the medical school where routine examinations can be made and specimens can be classified and stored for reference or for use in teaching. Such a laboratory need not be of large size and its equipment would be moderate in cost. A beginning has already been made at the College of Physicians and Surgeons through the generosity of an anonymous donor. An excellent classroom for the systematic course exists, which was amply equipped when teaching was first begun in clinical pathology. During the summer of 1906 a small laboratory was added to the Vanderbilt Clinic for the practical course and has proven admirably adapted for the purpose for which it was intended; that is, the instruction of small groups of students in the application of the knowledge obtained during the previous year.

The opportunity for the proper development of a hospital research laboratory under suitable conditions has not yet presented itself. A good deal of material for teaching purposes in the elementary course has been obtained from several of the larger hospitals of the city. A number of them have developed laboratory facilities for clinical pathological work; but the importance of the separation of the control of the clinical and pathological work of the hospital wards does not as yet seem to be sufficiently realized. It now seems strange to us that, as was once the custom, the clinical staff of a hospital should have made all post-mortem examinations, and that a pathologist should not have been employed. In the future it will probably appear equally strange that the clinical staff should concern themselves with the chemical and microscopical examination of the blood, sputum, urine, etc., of the patients under their care, and not delegate the supervision of such work to those who make a specialty of the subject.

It is evident that with the growth of this new phase of science the relation of the pathologist to the patients in the wards of the hospital has undergone a fundamental change. The laboratory staff must join with the clinician in the study of the patients in order to give to the latter the full benefit of our medical knowledge. This means that in the future a more complete cooperation and coordina-

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tion in the work of both departments than has heretofore existed must be developed. If this condition can not be met in a thoroughly efficient manner by the method here outlined, it will be necessary in order to obtain the best results in teaching and research, to return to the German system, and give to those who teach clinical pathology a ward service in the hospitals, so that they can obtain patients for the demonstration and study of laboratory methods.

FRANCIS CARTER WOOD

MEDICAL EDUCATION IN NEW YORK

THAT New York City is at present the most advantageous place in which to pursue the study of medicine in the United States needs no argument, but in order that the various opportunities afforded here for this purpose may be clearly understood, it seems wise to present in this article a short summary of these advantages.

There are two classes of students who come to the city for medical study; first, the undergraduate student, who wishes to acquire the necessary knowledge to obtain his degree; secondly, the practitioner, who, having acquired a certain confidence in some lines, appreciates his deficiencies in others and desires to supplement his practical experience by special studies. For both of these classes of students New York offers exceptional advantages.

(1) *The Undergraduate Course of Study*

Progress in the development of medical education has been just as steady and rapid during the past three decades as progress in the science of medicine. The methods which made Paris, Vienna and Berlin centers of attraction for every physician twenty years ago have now been fully adopted and developed in this country; and there is at the present time no necessity for the student to go abroad for his medical education.

Medical study divides itself naturally into two categories: laboratory work and its practical application.

Laboratory work in a well equipped institution with ample facilities for instruction in chemistry and physics, botany and comparative zoology, anatomy and physiology, bacteriology and pathology,

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is of the first importance. These are the fundamental underlying sciences with which every student of medicine must be familiar before he can attempt to enter upon those more practical branches which lead directly to the treatment of disease. In the city of New York there are well equipped laboratories either in or associated with all of the medical colleges for the pursuit of these theoretical branches. At the College of Physicians and Surgeons more than three fourths of the floor space in the building is taken up by large, well equipped, well lighted laboratories, in which every student has ample desk space, and where work in most of the above subjects is carried on. In chemistry, physics and botany, laboratory courses of the most elaborate and complete kind are offered by the other schools of Columbia University. At the American Museum of Natural History an enormous material is at the disposal of the student for work in comparative zoology and in comparative anatomy, both of which studies, to be in any sense adequate, require museum work. At the Cornell University Medical College, and at the University and Bellevue Hospital Medical College laboratories of the fundamental sciences are also open to the student. The necessary material for work in these laboratories is only to be obtained in a large city, and there is therefore in all of them an ample supply of material which cannot be obtained in a small place or in a suburban town.

While anatomical dissection is a part of this laboratory work, it no longer holds the chief place, as it formerly did. The investigations along the lines of physiological chemistry, and more particularly in bacteriology, have opened up new fields for the medical student. The study of the causes of disease, especially the study of microorganisms, their natural growth, the environment favorable or hostile to them, their effects upon the human body, its efforts to combat them in the modifications of the blood, the development of serums which contain the antidote to these germs, the use of these serums as a means of relief when infection occurs, all these are subjects dealt with in the laboratory and are of most vital interest. For such studies lead up to preventive methods in medicine; they bear directly on the problems of modern sanitation, of the power to foresee and to avoid infection, and of the protection

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of the public from that vast array of diseases to which all are liable if not duly on their guard. Just as the discovery of vaccination by Jenner has banished from the world the great scourge of small-pox which for centuries devastated Europe by periodical epidemics; just as the discovery of the use of the antitoxin of diphtheria by Behring has reduced the mortality of that disease from 40 per cent. to 15 per cent., or even lower when patients are treated early; just as the discovery that many hitherto uniformly fatal diseases, like ulcerative endocarditis, may be cured by antitoxin prepared from the blood of the patient himself; so there are probably a majority of the diseases to which the public is liable for which preventive measures are soon to be found. The researches along these lines are of far-reaching importance and can only be conducted in well equipped laboratories under the direction of special investigators.

The study of the blood under the microscope offers another illustration of the importance of clinical laboratory work. The elimination of malarial fevers, of yellow fever, and of similar endemic diseases due to the invasion of the blood by protozoa conveyed by insects has been the practical outcome of such investigations, and it is not unlikely that we may be rid of typhoid fever in time, when the theory of its transmission by flies is appreciated. In every laboratory in the world there are today investigations in progress on tuberculosis and on cancer which will undoubtedly lead in a few years to the discovery either of methods of their prevention or of means for their cure. It is thus evident that the importance of laboratory work in medicine can hardly be exaggerated, and that the first requisite of medical education is access to fully equipped laboratories.

The practical side of medical education—the study of sick people, the detection of their ailments, the comparison of one set of ailments with another, the attempt to distinguish between closely allied groups of diseases—is being pursued at present in accordance with foreign methods, very largely at the bedside. The theoretical knowledge of medicine as gained by lectures or by the study of text-books must be constantly supplemented by the practical application of these principles in the study of patients. Little by little

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the didactic system of teaching is being relegated to the background; as is well demonstrated in the latest curriculum adopted by the College of Physicians and Surgeons, where the student of the fourth year is required to attend at the College building only on one day in the week, the other five days being spent entirely in dispensaries and hospitals.

This method of practical instruction at the bedside can only be carried out in a city where hospital facilities are extensive. There is no city in the country in which there are so many well organized public and private hospitals as in New York. Bellevue Hospital, the City Hospital, Ward's Island Hospitals and Almshouses offer an unlimited supply of patients suffering from every conceivable form of disease, and are open to the students. The attending physician in these hospitals, whose duty it is to visit the wards every day, takes about with him a group of students, eight or ten in number, and these students by continuous daily service in the wards are enabled to watch the progress of disease from its beginning to its end at the bedside. Diseases are classified into surgical and medical, and these in turn into smaller groups, as diseases of the heart and lungs, diseases of the stomach and abdomen, general diseases, infectious diseases, etc., and each class of case can be followed from its inception to its termination in the different departments of these hospitals. All sorts of surgical affections, injuries of every variety, tumors of different characters and the many forms of surgical disease which are met with, can not only be studied in the hospital, but treatment by operation can be watched in the surgical amphitheaters. And thus in the course of the third and fourth years of study a practical application can be made by the student of those theoretical doctrines which he has acquired, partly by his laboratory work and partly by his reading.

But not only are the public hospitals open to the student. Many of the larger private hospitals are equally at his disposal, namely, the Presbyterian Hospital, Roosevelt Hospital, St. Luke's Hospital, the New York Hospital, the Hospital for Ruptured and Crippled, St. Mary's Free Hospital for Children, the General Memorial, the Babies' Hospital, the Foundling Hospital, St. Vincent's Hospital, St. Francis' Hospital, the Lincoln Hospital, and many others too

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numerous to name. There are seventy-four hospitals in New York, and thirty in Brooklyn, each with its medical and surgical divisions, many of them with between two hundred and three hundred beds, and these offer an enormous clinical material to the student.

And this is not all. Only a small proportion of individuals who are sick are sufficiently ill to be confined to bed in a hospital. Poor patients able to be up and about are treated in public dispensaries, and of these New York possesses fifty-three and Brooklyn sixteen. At the Vanderbilt Clinic, which is attached to the College of Physicians and Surgeons, no less than forty-five thousand patients are treated annually and the number attending at the dispensaries of the Cornell Medical College and the University and Bellevue Hospital Medical College is almost equally large. In addition to these college dispensaries there are out-door dispensaries at the various hospitals already mentioned, besides a large number of dispensaries not attached to any hospital, the Demilt, the Northeastern, the Northwestern, the New York Dispensary, the Essex Dispensary, and many others, where thousands of patients are treated annually, and all of these are open to the use of the medical student.

The material available at these dispensaries is utilized by the professors in the medical schools for teaching. Clinics are held, that is, an oral explanation of the disease as it appears in the individual patient, is given to the students. In dispensaries as in hospitals diseases are carefully classified, each department of the dispensary bearing the name of the specialty with which it deals, and thus the most minute special instruction can be obtained by the student in every department of medicine in his dispensary work. It is known generally that at the dispensary a poor patient can have a free consultation with the best specialists in the city, who are willing to give such consultations in order to show students rare and interesting cases. As a result, all the unusual types of disease are to be seen in dispensaries, and at such a clinic as the Vanderbilt, which is attended by the professors in each department of the medical school, there is exhibited a most extraordinary number of peculiar and rare diseases.

There are many departments of medicine in which the student

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must acquire manual dexterity in the handling of instruments in order to make proper examinations. Thus the use of mirrors in looking at the eye and ear and throat; the use of all kinds of surgical instruments, the technique of dressing and bandaging wounds, and all the nice adjustment which apparatus demands, have to be acquired by practice. This can be taught only by practice upon patients, and the dispensary offers the material. In a small town, or even in a small city, the number of patients available is not sufficient for proper instruction, and hence it is only in a large place like New York that proper facilities can be found. There is no reason why in this city the medical student should not obtain as good an education as can be had anywhere in the world.

As a supplement to the education obtained in the medical schools, a large number of the students on graduation enter the hospitals of the city as resident physicians or internes. Every year there are about one hundred and fifty vacancies on the staffs of the various hospitals in New York and its vicinity; the term of service in each hospital being one and a half years. During this term of service the interne has the direct charge of the patients under the direction of the attending physicians, who visit the hospital daily and supervise the diagnosis and treatment of medical cases and perform the necessary surgical operations. A training of this kind in a hospital affords a practical experience in both medicine and surgery which is invaluable to the student, and hence the majority of graduates compete for these positions. The competition is by examination, and the best candidates receive the appointments in all the various hospitals. This hospital service has come to be regarded as an essential in the process of medical education and practically corresponds to the fifth year of medical study which is insisted upon abroad.

Facilities for the acquirement of knowledge and skill in obstetrics are offered in New York as in no other city. At the College of Physicians and Surgeons the Sloane Maternity Hospital is open to the students of the College in their fourth year, each student being required to reside for two weeks continuously in the hospital. As the number of confinements every year exceeds fifteen hundred, and as the majority of these cases are brought to the

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hospital because of difficult complications, the student has an opportunity to see every form of labor. At the New York Lying-in Hospital facilities are offered for special students, who are admitted in groups of four or six. In these hospitals a few of the students obtain positions as internes after their graduation. A maternity service is also maintained both at Bellevue and at the City Hospital.

(2) *Postgraduate Medical Work*

The growing demand for postgraduate medical work has led to the establishment in New York of two institutions especially adapted for such instruction, namely, the New York Polyclinic and the New York Postgraduate School.

In these institutions short courses of instruction are given in a large number of different departments, each course involving work for one or two hours daily and lasting about six weeks. In this way a physician from out-of-town can obtain in a comparatively short time the advantages of the special instruction which he desires. He can also do a certain amount of laboratory work, and if he is prepared to spend three or four months in the laboratory and is found capable of doing advanced work, the laboratories of the regular medical colleges are open to him. He also has the privilege of attending the open clinics in any of the many hospitals of the city, of witnessing different kinds of surgical operations, and of acquiring technical knowledge of the various specialties. All the advantages that have been mentioned in connection with the regular medical education are at his disposal, and in some of the schools special facilities are offered, though his demands are somewhat different from those of the regular undergraduate. More than one thousand medical men come to New York annually for special studies and the courses open to them in the various departments afford them every facility for supplementing their imperfect knowledge along special lines.

The Academy of Medicine, at Seventeen West Forty-third Street, where medical societies meet frequently, possesses the finest medical library in America. All new books are to be found there, and all the American and foreign medical journals are on file in the reading room. The library is open to all, and is the center of

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literary work for physicians, affording opportunity for research in every line. It contains over eighty thousand volumes and one hundred and sixty current medical periodicals.

M. ALLEN STARR

THE PROGRESS OF THE ANTI-TUBERCULOSIS MOVEMENT IN NEW YORK

THE crusade against consumption has become a world-wide movement. Slowly and steadily it has won its way, until it is no longer eyed askance as a visionary dream of the enthusiast, but has become one of the usual and it may be even one of the expected institutions of every civilized community. This is a simple fact of history; but for its achievement there has been involved such a vast change in beliefs and policies, affecting so many social as well as scientific problems, that a sketch of its progress amid the cosmopolitan and material environments of New York may be of some interest.

It has come about because we have learned the cause of the dread thing we call consumption, and all of this very modern movement dates from the discovery of the bacillus or germ of tuberculosis by Robert Koch in 1882. Glimpses of truth had appeared before that time, as is evidenced by the fairly general suspicion of the communicability of the disease and the clinical experience of a certain amount of benefit derived from change of climate, sea-voyages, open-air exercise and various forms of so-called cures based on diet. But there was no accurate or firm foundation of scientific fact, until Koch's brilliant discovery paved the way for future progress.

Only twenty-five years ago, then, tuberculosis was a scourge of fearful prevalence, mysterious causation and almost invariably fatal outcome; combating it was the infrequent and desultory use of ocean-voyages, mountain-climbing, horse-back riding, and the feeding of grape-juice or goat-milk. The value of an open-air life was barely appreciated, and when at that time, Dr. Trudeau resolved to spend a winter in the Adirondacks in search of health, he was

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thought to take his very life in his hands with reckless foolhardiness.

But even after the increasing knowledge of the tubercle bacillus brought with it explanation of the causation, transmission and progression of the disease, we were slow to grasp and utilize the full meaning of the advance, and it was not until 1894 that the department of health of the City of New York first took official cognizance of tuberculosis by requesting physicians to report cases of the malady. In 1897 it was declared by the department to be an "infectious and communicable disease dangerous to public health," and a compulsory report of all cases was required.

Since that time, however, New York has led the world in its sanitary control of tuberculosis through the health department, and at the present time its system is a model of efficiency. By registration all cases are recorded by card-indexes according to the name and address of the patient. Inspection in the homes of all such cases not under the care of a private physician is made regularly by the officials of the department, and supervision is farther carried out by more frequent visits by the department's nurses. By these means and also by the distribution of thousands of circulars, pamphlets of instruction, etc., a campaign of general education is maintained. Disinfection is regularly practiced after every death and after every change of residence. By means of the sanitary code spitting is prohibited in public places and offenders are arrested, physicians neglecting to report cases are reprimanded and liable to arrest, and any case that is found to be a menace to his associates because of disregard of proper precautions may be forcibly removed and detained in a hospital.

Another potent factor in education and prevention has been the work of the committee on the prevention of tuberculosis of the Charity Organization Society. Composed of representative men and women of the community, both physicians and laymen, it has been a guiding influence in this whole movement. For purposes of education the committee has arranged lectures and stereopticon exhibits both in halls and in public parks, has distributed thousands of cards and circulars of information, and has furnished numerous newspaper and magazine articles. A traveling exhibit showing graphically, by means of photographs, models, charts, etc., the

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different aspects of the tuberculosis problem, not only in New York, but in other parts of the country, has been maintained in conjunction with the department of health in different parts of the city, and has attracted thousands of the tenement population. The committee has also investigated the sanitary conditions existing in tenement houses, factories, sweat-shops, and other public places, and has instituted many valuable reforms.

Even before the department of health began its active campaign and continuing along with it, the need of hospitals for the care and segregation of advanced consumptives was recognized, and several such institutions were established, both municipal and private, the latter largely through Catholic Orders. At the present time there are two thousand five hundred beds for such cases in the hospitals of the city. Accompanying this movement was the general rule which excluded tuberculosis patients from the wards of general hospitals and thus protected thousands who were formerly exposed and often infected.

It was the sanatorium idea, however, that first brought a ray of hope out of the dark despair of any cure for tuberculosis. From this plan of an outdoor life with rest and plenty of good food, in the clean, pure air of a favorable climate, has developed the possibility of building up the body to resist and throw off the disease, until now in early cases a majority variously estimated at from fifty per cent. to eighty-five per cent. can be cured, and very many more can be restored to a state of comparative health and usefulness. Thirty years ago the first sanatorium of this kind in the United States was founded at Saranac Lake, N. Y., and since that time many others, both public and private, have been instituted. Quite recently in the State of New York we have established a state and a municipal sanatorium for incipient tuberculosis, the former being situated at Ray Brook in the Adirondacks, and the latter at Otisville, in Orange County. The tremendous influence of these institutions, bringing health and sanitary education to many and hope to all who suffer from this disease, cannot be estimated.

It is in the homes of the poor, however, that tuberculosis finds conditions most favorable for its development, and here too the vast majority of patients must stay, be it to live or die. Institutions

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have their valuable functions, but the home is after all the battle-ground upon which the fight against this disease must usually take place. It is only for about five years that this fight has been considered worth the making in New York, or in any other city of this country. Nothing beyond the general inspection and occasional disinfection by the health department was attempted in this direction until the establishment of special clinics for tuberculosis. It will be of interest to Columbia men to know that one of the first of these was established at the Vanderbilt Clinic in 1903. At the present time seven of these special clinics exist under the auspices of the department of health, the Vanderbilt Clinic, Bellevue, Gouverneur, Harlem, and Presbyterian Hospitals, and the New York Dispensary, respectively. Of these three have been organized and are now conducted by graduates of the College of Physicians and Surgeons, who have always been most interested and active in the work. When it is realized that there are approximately twenty-five thousand cases of tuberculosis in the borough of Manhattan alone, and that a large proportion of these are among the poor, the need for these and additional special clinics is apparent.

The most important feature of these special clinics is the devotion of a large amount of time and attention to the details of the management of each case. These details are very numerous and often apparently trivial and uninteresting, and consequently in the rush of a general clinic they are usually disregarded. The summation of them all, however, makes up the patient's daily life, and it is upon the character of this life that all chances for improvement depend. The sanatorium has shown the way, and the special clinic tries to apply the same principles to the unpromising conditions in the tenement homes. The physicians teach each patient carefully the doctrines of open-air life, rest and good food, varying the application of these principles to the needs and condition of each individual. The visiting nurse then carries these instructions to the home and brings back to the physician her report and suggestions. Here is the vital principle of this work: constant supervision and advice in the homes, making possible an intelligent plan of life for each patient and insuring the proper execution of the instructions given at the clinic. The results obtained by the nurses in the

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betterment of the living conditions and personal hygiene of the ignorant patients and their families, are remarkable. These women are preaching the gospel of fresh air and clean living, and the poor and uneducated population are rapidly learning its blessings and are demanding their right to its privileges, even in crowded, dirty New York.

But these privileges are expensive in New York, and our patients are poor; therefore we go still further in our efforts to help them, by seeking assistance from the different charitable societies. In this way the needs of each case are carefully studied and usually adequately, often generously supplied. The help given may take the form of food, clothing, rent for sunny or less crowded rooms, supplying wage loss in order that the sick bread-winner may have necessary rest, or, it may be, board in the country for children who have been exposed to the infection. The Charity Organization Society, the Association for Improving the Condition of the Poor, the United Hebrew Charities and other charitable organizations, are devoting a large amount of money and study to these social problems in tuberculosis and, by cooperation with the physicians and nurses, are making possible a large part of the work of the tuberculosis clinics. Each clinic cares for its own district of the city, giving milk and eggs instead of medicines, and tangible assistance in the place of empty advice, and while thus working for the good of its own patients it at the same time joins hands with the other clinics in a concerted effort to treat this great problem as a whole, by cordial cooperation in the ways and means to stamp out the disease.

Contrast this policy of careful study and intelligent help with the desultory advice formerly given to eat heartily when there was no food, to rest when children's lives depended upon work, or to go to the country when even car-fare was a luxury, and one can appreciate that we are passing from the era of irresponsibility and hopelessness, into the dawn of hope, common sense and humanity in the management of tuberculosis.

JAMES ALEXANDER MILLER

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SECTION OF TEACHING MUSEUM, SCHOOL OF MEDICINE

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TEACHING MUSEUM FOR UNDERGRADUATES IN MEDICINE

THE second floor of the anatomical building has been devoted to the purposes of the new teaching museum for undergraduates in medicine, and the equipment, provided toward the close of the last session through the generous gift of Mr. E. S. Harkness, has recently been completed and put in place. The installation of the teaching collection is now proceeding steadily. The accompanying view, showing part of the exhibit dealing with the structure of the heart, illustrates the general arrangement of the exhibition, the new stands, rotating tables, method of descriptive labeling, etc.[1] The principles which have governed the arrangement of the material have evolved through the practical experience of the difficulties met both by student and instructor in the demonstration of complex natural objects. The brief exhibition of these objects of study during the progress of a demonstration, while essential to the spirit of modern science-teaching, does not afford to the undergraduate the necessary opportunity for careful personal study and close observation. The material therefor, which forms the basis for morphological instruction in the medical course, has been carefully selected and assembled as a students' teaching collection. The individual preparations are arranged in natural serial order, with cross-references, safe-guarded so far as possible against accidental injury during examination, but placed so that they can be studied in detail. Each preparation is accompanied by a descriptive tablet, giving its purpose and the meaning of its presence in the series. The special features which it is designed to teach, are accentuated by photographs or drawings included in the text of the tablet and carefully labeled, and the relation of each object to the other members of the series is clearly stated. The ultimate design of this museum is therefore to create the opportunity of using the natural objects to definitely fix the impressions which, during the progress of the students' work, have been given in lectures, demonstrations and other didactic or semi-didactic exercises, or in recitations and col-

[1] Twenty-one such individual stands and one large central stand have been placed.

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lateral reading. The collection forms, so to speak, a reference-library in the highest sense, and is capable, if properly used and maintained, of rounding out the undergraduate course to a degree which no other method affords. The plan of the museum is in no sense confined to the department of anatomy. Several of the practical clinical branches have already begun the installation of their teaching equipment on the lines indicated and in connection with the corresponding portions of the anatomical collection.

GEORGE S. HUNTINGTON

ST PAUL'S CHAPEL

AN interesting critique by Mr. William H. Goodyear, written from the point of view of the technical expert, is published in *The Brickbuilder* for December, 1906, and from it the following paragraphs are quoted:

This chapel would appear to be one of the very earliest completed churches in the United States (if not the first) which is vaulted throughout the entire construction and in which a truly constructive central dome and its supporting arches are designed to be, and actually are, self-sustaining.

From another but closely related point of view, this same chapel marks a departure in church architecture in America, in the sense that the entire interior color scheme and decorative treatment are obtained solely and wholly in the constructive materials. Here again a note has been struck which will meet the sympathetic approval of every true artist in the United States.

The architects have relied for the color effect of their walls on the over-burned brick of their actual construction. To the masons themselves was left the task of obtaining the broken effect in color which is always superior to a uniform shade. They were encouraged to select in a partly haphazard and partly calculated method such a variety of natural tones of the brick as would obtain the desirable broken color. In the rose-colored tiles of the dome and of the pendentives and vaultings the color effects obtained by the predetermined irregular association of the lighter and darker tints of rose are beautiful. The effect must be seen to be appreciated.

Terra cotta relief ornament has been used in the interior for the framing of the main door, for the base molding, and in very rich and beautiful detail, which is reminiscent of the Della Robbia designs, for the archivolts of the great arches supporting the dome.

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ST. PAUL'S CHAPEL

FRONT VIEW

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The symbols of the four Evangelists in terra cotta are placed in powerful designs at the crowning of these four arches and unite them with the great ring of the dome.

Most of the ornament in the chapel, both inside and out, is symbolic, relating to scriptural subjects, as, for instance, the different designs of rosettes and other panels in the soffits of the great arches, where is found the use of the pilgrim's shell, the fig and its leaf, the vine, the poppy, the cross and the pax. The fruit and leaf work may be closely traced to models of Lucca della Robbia and Mino da Fiesole. The archaic vine motive forming the base mold of the interior was inspired by a piece of chased metal in the Spitzer collection.

In the furnishings and fittings of the chapel there has been much reserve. They are characterized by the sobriety and simplicity which have led the architects to emphasize the constructive materials and constructive forms of their building. On the other hand, no expense, and, what is better still, no conscientious effort, have been spared to obtain perfection of material and workmanship in these details. The carving and Tarsia work of the pulpit, reading-desk, choir-stalls and organ-cases are the work of Coppedè of Florence, one of the best known wood-carvers of Italy, as the result of a competition organized by the architects in Italy, in which the three leading wood-carvers of that country, respectively active in Siena, Rome and Florence, took part. The style of the detail in the choir stalls and pulpit has that combination of simplicity, vigor, richness and reserve which represents the best period of Italian wood-carving, about 1500. The motives in the wainscoting of the choir and in the choir stalls are inspired by the wood-work in the sacristy of Santa Croce in Florence. The design of the organ-cases deserves special praise on account of its structural fitness and because of the unusual purity of its composition.

The forms of the bronze chandeliers are carefully adapted to the modern requirements of electric lighting, while the bronze open-work rail of the galleries reveals the successful effort to preserve a general unobtrusiveness and lightness of effect in this otherwise generally disastrous feature of a modern church.

Even the lock and key of the main door are works of art, but here the antiquarian collector has taken the place of the designer. This particular tribute to old Italian work is graceful both in thought and in fact.

The pavement of the chapel again reveals the taste which does not forget details; for its large and simple patterns are defined by inlaid bands of mosaic, consisting of fragments of old porphyry and serpentine also brought from Italy.

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The windows of the church include three in the apse, which are filled with stained glass by John La Farge. A single subject, St. Paul preaching at Athens, fills all three lights. Few modern stained glass windows can have found so beautiful a setting and contrast as these obtain from the brick walls around them. The sixteen windows in the upper part of the dome, by Maitland Armstrong, are memorials of distinguished alumni of the University, many of them of historic personages.

A seating capacity of one thousand was prescribed. The interior length is one hundred and twenty feet, the greatest width is seventy six feet. The interior diameter of the dome is forty-eight feet and its interior height is ninety-one feet.

DEDICATION OF THE CHAPEL

The Chapel was dedicated with a special service on the afternoon of Sunday, February third. The usual academic procession formed in the Library, moving thence to the Chapel and following the clergy and the choir up the main aisle.

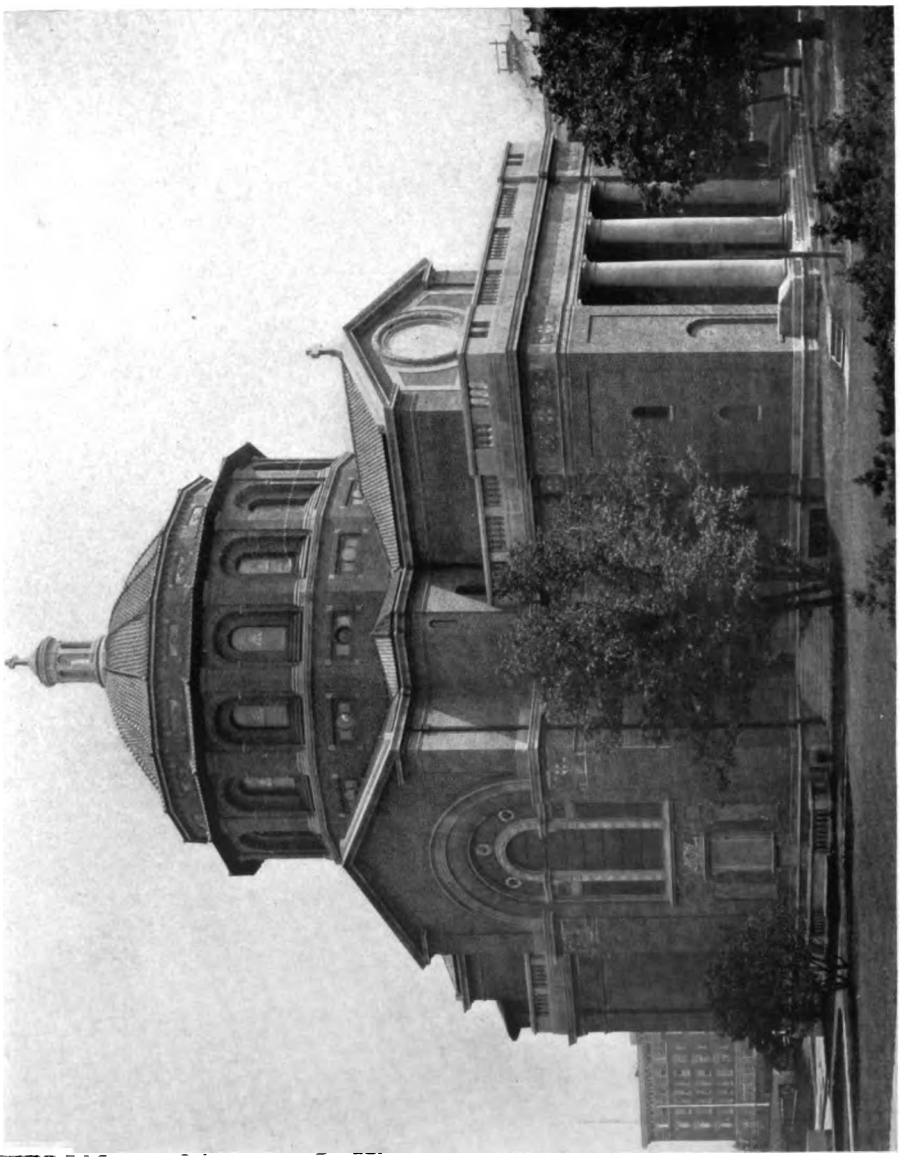
In the chancel were the Right Rev. David H. Greer, the bishop-coadjutor of New York, and the Right Rev. William D. Walker, bishop of western New York; together with Dr. Edward B. Coe, a trustee and a representative of the Collegiate Reformed Church; Rev. Dr. Marvin R. Vincent, a trustee and representing the Presbyterian Church; Rev. W. T. Manning, assistant rector of Trinity Church; Rev. Dr. William M. Grosvenor, a trustee of Barnard College, and Rev. George A. Oldham, acting-chaplain to the University. In the choir-stalls were Rev. George R. Van De Water, Rev. George F. Clover, and Rev. Hugh McCulloh Birkhead; Rev. Dr. W. L. Robbins, dean of the General Theological Seminary, and Rev. George William Knox, acting president of Union Theological Seminary; Rev. Wallace MacMullen, representing the Methodist Church; Rev. J. B. Remensnyder, representing the Lutheran Church; President Butler, the trustees of the University, the University Council and other University officers. Illness prevented the attendance of Bishop Potter, Dr. Dix was also unable to be in his place, and it was impossible for Dr. Huntington to be present—three notable absences which caused very sincere regret on the part of all interested in the University.

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ST. PAUL'S CHAPEL
VIEW FROM THE NORTHWEST

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The limited seating capacity of the Chapel so restricted attendance as to make this absolutely an academic function. The floor was crowded with undergraduates, graduates, and officers of the University. The galleries were reserved for donors and their families, and the families of University officers. The total number present was about one thousand.

For the processional the twenty-third Psalm (twenty-fourth Psalm, authorized English version) was rendered in Latin.

As the last of the academic procession took their places, Mr. John B. Pine, clerk of the trustees, stepped to the chancel rail and handed the keys of the Chapel to Bishop Greer, who placed them on the altar.

The first hymn was "Come, Thou Almighty King." The opening sentences were read by the Bishop-Coadjutor. Dr. Vincent offered the opening prayers. The anthem was the "Venite," followed by a lesson read by Dr. Coe—very appropriately the selection was the story of Saint Paul on Mars Hill. The choir then rendered Naylor's anthem, "Lo, Thy Sons Come." President Butler read the following deed of gift:

KNOW ALL MEN BY THESE PRESENTS, That we, OLIVIA EGLESTON PHELPS STOKES and CAROLINE PHELPS STOKES, for the honor of God and in loving memory of our parents, JAMES STOKES and CAROLINE PHELPS, his wife, have given, granted and confirmed unto, and by these presents do give, grant and confirm unto THE TRUSTEES OF COLUMBIA COLLEGE IN THE CITY OF NEW YORK, their successors and assigns, the building heretofore erected by the said grantors upon the lands of the said grantees, situated at Morningside Heights in the City of New York, and known and distinguished as St. Paul's Chapel of Columbia University, forever to be and remain a house set apart and dedicated to the service of Almighty God and of His Son Jesus Christ our Saviour.

IN WITNESS WHEREOF, we have hereunto set our hands and seals this twenty-ninth day of September in the year of our Lord, one thousand nine hundred and six.

OLIVIA EGLESTON PHELPS STOKES
CAROLINE PHELPS STOKES

During the reading of the deed a memorial tablet erected by the donors was unveiled. The President also read the resolutions of

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thanks to the donors of the Chapel and of the organ, and a letter of congratulation from the Archbishop of Canterbury. The Rev. Mr. Oldham offered prayers for the donors and for those in whose memory the Chapel is reared, which were followed by the hymn, "Stand, Columbia," sung by the choir and congregation. The dedicatory sermon was preached by Rev. Langdon Cheves Stewardson, LL.D., president of Hobart College—an earnest plea for intellectual and ecclesiastical freedom. Luther's hymn, *Ein feste Burg ist unser Gott,* was then sung in German. Bishop Greer delivered the final prayer and the benediction. The recessional hymn was, "O God, the Rock of Ages."

The service throughout was characterized by great dignity and was most impressive, showing the arduous and faithful effort and the remarkable good taste of Mr. Pine, under whose direction it had been arranged. The music was rendered by Samuel A. Baldwin, organist and choirmaster of Holy Trinity, Brooklyn, with thirty men selected from the choir of Holy Trinity and students of the University.

The following dedication hymn was written by Professor J. C. Egbert, '81:

Omnium Creator rerum!
Vita, Lumen, Veritas:
Admiramur et laudamus
Mundi Regem, Principem.
Alleluia! Alleluia!
Sempiterna in sæcula.

Iesu Christe, Auctor vitæ,
Tu Salvator omnium,
Nomen est Tuum exaltatum
Iure supra sidera.
Alleluia! Alleluia!
Sempiterna in sæcula.

Fulget a Te veri lumen,
Lumen et videbimus,
Inde vero vitæ nostræ
Effulgebunt splendide.
Alleluia! Alleluia!
Sempiterna in sæcula.

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ST PAUL'S CHAPEL

VIEW OF CHANCEL AND CHOIR

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Templum nostrum clarum, dictum
Sancti Pauli nomine,
Dedicamus et precamur
Ædes hæc sacrata sit.
Alleluia! Alleluia!
Sempiterna in sæcula.

THE ASSOCIATION OF AMERICAN UNIVERSITIES

THE eighth annual conference of the Association of American Universities, and one of the largest attended and most interesting in its history, was held on November 23 and 24, at Harvard University, the four sessions taking place in the large room of Phillips Brooks House. All of the fifteen members of the Association were represented by delegates, among whom were the presidents of the University of California (the president of the Association for the current year), Clark, Cornell, Harvard, Johns Hopkins, Leland Stanford, Wisconsin, and Yale. The president of the Carnegie Institution of Washington was also present under the permanent invitation extended at the Baltimore Conference, an invitation that was repeated this year for future meetings to the president of the Carnegie Foundation. Papers were presented on behalf of Clark University, the University of Wisconsin, Harvard, the University of Virginia, Leland Stanford and the University of Michigan.

At the first session papers were read by President Hall of Clark University and Professor G. C. Comstock of the University of Wisconsin on "The appointment and obligations of graduate fellows." President Hall's paper was largely statistical. Its aim was to show the nature and extent of such benefices in the different institutions, their manner of award, and the concurrent obligations which their holding entails. There was found to be no concensus of terminology, some institutions using fellowship where others use scholarship to apply to the same kind of benefice, no unanimity in the conditions of award, widely divergent stipends and still more widely divergent duties.

Professor Comstock's paper considered the varying obligations of the graduate fellow as they are construed by the different insti-

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tutions and some evils that have grown up in the appointment of fellows under the present system. It is, perhaps, well, according to the writer, that there should exist fellowships both with and without service, but in the main the conception of training men for service rather than for personal culture is the worthier and the more consonant with educational ideals. The daily task if properly adjusted may be made a ballast, rather than a burden. It may be made to force upon the fellow new points of view and new relations to his subject matter. The collateral gain to the student is obviously dependent upon the character of the work assigned him. Routine work of a pedagogical character should usually fall so well within his competence as to impose no severe burden of preparation for its daily discharge. When the assigned research duties of the fellow are of such character as to demand and test his previously acquired professional and technical knowledge and skill, they may constitute the most valuable part of his training. The holder of a fellowship should not be put in a purely eleemosynary relation to his university, and should not be encouraged to think of himself as occupying the position of one paid to study. The writer of the paper called attention to the necessity of common action by the universities, particularly as to the time of award of fellowships, and two administrative details were suggested, namely, the simultaneous election of fellows by the different institutions, and the prompt exchange of the results of such elections between them. A series of resolutions was subsequently adopted recommending to the members of the Association simultaneous appointment and the immediate announcement that such appointments had been made.

At the second session, the general subject for consideration, "The exemption of educational institutions from taxation," had been assigned to President Eliot of Harvard and Professor Thomas W. Page of the University of Virginia. President Eliot presented as his contribution to the discussion of the question a statement recently made before the recess committee on taxation of the Massachusetts Legislature. There are two ways in this world, he asserted,

and only two ways that have ever been invented and successfully used to carry on the higher educational institutions. One way is by

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direct support of the government. In various parts of the world all forms of government have used successfully the direct method of supporting the higher institutions of education. In this country most of the western states tax themselves heavily every year for the support of their universities and of their normal and technical schools. The other method is the method which was used by the first settlers on this spot, namely, the endowment method. The essence of this method is nothing but offering an inducement to public-spirited, private persons to give their money, chattels, lands, or buildings for the public use called higher education. The settlers in Massachusetts Bay offered the inducement to the public-spirited men and women who were ready to give their private money and property to the support of the higher education, and the government of the colony agreed that such property should be forever exempted from assessment for other public uses. That is the entire meaning of the exemption,—private money set aside for public use shall not be assessed thereafter for lower public uses or any other public uses.

The author of the paper called attention, in the first place, to the proposition that there is no burden whatever on the towns and cities which contain institutions of higher education, but, on the contrary, enrichment and elevation for those towns and cities which have the happiness of containing these institutions; and, secondly, to the effect of the exempted properties in different cities and towns on the rates of taxation in those towns. If the presence of exempted values were a burden, the rate of taxation in towns and cities heavily burdened in that sense would be higher than in towns and cities that had no such exempted values, or had much smaller values exempted. As a matter of fact, there is no relation whatever between the tax-rate of any city or town and the amount of property exempted therein for churches, schools, colleges, technical schools, and charities.

Reservations from taxation, he concluded, are not bad, burdensome wasteful things, but on the contrary they are highly profitable and precious things; and the question really is not how few reservations a community can get along with, but how many it can indulge in. The things which make it worth while to live anywhere in the civilized world, are precisely the things which are not taxed; the things exempted are the things which are in the highest degree profitable to the community. These invaluable reservations

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from taxation are not a burden on the public. We get through the exempted institutions—the colleges, museums, churches, schools, hospitals, courts, libraries, gardens, commons and parks—the joys and satisfactions and the upward tendencies which make life worth living.

Professor Page's paper was a more general discussion of the matter in its various bearings. All the States of the south and the southwest, except Georgia, the writer stated, exempted from taxation such property of chartered colleges and universities as is used directly and exclusively for the work of education, accompanying the exemption with a provision, sometimes weakly enforced, that it shall not apply to institutions conducted for gain. Several of them, however, do not exempt revenue producing property of any kind that can be reached by the assessor, and nearly all of them tax such property when it is in the form of real estate. The main features of this policy reappear in all other parts of the Union. The exemption of any considerable mass of property from the duty of contributing to the material needs of the State is frequently opposed. A small amount of real estate, or wealth in other form used for charity, religion or education, is willingly exempted, but prejudice is manifested against anything partaking of the nature of an inalienable tenure. Another objection that is urged is that State aid in any form should be accompanied by State control, but it is expedient that some institutions should be altogether free from political influence; hence it is unwise to exempt them from taxation. And, lastly, it is maintained that the exemption of revenue producing property, particularly in the form of real estate belonging to any institution, works a hardship on the community where the property lies. It increases, according to this point of view, the burden of necessary taxation on the rest of the community by just the amount that is remitted to the institution, and when it is used to conduct what the law calls in some instances "secular" business, it puts at a disadvantage those engaged in the same business on property that is taxed. It is easy to show that this imagined hardship is made good to the community a thousandfold in material as well as immaterial ways by the existence within its borders of the institution that holds the property. To advocate a

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general exemption law in this country would be unwise. Each institution seeking relief should be considered on its merits, and the relief granted should be determined, not so much by the amount and the immediate use, as by the nature and the location of the property which the institution holds.

An extra evening session, not included in the printed program, was devoted to an informal discussion of "The best means of introducing the pension system into American institutions of learning," a subject particularly within the province of the Association, because of the presence among the delegates of representatives not only of the beneficiaries under the Carnegie Foundation, but of church and state institutions.

At the third regular session, papers were presented by President Jordan of Leland Stanford and Professor H. B. Hutchins of the University of Michigan on the question, "Should men bearing the same title in any institution receive the same pay?"

President Jordan asserted that in the problem of the relation existing between salary and title, under the conditions ruling in American colleges and universities, three types of adjustment are possible. In the one case, a fixed salary may be attached to the professorship and to each of the lower grades of rank. Secondly, each grade may have a fixed minimum salary, with a system of automatic increase with length of service and for no other cause. Thirdly, the relation generally prevalent, the salaries in any grade are not definitely fixed, and increase of salary may be made at any time and for many reasons other than those connected with length of tenure. The first of these systems tends to establish a republic of letters. It would develop a condition in which a man once chosen for a chair is responsible to no one but himself, and in which he neither expects promotion or fears its failure, because his character and work are judged by no president, no committee and no executive board. The men in minor positions are professors in waiting, to receive recognition in case of vacancy or of departmental expansion. These, again, are held on an equality pending the opportunity to rise to greater responsibilities and greater remuneration. The second system is a modification of the first, with the added recognition of the fact that, with university men, the expenses of living increase with the years. The third system considers the problem from the standpoint of the efficiency of the university organism and of the actual value of the professor

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to his students. In it, the element of competition appears, and the greater pecuniary reward goes with the greater academic service. The first and second systems imply a static organism, a university with its form and scope fixed once for all, and the professors as incumbents of established positions. The third system is dynamic. It implies the growth of the university organism, and the value of personality as a factor in different phases of growth. Taking universities as they are, the institution is neither a republic of letters on one hand, as there are students as well as professors to be considered; on the other hand, it does not find its homologue in a great business enterprise. It is not alone what the members of the faculty do, but the ideals they represent which is important.

The writer of the paper arrived at the conclusion that the practical working out of the salary problem demands that each grade or title should have a minimum salary pertaining to it, which should be large enough to insure comfortable living with due regard for the reasonable demands of cultured taste. Within each grade certain allowances of increase in pay should be made for length of satisfactory service. Above these minimum salaries there should be the power to advance the salary of any man when it is clearly for the interest of the efficiency of university work to do so. In each grade the authorities should have the option of leaving a particular teacher undisturbed at the maximum of his grade and time of service, or of advancing him in recognition of extraordinary ability or unusually valuable service. They must also have the option of promoting or of passing by any individual according to his deserts or the university's needs. In the lower grades, below that of professor, while the deserving character of a member must be considered, it must also be kept in mind that the scope of the university work and the financial limits of the university may prohibit promotions even when fairly deserved. Even very good men must often look abroad for their promotions. In the higher grades it is assumed that permanency of position is reasonably assured, and this should guarantee the minimum salary of the grade and time of service without any presumption of further increase unless fairly won by unusual distinction and recognition; but the university should then be free to recognize such service freely, both for the encouragement of scholarly ambition and to be able to retain its strongest men.

Professor Hutchins's paper considered the subject of a general discrimination in salaries on the basis of merit, from its ethical and administrative points of view. There is, he stated, at the pres-

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ent time in most universities discrimination to a limited extent between men holding the same title. In some cases it is based upon length of service; in others, it is made in favor of men who perform extra duties. Sometimes, moreover, special endowments lead to discriminations. And occasionally the salary of a man is fixed above that of his associates in order to retain his services when he has been called at an increased salary by another university. Sometimes, also, special and exceptional circumstances put a man in a different class from that of his associates, although he may have the same title, and his exceptional position is recognized by a difference in salary. This happens not infrequently in professional schools, where a man in accepting a professorship makes a pecuniary sacrifice, or where his standing is such as to make the securing of his services particularly desirable. Or it may happen that there is a discrimination because some of the men are engaged in outside professional work. In each of the cases mentioned there is a definite reason for the discrimination which serves as a basis for the fixing of compensation. Although causing undoubtedly some friction and criticism, discriminations like those indicated are not subject to the objections that may be urged against a general policy of discrimination, and their wisdom and propriety are generally recognized. If we eliminate the cases to which reference has been made, it may be said to be the general custom in American universities to pay the same salary to men bearing the same title. Should the custom be continued, with the exceptions mentioned, or should there be a general policy of discrimination based upon merit? Or, to put the question differently, should the money value of the services of the university professor be fixed by the arbitrary standard of rank, or should it rather be determined by the same standards by which the value of services of like grade in other fields is determined?

In an admirable review of the whole question in its various bearings, the writer concludes that a general change to the merit system in the award of salaries is both impracticable and impossible.

If university trustees and university presidents were resourceful enough to devise schemes of discrimination that would be equitable, and were skillful enough to do so and preserve the peace,

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the general adoption of the principle of discrimination would not be a wise exercise of authority. Some things it certainly would not accomplish. It would not secure for university service any considerable number of strong men who would not be attracted under the present system. If a man has in view the making of money as his principal object, he would rarely, if ever, even though his tastes were scholarly, select a university career, whatever might be the conditions as to salary. He would conclude at once, and he would be right, that no university under any salary system could offer pecuniary inducements at all comparable with those to be found in other fields. It would not improve the general situation as to salaries. Every man is entitled to a reasonable compensation for his legitimate labor. Even though his calling be not followed primarily for gain, a man is the better worker when he feels that his efforts are receiving adequate pecuniary recognition. It is generally conceded that such recognition is not accorded the college professor. All will agree that his salary should be generous enough to enable him to live in a manner befitting his rank, to meet his obligation to family and to society without embarrassment, and to lay aside something for the future; and we all know that under present conditions that cannot usually be done. Any plan that promises to secure the needed change should, of course, receive our hearty support, providing it does not involve a sacrifice of professional standing or the adoption of a principle that would be out of harmony with the spirit that should prompt the labors of the teacher. The general adoption of the principle of discrimination, however, would not solve the problem to any appreciable extent. It would advance some salaries, but it would reduce others. It certainly would not give the universities the additional funds that they must have before any improvement in the situation can be expected. By way of direct answer to the question, it may be said that the general adoption of a scheme of discrimination, if practicable, would not be a wise exercise of authority, as it would encourage a wrong attitude in the teacher toward his work. There are ethical considerations that should not be disregarded. It ought not to be made possible for a university career to attract simply because of pecuniary opportunities. It would not be a wise policy to place university service upon a competitive money basis, as it would tend to supplant the higher motives of duty and devotion to the cause that should characterize the life and work of the teacher and scholar with the sordid ambition that has so largely commercialized at least one of the learned professions.

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The papers of the Cambridge Conference were more than usually suggestive, and the full attendance brought about the liberal interchange of opinion that is at all times the most vital, and not the least valuable, part of the proceedings of the Association, which, however, in other ways than this amply justifies its existence.

With every year it becomes much more than the object lesson in the solidarity of American educational effort that it has been described to be, although that in itself is an influence for cause and effect that is not to be lightly estimated. The Association can doubtless point to few actual accomplishments as the direct result of its organization, but there are still a few of considerable importance. The official acceptance in the universities of Holland and Belgium of the baccalaureate degree of any of the members of the Association as equivalent to the *testimonium maturitatis* of the home *Gymnasium* is more a mark of academic recognition than anything else, since few American students go, or ever will go, to those countries for their highest education, or any part of it. Of far greater importance is the action of the philosophical faculty of the University of Berlin, which has been followed by a general adoption throughout Germany, in accepting graduate work in any one of the universities comprising the Association as equivalent to work of the same character done at Berlin, in that it marks the beginning of an actual educational reciprocity between the two countries concerned which cannot but result to their mutual advantage. Both of these actions were based, as may be definitely asserted, upon the fact of the existence of an association of American universities and the published reports of its conferences as furnishing an actual basis of procedure which had before been lacking. The adoption of the recommendatory resolutions this year with regard to the simultaneous appointment of graduate fellows is an indication, and a very significant one, of the feeling that has developed from within, not only of solidarity of purpose in educational matters, but of identity of interest in their practical administration.

There is still some diversity of opinion among the members of the Association with regard to what should be the limits of its membership and what should be its purpose and scope. The action of the German universities, however, has practically settled the first

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question, in that to open the doors of the Association to other institutions which could not fulfill in proper degree their part of the conditions involved would be practically to repudiate the *entente* that has been so auspiciously begun, and this the members of the Association who have the future of their own graduate work much at heart cannot desire to do. With regard to its scope, the Association seems to stand at the parting of the ways; whether, on one hand, it shall continue, as its declaration of purposes assert it to have been begun, as a place, and in fact the only place, in which to discuss those questions which are particularly the questions of the highest education, or, on the other, to make its provenience that of the rest of the many educational associations of the country, on the principle that anything that is concerned with education is germane in the end to the educational questions of the university. The Association is doubtless an excellent place, on account of the character of its membership, to discuss all such matters, but to extend it in this way is to weaken it—to make out of a unique condition that has unmistakably justified itself, a general condition that has already many counterparts, and possibly to doom the Association itself, for this very reason, to a speedy dissolution. The papers of the present Conference well represent the broad field of educational interest which the Association may legitimately and profitably exploit without surrendering its original declaration of purpose.

The perennial question of plan and scope of the Association was made the matter of a committee to report at the next Conference. No additional members were elected to membership, and no important questions of policy, other than the foregoing, came before the Association.

Officers were elected for the ensuing year as follows: President, Cornell University; vice-president, Catholic University of America; additional members of the executive committee, University of Pennsylvania, University of Michigan, and Columbia University, which still continues in the secretaryship. To this committee was left the determination of the time and place of the 1908 conference.

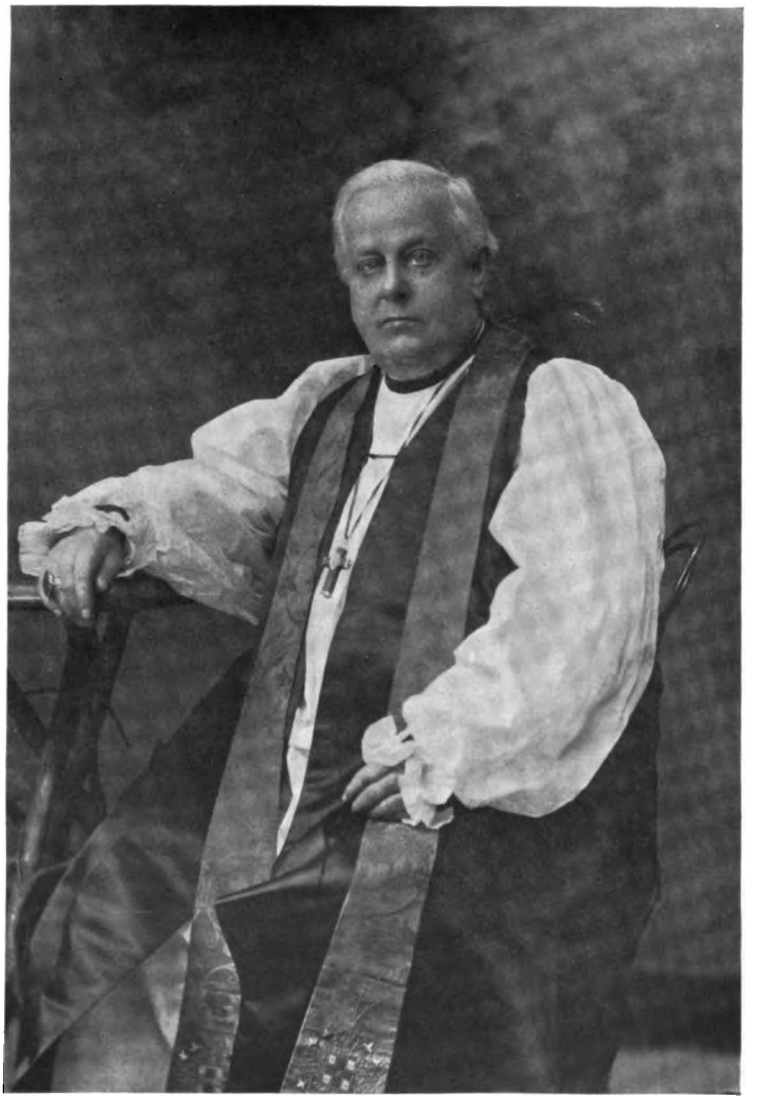
WILLIAM H. CARPENTER

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RT. REV. GEORGE FRANKLIN SEYMOUR
CLASS OF 1850

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GEORGE FRANKLIN SEYMOUR, D.D., S.T.D., LL.D.
Class of 1850

ONE of Bishop Seymour's intimate friends paid him a fine tribute in saying that he was a "great man and a great bishop in the eyes of the world wherever he was known, but he was a greater man and a greater bishop in his private life."

Born in New York on January 5, 1829, he was in infancy deprived of the sight of one eye, as the result of an attack of ophthalmia, but this misfortune seems to have enhanced rather than retarded his love of study. While still a child he read everything that came within his reach, including Locke's "Essay on the human understanding," which he finished before he was eleven years old. After passing through the Columbia Grammar School, he entered Columbia College, and in 1850 completed his college course with the highest honors, receiving the "general testimonial," as it was then called, which placed him at the head of his class, and delivering the Greek salutatory, a poem in iambic trimeters. A year later he entered the General Theological Seminary, from which he was graduated in 1854. His first charge was a mission at Annandale, Dutchess County, New York, where within six years he gathered a considerable congregation, erected a fine stone church, and founded St Stephen's College, of which he was the first warden. During the next five years he was assigned by his bishop to the work of reorganizing several parishes, which he performed with like energy and success, and in 1862 he was appointed professor of ecclesiastical history in the General Theological Seminary. His profound scholarship qualified him for a position which was peculiarly congenial to his tastes, and one of his students writes of him that he "not only had the historical, but the oratorical gift, and commanded the respect of his pupils, not only by his knowledge but by his power of wielding it."

In 1875, Dr. Seymour was elected dean of the seminary and he began, amid great difficulties and with very limited means, the improvements which have since given the buildings and grounds of the

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Seminary their beautiful and dignified character. Here he would doubtless have been content to spend the remainder of his days in the studious atmosphere of cloister and hall, but in 1878 he received a call, which he felt to be imperative, to the then newly organized bishopric of Springfield, Illinois, and in the spring of that year he was consecrated in Trinity Church, New York, the first Bishop of Springfield. The task of building up his new see involved immeasurable labor, constant travel and infinite personal discomfort, but his enthusiasm and energy were unflagging, and the hardships were accepted with easy good-nature, as when he humorously remarked of the poor, rambling sort of a house which was at first his residence, that "it was not the palace that made the bishop, but the bishop that made the palace." An effort is now being made to secure a Diocesan Endowment Fund of $100,000 as a permanent memorial of his episcopate.

In his diocese he devoted the remaining twenty-eight years of his life to the work of the Church and the work of humanity with an ardor of which few men are capable. His genial and sympathetic nature appealed to the hearts of men as his eloquence and intellect did to their reason, and made him as profoundly beloved as he was respected. In his college and its prosperity he felt the warmest interest. Intense loyalty was one of his characteristics,—first to his Church, then to his college; and it will ever remain one of the hallowed associations which are already beginning to gather around St Paul's Chapel, that he was present and took part in the laying of its cornerstone, when on the last of many occasions he revisited his cherished *alma mater*.

J. B. P.

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EDITORIAL COMMENT

The One Hundredth Anniversary of the College of Physicians and Surgeons

On the twelfth of March, 1807, a charter was granted which established "The College of Physicians and Surgeons in the City of New York," "for the promotion of medical science and diffusing the knowledge of the healing art." In June, 1907, the medical school so established will celebrate in worthy fashion the completion of its first century of life, and will do so under the auspices of Columbia University as its medical department.

Strange would a prophecy to this effect have sounded in 1811 to the eight men who formed in that year the first graduating class of the College of Physicians and Surgeons; though three of the eight were bachelors of arts of Columbia. For the College of Physicians and Surgeons had been founded as a rival to the faculty of medicine of Columbia College, which had begun the teaching of medicine in 1767 and had renewed it in 1792 after the long abeyance resulting from the Revolutionary War. But the rivalry was short-lived. In 1813, the faculty of medicine of Columbia College ceased to exist, and its members became members of the faculty of the newly established school, destined to become in its turn the medical department of Columbia, though in name only, forty-seven years later, in 1860, but in fact as well as in name seventy-eight years later, in 1891.

The governing body of the medical school created in 1807 was identical with the newly formed Medical Society of the County of New York, chartered, under the name of The College of Physicians and Surgeons, to teach what its members practiced. The changes of a century tell the old story that a calling is best taught when the effective impulse to teach it has been given by those who practice it, while the teaching body broadens its views and perfects its methods by contact with the other teaching bodies of a university, and learns as well, that the costly object-teaching of applied science can never be supported by the fees of quasi-apprentices, but must be maintained by the endowments of an *alma mater*. The charter of a century ago recognizes well the indissoluble union of "medical science" with "healing art." Devoted alumni and lay benefactors, the College of Physicians and Surgeons and Columbia University, have given good effect to those formal words which both exhort and prophesy. Side by side, on the present

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site of the College, stand laboratory and hospital, without either of which all medical progress would be stalled in the mire of tradition, and all medical teaching would train men to do no better than their teachers. At the end of another hundred years may the strong current of research have swept away many a stubborn land-mark of the incurable!

The Quiz System in Medicine

An interesting feature of the great improvement that has taken place in recent years in the methods of teaching in the school of medicine is the introduction, at the risk of the charge of returning to an obsolete method, of an extensive system of recitations. To the obvious advantage of this change must be added in the present case that of largely supplanting the time-honored system of "quizzing" by private tutors. This system seems to have been a relic of the preceptorial system of the early days, one of the tasks of the preceptor being the personal drill of the individual. With the addition of an official third year to the old two-years curriculum and the accompanying improvement in methods of teaching, the preceptor ceased to be. But the quiz-master remained. The system grew to large proportions and developed its inevitable bad features. Its object largely became not the implanting of a broad knowledge of each subject by competent tutors specially trained therein, but the passing of examinations. Its method was frequently that of the cram; its instructors were not always masters of their subjects, and it was very expensive to the student. Many undergraduates employed the drill throughout their whole four years, while others postponed it until the vision of the longed-for hospital interneship, the last and best prize of their student days, made them timorous as to their own unaided powers.

The exact percentage of value of the private tutor in the competition for the hospital has never been calculated, and is probably difficult to determine. Many of the patrons of the quiz system were students who took high rank in general in their classes, and the question may fairly be raised whether the hosptial interneship was gained because of the student's general superiority, or through the added training by the tutor. *Post* quiz is not necessarily *propter* quiz. It was often claimed for the quiz that hospital examiners have idiosyncrasies, a knowledge of which is of peculiar use to the candidate; by experience the tutor had learned these. It was claimed that by experience the tutor had come to know what subjects to emphasize and what to

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neglect. Whatever the value of these and similar arguments, the tutor's reputation, whether justified or not, of always securing for his pupils the coveted positions, offered a strong inducement to the ambitious student to seek his aid, and the lists of the conspicuous tutors were always full. The weight of the arguments for the private quiz has, however, become greatly diminished by the fact that the official recitation has abolished most of such enterprises, and the students, with the aid of competent instructors under official sanction, can now settle quietly down to the task of learning the science of medicine rather than the art of passing examinations.

The Clinic in Medical Instruction

Another feature of the improvement in medical instruction is the constant increase in practical work in the laboratory, the clinic, and the hospital. With the beginning of the present session the clinical courses in the fourth year were reorganized to effect such a betterment. This was accomplished by making the fourth year student a part of the staff of the Vanderbilt Clinic and also by organizing classes in clinical pathology in connection with the work. The students are no longer shown special cases which have been worked up by members of the clinical staff, but they are required to interview the individual patients, to make their own diagnoses, and, under supervision, to direct the treatment of the cases. In the surgical dispensary and in both of the medical classes, which meet mornings and afternoons, this system has been inaugurated. Each student, therefore, comes in contact with individual cases of disease, makes a special study thereof, both for diagnosis and for treatment, and presents his cases before the rest of the section and the instructor. Under the old system each student spent a single hour in being shown cases of disease. Under the new system the hours of observation and work are limited only by the number of hours during which the clinic is open, and each group of students is busily engaged from half past nine to half past twelve in the morning, and from two to half past four in the afternoon, or as long as patients remain to be treated.

The laboratory of clinical pathology, which is connected with the Clinic, was enlarged during the summer and can easily accommodate fifteen to twenty workers. An instructor is constantly on duty, and the work receives the personal supervision of the head of the department, the professor of clinical pathology. This laboratory is used also by other students than those connected with the clinical courses,

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who may be at work in other institutions and who may have the opportunity to collect specimens of pathological interest from such cases as may be presented to them in various clinics in different parts of the city. In this way it has been possible for the fourth year students to review their work of the formal class in clinical pathology of the third year, and to apply the methods which they have learned to the individual cases.

This process of combining all the modern methods of diagnosis with the study of cases of disease in whatever way they may present themselves, tends to crystallize the student's knowledge and to present medical facts and experience in much the same way as cases present themselves in general practice to active practitioners. No effort is made to select diseases of great rarity, but the common, simple cases in medicine are given as much stress as are medical curiosities. It is believed that the further improvement of medical education must be along these lines and the application of these principles to more and more numerous groups of patients.

St Paul's Chapel and Hamilton Hall

The dedication of St Paul's Chapel and the opening of Hamilton Hall are events which mark with monumental distinctness the historic growth of the University, and for us these buildings stand not only as great works of architecture, but as the embodiment of the traditions of the past as well as of the hopes of the future. The pledge engraved upon the cornerstone of King's College, founded for "the advancement of the public good both in church and state," faithfully preserved during the century and a half since that stone was laid, finds in these buildings a new assurance that it will be maintained "to all generations." In the Chapel, the University possesses a building of which it has been said by an eminent critic of architecture "that nothing better has ever been done in New York," but those who were present at the dedication service must have been conscious that the building possesses in addition to its great architectural beauty a certain spiritual quality that declares it to be a house set apart for the worship of God. In the soaring lines of the dome there is an uplift which carries the thought with it, and throughout there is a sense of benediction and peace. Designed and constructed by the architects in the spirit which inspired the builders of the great cathedrals of the Middle Ages, the Chapel expresses in every line and detail the sincerity of its religious character. As a recent

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writer has aptly phrased it, our students may well "learn religion from it, as well as in it."

In Hamilton Hall we are no less fortunate in having a building perfectly adapted to its purpose, enriched by many suggestions of the past, and sufficiently ample to provide for the growth of the College which it goes far to assure. In point of situation and design, it is the most conspicuous and dignified of the academic buildings comprised in the University, and its commanding position at the head of what is to be the College quadrangle, fitly suggests the sway which it will exercise over the college life which is to grow up around it, a life which the dean has eloquently described in what he terms "the golden promises" of Hamilton Hall:

> Here will be nourished and exerted the multifarious influences that go to make college life the highest and best training for a man, an all around man, that has yet been devised; here will grow up a great college community, governed by enlightened student opinion, in which will be cultivated the liberal arts and sciences, the humanities that contribute strength and character to the individual, grace and refinement to society; here will be developed the potent activities initiated and conducted by the students, and a college spirit that instills into the minds and hearts of college men enthusiasm, life and vigor, by leading them to idealize their *alma mater*.

Change in date of Commencement

The action of the University Council in determining that, beginning with the year 1908, Commencement shall be held on the last Wednesday of May, marks one more step in the development of the policy to relate the University still more closely to the life and interest of the city of New York. By long-standing tradition, Commencement has come at the end of the second half of the academic year, and when the University was a college, and a small college, there were no embarrassments in having it so. The great growth of the University, however, and the marked change in the social habits of the people of New York, have resulted in making the second Wednesday of June too late a date for the University to bring together a thoroughly representative assembly of the men and women of New York. Moreover, it has been usual, in recent years, to bring all systematic instruction to an end early in May, so that the entire time and thought of the teaching and administrative staff might be devoted to the examination of candidates for graduation and to the perfecting of their records. As a result, the

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best interests of some four thousand students have been sacrificed to the interests of one quarter of that number, and no small proportion of the teaching staff has found its work completed by the twentieth of May and yet held by University rules to remain in residence until Commencement Day.

The change which the University Council has decreed not only fixes Commencement Day at a date when it can be attended readily by those persons whom the University is most anxious to gather together at its great public functions, but it separates hereafter the examination of students who are candidates for graduation and the examination of students who are not candidates for graduation. An examination schedule for candidates for graduation will be issued which will provide for the examination of candidates for graduation beginning early in May. On the other hand, the instruction to both undergraduate and graduate students who are not candidates for graduation will continue until the day before Commencement, and the examination of such students will begin on the day following Commencement and continue until the close of the second half-year, which would remain, as now, the second Wednesday of June. The student who spends three or four years in University residence will gain several weeks' instruction by this plan, as the lengthening of the earlier years of his course will more than offset the shortening of his final year. On the other hand, many officers of instruction will be relieved of the necessity under which they now rest of remaining at the University for two or three weeks after their stated duties are at an end. The Commencement of 1908, the first to be held in accordance with the new academic calendar, will fall on May twenty-seventh and the second half-year will end on June tenth.

Alumni at Commencement

The increased interest of the alumni in the University has been manifested in no stronger way during the past ten years than by their attendance at Commencement. With the change in the date of this function, it would seem desirable to enlist the cooperation of the alumni in making the various exercises under their control blend with the more formal and official program. The alumni luncheon with the opportunity to hear addresses from the recipients of honorary degrees is certainly a most pleasant occasion, yet with the increasing interest and attendance have arisen many problems in the way of service and seating-room.

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The decennial class by its provision of music and sports on South Field also contributes to the pleasures of the day, and now that Hamilton Hall and the dormitories are completed, it might be possible to make the affair more dignified and interesting without detracting from its informal character. As the turf on South Field should be in good condition by Commencement, it might be possible to provide suitable seats, and have the music on the eastern side of the quadrangle, near the buildings, while a suitable portion of the field proper could be roped off for the sports.

The attempts of the alumni for the past five years to hold reunions in the evening have not been altogether successful, largely on account of the difficulty of making suitable arrangements for the dinners, and of preparing a program for University Hall that could be conducted so as to interest the many graduates who are only too ready to return to the University at this time. That a large number of classes do desire to hold dinners on this occasion, seems well established, and some means must be found to provide for them either on the University grounds or in the immediate vicinity. Whether the indoor meeting in the evening in its present form should be retained as a feature of the alumni program is a debatable question, though the illumination of the grounds and procession of the younger graduates seem susceptible of being developed into a most interesting spectacle. It is to be hoped that the alumni will not be slow to take advantage of the new Commencement date and attest the wisdom of the change by an increased interest in the academic and social features of the annual function.

The Exchange of Professors

On both sides of the water the exchange of professors between Columbia University and Berlin University has proved, during its first year of trial, eminently and encouragingly successful. It has been successful from the academic point of view, in that each of the professors—Professor Schumacher here, and Professor Burgess in Berlin—has attracted to his public lectures a very considerable body of regular students, and, what is of even more importance, has conducted a seminar for advanced students which has proved highly satisfactory. The exchange has been successful, too, from a broader point of view. Each of these ambassadors of civilization has been able to reach non-academic audiences; each has addressed dozens of learned societies and social clubs

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in New York, in Berlin, and in other cities of the United States and of Germany. To a large extent, the success of the experiment has been due to that part of the Columbia-Berlin plan which was most novel and which aroused, in advance, most doubt—to the arrangement that each of the visiting professors should deliver his message in the language of his hearers. Professor Schumacher has shown himself a master of English speech; Professor Burgess has been praised by the German newspapers for the excellence of his German.

One of the chief purposes of the exchange, the promotion of a better understanding between the two countries through the establishment of intimate personal relations between their leading scholars, has unquestionably been attained. Professor Burgess writes that he has made many friends in Berlin. All of us who have learned to know Professor Schumacher will testify that he leaves many warm friends in New York.

Convocation Week at Columbia

Columbia University has on many occasions offered its hospitality to large and distinguished gatherings, but the convocation week meeting of scientific societies held here from December 26 to January 1, more completely perhaps than any other event tested and demonstrated the resources of the University. The registration of members of the American Association for the Advancement of Science was over one thousand. A large percentage of the members, however, did not register, and there were twenty-one scientific societies meeting in affiliation with the association. Thus there were three hundred members of the American Chemical Society in attendance, of whom 103 registered as members of the association. If the conditions were similar in other sciences, there were some three thousand scientific men at the meetings, and to these must be added the ladies who accompanied them and a large number of local members and guests. There were about eight hundred scientific papers presented before the ten sections of the association and the twenty-one societies. In addition to these organizations, there were a large number of joint and divisional meetings, and of meetings of councils, boards, committees and the like. The University was able to provide so adequately for all the conditions, and with such complete lack of friction or apparent effort, that very few of those present realized the magnitude and complications of the meeting.

All the societies met at the University on the first day. Their mem-

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bers were welcomed in the morning by the president and entertained by him at a reception in Earl Hall in the evening. Although Hamilton Hall was not quite ready for use, the halls and lecture rooms were entirely adequate, each department, as a rule, providing for the science with which it is concerned. The Commons supplied luncheons and dinners to very large numbers. Earl Hall afforded admirable headquarters, and the smokers at the Faculty Club once more showed the usefulness of that institution. On the subsequent days, there was some scattering, several of the societies and sections meeting in accordance with their interests at the American Museum of Natural History, the Rockefeller Institute, the Botanical Garden, New York University, and the City College.

It is of course quite impossible to give here any account of the scientific programs or of the business transacted. A list of the papers presented and an abstract of the proceedings would more than fill a number of the QUARTERLY. From all the rest one item may be singled out—for though its connection with the Columbia meeting may have been accidental, it is none the less appropriate and significant—namely, an amendment to the constitution of the association establishing a section of education.

Hamilton Hall Supplement

The attention of the readers of the QUARTERLY is called to the Hamilton Hall number, published as an illustrated supplement of the regular March issue and containing a full account of the opening ceremonies, of the special meeting of the Alumni Association, the report on the statue of Alexander Hamilton, and other interesting items connected with the new building. This supplement has been printed for the Alumni Association of Columbia College, which has agreed to meet the cost of publication, thereby enabling the QUARTERLY to increase considerably the size of its regular issue. The June number is to be devoted largely to Teachers College.

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THE UNIVERSITY

Convocation Week

Considerable interest was manifested by the several departments of instruction in the meetings of learned societies held during the Christmas holidays, the following reports having been received by the QUARTERLY. All reports not received in time for this issue will be included under departmental notes in the June number.

The twenty-first session of the **Association of American Anatomists** was held in the anatomical building of the College of Physicians and Surgeons on December 27, 28, and 29. The meeting, both as regards the number in attendance and the interest of the scientific communications, was the most successful in the history of the Association. The department of anatomy presented the results of an extensive research in the development and morphology of the venous and lymphatic systems. This work, extending over the past two and a half years, has been carried on jointly by the anatomical departments of Columbia and Princeton Universities, and the conclusive and satisfactory results obtained are evidence of the value of such inter-university cooperation, through which the material controlled by each of the institutions is made available for combined investigation. The following papers were presented by members of the staff:

Contributions to the morphology and development of the vascular system:

1. Professors Huntington and McClure: Development of the postcava in the cat.
2. Dr. William Darrach: Variations of the postcava and tributaries as observed in five hundred examples of the domestic cat.
3. Professors Huntington and McClure: The interpretation of variations in the venous system of the adult cat, based on its development.
4. Dr. Schulte: Range of variation in the postcava and tributaries in Australian marsupials.
5. Professors Huntington and McClure: The development of the main lymph channels of the cat in their relation to the venous system.
6. Dr. William Darrach: Report on the anatomy of Symmelian.
7. Professor George S. Huntington: Note on the parotid of Hyrax Capensis.

The eighth annual meeting of the **Astronomical and Astrophysical**

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Society of America was held at Columbia University December 27–29. Professor Jacoby was chairman of the local committee of arrangements, and with him were associated Professor Poor and Mrs. Henry Draper.

Professor Jacoby, who is a member of the Society's council, was designated to act as editor of the proceedings for 1907 and 1908.

At the meeting of the **American Chemical Society,** held at the University during convocation week, several officers and students of the department of chemistry contributed to the programs. Dr. Falk presented a paper before the section of physical chemistry; papers were presented before the biological section by Professor Gies and others (see p. 190); and before the organic section by Professor Bogert and by Messrs. Wiggin, Sinclair, Seil, Renshaw, Klaber and Nelson. In all, some twenty papers were presented from the various chemical laboratories of the University. The late Professor E. H. Miller was to have acted as chairman of the inorganic section. Professor Chandler delivered a lecture on "The electrical industries at Niagara Falls" before the American Association for the Advancement of Science at the College of the City of New York.

The **American Economic** and **American Sociological Societies** held their annual meetings at Providence on December 26–29, 1906. In the program of the former Professor Clark was to have presented a paper entitled "On what principles should a court of arbitration proceed in determining the rate of wages." In consequence of Professor Clark's enforced absence, the outline of his paper was read by Professor Seager. Columbia was also represented by Professor Whitaker, who contributed to the discussion of "The relation of the protective tariff to the trusts"; while Professor Lindsay, the incumbent of the recently created chair of social legislation, read a paper on "The extent of child labor in the United States." Before the Sociological Society Professor Giddings was to have discussed the question, "How should sociology be taught as a college and university subject," but he, too, was prevented at the last moment from attending the meeting. Mr. Tenney took part in the discussion on "Social consciousness." As a whole the meetings of the two organizations were unusually successful both from the point of view of attendance and the quality of the papers and discussions. A number of graduates of the school of political science now teaching in other institutions were present and took a distinguished part in the exercises.

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Before the close of the session Professor Giddings was reelected a vice-president of the American Sociological Society, and Professor Seager was reelected a member of the executive committee of the American Economic Association.

The officers of the **department of geology** participated in the following meetings:

Before the *Geological Society of America* Professor Kemp read a paper on "The preglacial and glacial physiography of the valley of the lower Hudson"; Professor Grabau presented two papers, one on "Age and stratigraphic relations of the Chattanooga black shale," and one on "The Medina sandstone problem"; Dr. Berkey read a paper on "Limestones of Westchester and Putnam counties, N. Y.," and Dr. Julien presented one on "Relations of physiography to structure at Manhattan Island and vicinity," and another on "Glaciation of Manhattan Island."

Before section E of the *American Association for the Advancement of Science* the following papers were read by members of the department: Professor Grabau, (1) "Discovery of the Naples fauna in Michigan," (2) "Subaërial erosion-cliff of Mid-Devonic time in Michigan," and (3) "Types of cross-bedding and their stratigraphic significance"; Dr. Berkey, "The relations of structure and physiography in the Highlands of the Hudson"; T. C. Brown, "Early stages of Streptelasma and allied forms"; J. H. Wilson, "The fourth center of glacial dispersion."

Before the *Association of American Geographers,* Professor Grabau presented a paper on "The classification of marine life-districts."

Papers were also read by the following former students in the department: Bailey Willis, '79 S., D. H. Newland, fellow 1896–1897, and D. W. Johnson, fellow 1903–1904.

Professor Kemp was chairman of the local committee of arrangements for the Geological Society of America and is at present one of the councilors of the society.

At the meeting of the **American Historical Association** which took place in Providence, December 26–29, the historical department of Columbia was represented by Professors Osgood, Dunning and Robinson and Dr. Haworth. Professor Robinson participated in the discussion in regard to the appropriateness of the term "Renaissance" as applied to the literary and artistic progress of the fourteenth and fifteenth centuries. An important paper was presented by Miss Louise

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Loomis on the revival of Greek studies in the fifteenth century. This was the outcome of the investigations in regard to "Medieval Hellenism" which she submitted as her dissertation for the Columbia doctorate.

The **American Mathematical Society** held its thirteenth annual meeting at Columbia University on December 28–29 with an attendance of over eighty members. The program included papers by Professor C. J. Keyser, "Circle range transversals of circle ranges in a plane: a problem of construction" and "Concerning the analytic treatment of geometric involution"; and by Professor Edward Kasner, "Systems of extremals in the calculus of variations" and "The motion of a particle in a resisting medium." Professors F. N. Cole and D. E. Smith were elected secretary and librarian, respectively, and members of the committee of publication.

At the meeting of the *American Association for the Advancement of Science,* Professor Kasner, a vice-president of the association, served as chairman of section A (mathematics and astronomy), and, at a joint session of this section with the mathematical and astronomical societies, presented a paper on "Dynamical trajectories."

Professor Keyser delivered an address on "The introduction of modern notions into the geometry of secondary schools" before section D (mathematics) of the *New York State Science Teachers Association* at the meeting of December 26.

On Thursday, December 27, Professor Thomas S. Fiske presided at a conference held in Teachers College for the purpose of considering the desirability and practicability of organizing a national federation of societies of teachers of mathematics and the natural sciences. The conference recommended the formation of such a federation and tentatively organized a council to serve for the ensuing year. Professor Fiske was elected president of the council.

At the twenty-fourth annual meeting of the **Modern Language Association of America,** held at New Haven, the following papers were presented by members of the division of modern languages: Professor Brander Matthews, "Why five acts"; Professor J. E. Spingarn, "The Renaissance treatises on honor, and their influence on European letters"; Dr. Cunliffe, "Italian prototypes of the masque and dumb show," and Dr. Krapp, "A social view of language." In addition to the above, the meeting was attended by Professor Fletcher of the department of comparative literature, Professors Trent and Thorndike of

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the department of English, Professors Cohn, Todd, and Loiseaux, and Doctors Fitz-Gerald, Gerig, and Gill of the Romance department, and Professors Thomas, Bagster-Collins and Hervey, Dr. Braun, and Messrs. Heuser and Bechert of the Germanic department.

Professor McWhood was a member of the executive committee of two in charge of the annual meeting of the **Eastern Educational Music Conference,** which was held at Wellesley College on December 27. The 1907 meeting of the Music Teachers National Association is to be held at Columbia University.

The annual meeting of the **American Physiological Society** occurred in New York, December 27–29, the second day's session being held at the physiological laboratories of the College of Physicians and Surgeons. The following papers were presented by Columbia instructors: Professor F. S. Lee: The cause of the treppe; methods of studying fatigue (a demonstration). Professor W. J. Gies: New chemical facts about tendon and compound proteins. Dr. W. N. Berg and Professor W. J. Gies: A further study of peptolysis. Dr. W. Salant: The formation of sugar from amino-acids. Dr. W. Salant and Dr. G. M. Meyer: On the elimination of radium in normal and nephrectomized animals.

During convocation week the *American Chemical Society* held a joint meeting with section C of the *American Association for the Advancement of Science,* at which the following papers were presented by Columbia instructors and students from the department of **physiological** (now biological) **chemistry:** F. S. Weingarten: The influence of internal hemorrhage on chemical changes in the organism, with particular reference to protein catabolism. Gustave M. Meyer: On iodomucoid; A preliminary report on the toxicity of some artificial dyestuffs; On the excretion of barium. G. M. Meyer and W. J. Gies: On alkaverdin, the coloring matter of the purple pitcher plant, Sarracenia purpurea. F. C. Hinkel and Wm Salant: The influence of alcohol on the excretion of inorganic constituents of the urine. Wm Salant: On the formation of sugar from amino-acids; A study of the elimination of casein in the bile, with some remarks on the nitrogen content of the bile. G. M. Meyer and Wm Salant: On the elimination of radium in normal and nephrectomized animals. D. R. Lucas: Effects of caffeine on the contractions of the ureter. George Baehr and Harry Wessler: A study of the effects of cerium salts and of salts of some related metals. W. N. Berg and W.

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J. Gies: A study of conditions affecting peptic digestion. D. E. Roelkey and W. J. Gies: Putrefaction of tendon, collagen and mucoid. Julia A. Emerson and W. H. Welker: A further study of the chemistry and pharmacology of Ibervillea Sonorae. Alice A. Knox and W. H. Welker: The effects of salts of some rare elements on seedlings. W. J. Gies: Some chemical notes on specimens of American amber; Effects of acids on tendon, with some notes on the preparation of collagen and mucoid; On a glucoprotein in tendon that is non-precipitable by acid; New studies of mucoids and nucleoproteins: 1, inorganic salts; 2, organic salts; 3, color compounds; 4, quantitative determination.

Professor Gies served as secretary of section K (physiology and experimental medicine) and a member of the council of the American Association for the Advancement of Science, and as chairman of the biochemical section of the American Chemical Society.

In connection with the meetings of scientific societies held in New York during convocation week, the **American Society of Biological Chemists** was organized on December 26. Professor Gies was chosen as its first secretary and a member of the council.

At the scientific exhibition held under the auspices of the *New York Academy of Sciences* at the American Museum of Natural History during convocation week, Professor Gies served as chairman of the committee in charge of the physiological division. Members of the staff of the departments of physiology and physiological chemistry contributed to the exhibition.

Members of the **department of zoology** participated in the following meetings of convocation week:

Before the *American Society of Zoologists,* Professor T. H. Morgan presented a paper (with E. P. Lyon) on "The influence of a strong centrifugal force on the sea-urchin egg"; Professor G. N. Calkins read a paper on "The maturation-divisions in Paramœcium"; Professor E. B. Wilson read one on "Secondary chromosome-couplings in hemiptera and their possible significance," and Professor Bashford Dean one on "Exhibition of embryonic stages of the Japanese frilled shark, chlamidoselachus, with notes on the development of this species."

For the general discussion of the *American Society of Naturalists* on the determination of sex, Professor Morgan offered a set paper on "The general factors of sex-determination in animals"; and Professor Wilson submitted one on "Sex-determination in relation to fertilization and parthenogenesis."

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For the general discussion before the section of experimental medicine of the *American Association for the Advancement of Science* on the protozoa in relation to disease, Professor Wilson submitted a paper on "General introduction on the protozoa considered from the standpoint of the general zoologist"; and Professor Calkins read a paper entitled "General introduction to the subject of protozoa as disease causing agents."

Professor Bashford Dean was elected president of the *American Society of Paleontologists,* and presented a paper on "Notes on the morphology of fossil sharks." Professor E. B. Wilson was elected vice-president of the American Association for the Advancement of Science and chairman of section F, zoology.

* * *

Professor Burgess's Inaugural Lecture

In the December number of the QUARTERLY allusion was made to the manner in which certain of Professor Burgess's utterances at Berlin had been distorted in the American press. On December 19, in connection with a lecture on the Monroe Doctrine, delivered in New York, Judge Charles G. F. Wahle read the following letter from Professor Burgess:

My dear sir: I am sending you by this mail under another cover a copy of the lecture to which you refer. You will not find in it, however, any discussion of the Monroe Doctrine. The Monroe Doctrine is used as an illustration merely of the freedom of speech of a professor as compared with a diplomatist in discussing delicate questions. I say that no foreign Government could even propose to the United States to discuss the question without running the risk of exciting the enmity of the Union, and that our statesmen have no conception that this doctrine is obsolete, or that the changes in the constitutions and policies of the European states since it was formulated have made it meaningless. I said that I could, as a professor, speaking from my own convictions and involving no one else, express any opinions on this question or any other question which I considered true.

The passage has for its purpose only the demonstration of the professional freedom of discussion when compared with the lack of this freedom on the part of those who officially represent a country, and is no discussion of the Monroe Doctrine and no expression of any opinion about it, except a hypothetical one. The Germans understood it as I intended it, and have taken it as a notice that the Union is a unit in support of this doctrine. Very truly yours,

JOHN W. BURGESS

BERLIN, November 12

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In a letter to the editor of the *New York Times,* published December 2, Professor Munroe Smith had already given a similar explanation. He indicated that Professor Burgess's allusion to the Monroe Doctrine was an "aside," and that "its relation to his main argument would be correctly indicated by putting it in parentheses." He demonstrated that Professor Burgess's remarks in no wise misled the German or the British public, and that they attracted no especial attention on that side of the Atlantic until the Americans in Europe had heard the opinion of their home press. He then showed where the distortion of Professor Burgess's remarks originated, and how the legend grew that the Roosevelt professor had misrepresented America and misled Germany. Independently of its immediate purpose, this part of Professor Munroe Smith's letter has permanent value as a contribution to the natural history of "news."

. . . The one American correspondent at Berlin who found Professor Burgess's remarks on the protective theory and the Monroe Doctrine interesting was the correspondent of the *New York Times.* A dispatch from him was published in the *Times* on October 28, the day after the lecture. It gave with substantial accuracy Professor Burgess's statement of his personal views. It gave nothing else, thus omitting his statement of the views held by the American Government and the American people. As printed in the *Times,* this dispatch was immediately followed by an Associated Press dispatch, which gave no abstract of or citation from the lecture itself, but stated that the Roosevelt professor opened his lecture by reading a letter from President Roosevelt, and that at the close of the lecture the German Emperor called for cheers for President Roosevelt.

These two dispatches taken together, and taken in connection with the incorrect but very general impression that the incumbent of the Roosevelt professorship was appointed by President Roosevelt, suggested that Professor Burgess had given the impression that he was a semi-official exponent of President Roosevelt's views on the protective theory and the Monroe Doctrine. To all who know Professor Burgess this suggestion appeared incredible; but it was at once accepted by a large number of American newspapers, and it furnished the basis for the editorial articles referring to the lecture which were published in New York and elsewhere in the United States on October 29 and 30. The *New York Times* at first displayed commendable caution, saying on October 29 that it preferred to wait for a full report. Many other journals apparently considered the data sufficient and promptly expressed their opinions. Nearly all declared that Professor Burgess had given to the German Government and the German people a false impression of the attitude of the American Government and the American people.

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On October 30 and 31 the newspapers heard from Washington that Professor Burgess had not spoken as a representative of the Government, and from Berlin that he had expressed merely his individual opinions. Many of them continued, nevertheless, to charge him with misrepresenting the American people. The *New York Times* still reserved judgment. It said (October 31) that "in so far" as Professor Burgess might lead any Germans to question American devotion to the Monroe Doctrine, he would utterly mislead them.

The next stage in the growth of the misconception was reached in Germany. Among the Germans the news of the comments made in the United States aroused great surprise. They knew what Professor Burgess had said, and they could not understand the charges brought against him. One thing only was clear to them—that Professor Burgess's statement, that the protective theory and the Monroe Doctrine were "almost sacred" in the United States, had received an unexpectedly sudden and emphatic corroboration. Among the Americans in Germany there was now apparently some reaction of resentment against the Roosevelt professor. How general or how strong this reaction was it is at present difficult to say; but from trustworthy private advices the present writer is able to deny categorically some of the statements which were sent from Berlin to Paris and to the United States. It is not true that Professor Burgess had accepted an invitation to speak at the American Thanksgiving festivities and that this invitation was subsequently withdrawn. It is not true that the American consul general in Berlin declared that Professor Burgess had misrepresented the attitude of the American people and that his utterances would do great harm. When the consul general first heard of the remarks made by Professor Burgess—and he first heard of them from an American correspondent—he remarked that *if* Professor Burgess had given the impression that the American people were no longer devoted to the Monroe Doctrine the professor had given a false impression, which would do great harm. The consul general has since seen the text of Professor Burgess's remarks, and has stated that no such false impression could be derived from the lecture. Certain other statements which were cabled from Germany to the United States are apparently equally baseless. It is inconceivable, for example, that the American ambassador in Berlin could have sent a dispatch to Washington complaining of the irreparable damage which the Roosevelt professor had inflicted upon American diplomacy, for the American ambassador was fully aware that no damage had been done; and it is impossible that the ambassador could have urged the professor's recall, for the ambassador knew what the author of this rumor evidently did not know, that the United States Government has no authority over the Roosevelt professor.

When these and similar reports from Berlin reached the United States—and they arrived several days before the full text of Professor Burgess's lecture was received—there was a fresh outburst of editorial censure. It was at this point that the *New York Times* abandoned

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its previous attitude of reserve and expressed an unconditional judgment. The Roosevelt professor, the *Times* said on November 6, had "gravely misrepresented America and gravely misled Germany." He was a "missionary of mischief" and he should be recalled before he did further harm. . . .

In its reply to this letter the *Times* tacitly withdrew these charges, insisting, however, that Professor Burgess had been guilty of an "indiscretion." This accusation brings the debate back to the question of academic liberty—a question which a few of the most rational and most respected American journals recognized from the outset as the only real question involved.

* * *

The University's Policy toward Athletics

The following memorandum by President Butler in relation to the policy to be pursued by the University toward athletic sports and intercollegiate contests will no doubt interest the readers of the QUARTERLY:

On December 19, 1905, after the action of the committee on student organizations disbanding the football association of Columbia University, the University Council took action, approving what had been done by the committee on student organizations and advising the President "to take such further steps as may seem to him proper to correct the conditions at Columbia, which have produced the demoralization of sentiment above referred to, and to restore athletics to their proper place in the life of the University."

Acting in accordance with this advice of the University Council, the President, on December 22, 1905, constituted three advisory committees on athletic policy: one consisting of nine officers of instruction; one consisting of nine alumni; and one consisting of nine undergraduates, and requested them, severally and in conference, to prepare for consideration by the appropriate University authorities, a plan by which the ends described by the University Council as desirable might best and most speedily be reached.

The three committees devoted much time and thought to the problems before them, and in due time submitted their reports to the president. The report of the committee of officers of instruction was received on April 7, 1906; the report of the committee of alumni was received on June 5, 1906, and the report of the committee of undergraduates was received on September 15, 1906.

These reports have been carefully examined and considered, and the conclusions of the president in regard to their recommendations are as follows:

Such academic control as is deemed necessary is now exercised, pursuant to a resolution adopted by the University Council November 19, 1901, by a University committee on student organizations appointed

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by the President. This committee should hereafter consist of five members instead of three as heretofore.

1. There should be no radical change in the method of administration of athletic sports now in force at Columbia.

2. The University committee on student organizations should remain, as now, with its present powers. The right to permit or to prohibit a given sport rests with this committee, for the reason that no association of students can be organized or continue in existence without its permission if the end or purpose of such association is to appear before the public in any way. When, however, as in the case of intercollegiate football, this committee has sought and obtained the approval of its action by the University Council, it will not be proper for the committee, without the consent of the University Council, to reverse its policy.

The President will ask the committee on student organizations when, for any reason, it is proposed to disband any given association or to discontinue any sport, to notify the graduate directors of that association or sport and the manager, and to give to such graduate directors, to the manager, and if desired, to the board of student representatives, an opportunity to be heard in regard to the proposed action before it is finally determined upon.

3. The direct authority of the University in athletic matters should be limited, as now, to (*a*) the permission or prohibition of any given sport; (*b*) the establishment of a physical examination, which all students intending to compete in athletic contests must pass satisfactorily; (*c*) the requirement that students participating in intercollegiate contests shall maintain a satisfactory standard of scholarship in their academic work, and shall not absent themselves from the University without permission; (*d*) the supervision, as at present, by the comptroller of student organizations of the budgets of the various athletic associations. So much is necessary in order that the University may fulfill its just responsibility to the students and to the public.

4. The University committee on athletics, consisting of alumni and students appointed by the President, should continue to exist as now, possibly enlarged in number, and should have direct and complete control over all other matters relating to athletic sports. These include: the establishment and enforcement of rules of academic and amateur eligibility, save in regard to physical condition and scholarship; the supervision of managers, coaches and training-tables and all matters of similar character.

In order that the University committee on athletics may work in entire harmony with the committee on student organizations, I should propose to add to the University committee on athletics, as *ex-officio* members, the chairman of the committee on student organizations and the director of the University gymnasium.

5. Schedules of games, whether in New York City or elsewhere, should be approved both by the committee on student organizations and

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by the University committee on athletics before adoption. It should be the function of the committee on student organizations to see that games are not arranged at such frequent intervals or at such distant points as to conflict with satisfactory attendance upon University exercises. It should be the duty of the University committee on athletics to see that the schedule of games proposed does not tax unduly the strength of the participants, or conflict with any other legitimate interest.

6. In view of the existence of a committee on student organizations, of a committee on athletics, of a comptroller of student organizations and of a director of the gymnasium, it does not appear to be necessary or desirable to provide for an additional officer to be known as director of athletics. Certainly the University has no funds with which to compensate such an officer. If, however, at any future time the University committee on athletics should regard such an office as desirable, and if provision could be made for the compensation of its incumbent in the budgets of the several athletic organizatioss whose interests he would primarily serve, such an officer might readily be appointed.

7. The President will do what he can to secure the discontinuance of any prescribed academic exercise in Columbia College or in the schools of applied science after four o'clock p. m., in order that there may be ample time at the close of each day for the general participation of students in outdoor sports.

8. So far as the funds at the disposal of the Trustees will permit, the President will gladly recommend that South Field be kept in the best possible condition as a convenient exercising ground for students interested in various forms of athletics.

9. The project for a University stadium, with ample accommodations for all forms of outdoor sport, this stadium to be built in the Hudson River as an extension to Riverside Park, between 116th and 120th streets, will be pressed to completion as rapidly as funds can be had. When it is completed the students of Columbia University will have as convenient and as well-arranged an exercising ground as can be found anywhere.

10. The revised and simplified rules in regard to the scholarship of students intending to participate in athletic sports and intercollegiate contests, approved by the University Council May 15, 1906, and referred to the President with power to put them in operation, are, in the judgment of the President, a decided improvement upon the existing rules, and should be put in operation at the beginning of the next half-year, namely, February 1, 1907.

11. An effort should be made to secure the widest possible participation by students in athletic sports. Perhaps this can best be accomplished by the organization of clubs and teams, representative of different schools, different classes and different residence halls. It is important that students should be encouraged to participate in outdoor

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sport for their own good and for the sake of the game, regardless of their ability to excel.

12. Gate receipts are, in the opinion of the President, an undesirable feature of collegiate and intercollegiate athletic contests; but no practicable plan has yet been presented for doing away with them. The directors of the several athletic associations and the comptroller of student organizations will be urged to use all possible care to avoid extravagance and waste in the expenditure of moneys received in gate receipts or contributed by subscription in aid of athletic sports.

The University committee on student organizations will consist of the following:

Professor Herbert G. Lord, *chairman*....	Term expires	July	1, 1911
Professor George C. D. Odell.....	" "	July	1, 1910
Professor Henry B. Mitchell.....	" "	July	1, 1909
Professor James F. Kemp.....	" "	July	1, 1908
Professor Marston T. Bogert.....	" "	July	1, 1907

The University committee on athletics will consist of the following:

Francis S. Bangs, '78, *chairman*.....	Term expires	July	1, 1909
Allen B. A. Bradley, '02.....	" "	July	1, 1908
Robert LeRoy, '05.....	" "	July	1, 1907
George Norris, '07, College.....	" "	July	1, 1907
William G. Palmer, '07, College.....	" "	July	1, 1907

Professor Herbert G. Lord, *ex-officio*
Adjunct Professor George L. Meylan, *ex-officio*

* * *

Public Lecture Offering

Never in the history of the University have the lectures offered to its members and to the general public been as numerous, as varied and of as broad interest as since the beginning of the year 1907. The weekly French lectures and the lectures under the auspices of the department of Indo-Iranian languages have been continued; the department of Germanic languages has contributed a lecture by Professor Eugen Kühnemann on "Gerhart Hauptmann"; and the faculty of fine arts is offering a series on "Italian painting of the Renaissance." In addition, three interesting lectures by Professor M. Honda of Tokyo on "Japanese life and customs" were given in January; the department of geology offered a lecture by Dr. Charles Truax on "Yellowstone Park"; and the department of music made arrangements for three concerts of chamber music during February, the first and third by a trio of which Professor Rübner is a member and the second by the Dannreuther String Quartette.

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The Hewitt lectures at Cooper Union this year are being delivered by Professor Crampton of the department of zoology on "The doctrine of evolution" and are attracting unusual attention. Unfortunately, Professor Hirth's lectures at the Metropolitan Museum of Art on "Chinese art" are not to be given this year, as the Museum has as yet no hall suitable for the purpose. The second series of lectures on mathematical physics offered under the department of physics promises to be as interesting and important in the history of American science as the lectures of Dr. Bjerknes and Dr. Lorentz were last year. The lecturers for 1907 are Professor Otto Lummer of Breslau, who lectures in February and March on "The laws of radiation of the black body," and Professor Joseph Larmor of Cambridge, who will begin a course on March 27 on "Physical dynamics."

In addition to the above, which constitute about the normal annual offering of the University, are the following series inaugurated this year: The George Blumenthal Foundation, established last year, enables the University to offer two important courses on politics. The first, delivered in January and February, by Dr. Albert Shaw, of *The Review of Reviews,* on "Practical problems of American politics"; the second, in March and April, by President Woodrow Wilson, of Princeton University, on "Party government in the United States."— A notable and very largely attended series of five lectures on "Socialism," by the author of "Aristocracy and evolution," Mr. W. H. Mallock of London, was given in cooperation with the National Civic Federation.

The opening of St Paul's Chapel has given the University an opportunity to conduct an important series of organ recitals by Samuel A. Baldwin, organist of Holy Trinity of Brooklyn. It is planned to have at least one organ recital a week throughout the academic year.

Professor James on Pragmatism

Professor William James, who has just retired from active service at Harvard University where he has been teaching for more than thirty-five years, delivered eight lectures between January 29 and February 8, on the subject of "Pragmatism; a new name for an old way of thinking." At the hour fixed for the first lecture the lecturer was obliged by the size of the audience that had gathered to move from Schermerhorn Hall to the Horace Mann auditorium. In this larger hall the attendance steadily increased, so that at the last lecture there were many standing. A notably large number of members of different

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faculties were present, as well as persons of distinction not connected with the University. During his stay in the city, Professor James was repeatedly entertained by members of the departments of psychology and philosophy as well as others, and on several evenings at the Faculty Club he discussed the topics of his lectures with members of these and other departments.

The subject, which the lecturer treated with the vitality and humor of style and aptness of illustration for which he is well known, was two-fold. It included the pragmatic method and also the theory of knowledge known as pragmatism or humanism. The pragmatic method is a manner of treating all conceptions and propositions. It regards their meaning as consisting solely in the *practical* difference they would make if true; that is the difference they would make in our actual living experience. Where we come to a dispute or conflict of ideas which involves no practical difference, we may ignore it, since pragmatically viewed the ideas are the same. Professor James applied this method to a variety of cases in daily life, scientific speculation and theological doctrine, pointing out what he deemed its fruitful simplification. Nowhere was the simplification more striking than in speculations on the existence and attributes of the Deity.

So far this was only a method of dealing with conceptions and reducing them to their humanly significant proportions. The larger and more far-reaching use of the word pragmatism implies a bold philosophical doctrine of truth. This doctrine seemed to be, strictly taken, an analysis of the nature of truth and of the nature of evidence or the tests of truth. According to it, all the tests of truth consist in determining whether the conceptions in question "work well," whether they ultimately conduce to sustain and promote the vitality of him who uses them. It was argued, again with rich variety of illustration and style, that ultimately we employ no other test of truth than this.

These essential theses of the lectures were accompanied by many important by-remarks. Pragmatism seemed identifiable with empiricism or the principle that no value is to be attached to ideas beyond what approves itself in experience. As this test is seldom a complete or absolute one, that is, since experience gives sometimes but a partial encouragement to ideas, pragmatism is a balanced, undogmatic, receptive, tentative frame of mind; openness tempered with skepticism. Throughout the course of lectures ran a humorous distinction between the "tender" and "tough" types of speculative mind. The tender

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type is that which craves perfect satisfaction in its world for all the needs of intellect and conscience. Its world must be perfectly rational and perfectly righteous in the end. The tough mind on the other hand pays heed to the rugged facts, is content to jostle its way along and knows very well that certain parts of its nature, if they survive at all, must go begging. The extreme product of the tender type is rationalism and theistic idealism; the extreme product of the other is materialism. Professor James offered his own way of thinking as one that applied the best tendencies of both to a work-day world. His theory embodied the tough-minded temper in that it went by experience and consequences, but it encouraged many of the tender-minded speculations as hypotheses that might profitably be put in practice and lived by, because it was thus seen that they "worked well." The test of wearing well in life countenances some of the most cherished tender-minded speculations. Though these should never be dogmatically affirmed, they may be resolutely launched and justify themselves by the happy issue of the experiment. Thus while insisting on a method which looked like the scientific method of hypothesis and verification, the lecturer insisted on the application of this method to religious and other schemes not commonly classed as scientific.

* * *

Academy of Science Election

At the annual meeting of the *New York Academy of Sciences* held on December 17, Dr. N. L. Britton, emeritus professor of botany, and director of the New York Botanical Garden, delivered the presidential address. Among the officers chosen for 1907 are the following: President—Nathaniel L. Britton; vice-presidents—section of biology, Professor H. E. Crampton; section of geology and mineralogy, Professor Amadeus W. Grabau; section of astronomy, physics and chemistry, Charles C. Trowbridge; corresponding secretary—Professor Richard E. Dodge; editor—Professor Charles Lane Poor; member of finance committee—Professor Frederic S. Lee.

* * *

P. & S. Anniversary Program

The one hundredth anniversary of the establishment of the College of Physicians and Surgeons will be celebrated at the coming commencement of the University in June. The following preliminary program, which is subject to change, is announced.

Monday, June 10, 9 p. m.—Smoker at Columbia University Club.

Tuesday, June 11, 2:30 p. m.—General convocation at the college; commemorative addresses; inspection of the buildings.

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Tuesday, June 11, 7:30 p. m.—Dinner of Alumni Association.

Wednesday, June 12, 11 a. m.—Commencement of the University.

It is expected that there will be added to this program special clinical demonstrations and lectures, to be given in the various hospitals of the city, by officers of the college, on Monday afternoon and Tuesday morning. Special efforts will be made to interest the alumni in the celebration, and it is believed that it will attract a large number of graduates from far and near.

* * *

Hartley and Livingston

In the December, 1905, issue of the QUARTERLY an analysis of the occupancy of Hartley and Livingston Halls was given as of November 1 of that year. At that time 172 rooms in Hartley and 170 rooms in Livingston, making a total of 342 rooms, had been rented to 296 students. During the present academic year considerable progress has been made towards filling the halls completely, the statistics for March 1, 1907, showing that a total of 427 rooms in the two dormitories have been rented to 375 students, who are distributed by schools as follows:

Faculty	Hartley	Livingston	Total
Columbia College	43	16	59
Applied Science	27	47	74
Architecture	4	16	20
Law	29	51	80
Medicine	8	7	15
Pharmacy	6	1	7
Political Science, Philosophy and Pure Science	30	30	60
Teachers College	22	16	38
Officers	9	13	22
Total	178	197	375

* * *

Twenty-eight new students were admitted to Columbia College in February, as against twenty-nine in February, 1906. Of these fourteen are non-matriculated students, nine have been admitted to the first-year class and five have entered on advanced standing.

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UNIVERSITY LEGISLATION

The Trustees

December meeting.—The President announced the death from typhoid fever, on November 8, 1906, of Edmund Howd Miller, Ph.D., professor of analytical chemistry, who had been an officer of the University since his graduation from the School of Mines in 1881.

It was resolved that the President and Librarian be authorized to offer as a gift to the newer southern educational institutions of the higher rank such selections from the duplicate volumes now stored in the sub-basement as may be most suitable for the purposes of such institutions and are not otherwise useful to the University.

The thanks of the Trustees were tendered to Jacob H. Schiff for his generous offer of support for three years of a professorship of social legislation; to Horace W. Carpentier of the Class of 1848, for his gift of $925.99 to meet an overdraft of the income of the Dean Lung fund; to Samuel P. Avery for a gift of $50 for the purchase of books for the Avery Library; and to Professors Van Amringe, Pupin, Fiske, Cole, Maclay, Smith, D.E., Keyser, Mitchell, Kasner and Dr. Bussey for a subscription of $75 in the name of Columbia University in support of the *Transactions of the American Mathematical Society.*

Professor William T. Brewster was assigned to a seat in the faculty of philosophy.

Samuel McCune Lindsay, Ph.D., was appointed professor of social legislation for three years from July 1, 1907, and assigned to a seat in the faculty of political science.

The following appointments (for the academic year 1906–1907) were confirmed: Chauncey C. Chapin, B.S., assistant in physics; Kaufman G. Falk, B.S., Ph.D., assistant in physical chemistry; John Norman Pring, M.S., assistant in electro-chemistry; Charles H. Jaeger, M.D., instructor and chief of clinic in orthopædic surgery; Charles S. Fischer, M.D., assistant in medicine.

Frank R. Oastler, M. D., was promoted from instructor in gynecology to clinical lecturer and instructor in gynecology.

The title of Lindsley R. Williams, M.D., was changed from chief of clinic to chief of clinic and instructor in medicine.

The following appointments were made under extension teaching for the academic year 1906–1907: F. E. Thompson, A.B., in education; James Sawyer, B.S., in structural design.

The following amendments to the statutes were adopted:

I. To amend section 40, so that it shall read as follows:

§ 40. The officers of administration, in addition to the President, are the deans of the several faculties, the consulting engineer, the superintendent of buildings and grounds, the secretary of the University, the bursar and assistant bursar, the registrar and assistant registrar, and the chief of the bureau of purchases and supplies.

II. To insert a new section numbered 46, reading as follows:

§ 46. The consulting engineer shall be appointed by the Trustees. He shall have charge, under the direction of the President, of the buildings of the University generally, of its grounds adjacent thereto, and of its movable property upon the same.

III. To renumber the section now numbered 46 by the new number 47, and to amend the same so that it shall read as follows:

§ 47. The superintendent of buildings and grounds shall be appointed by the Trustees. It shall be his duty, under the direction of the consulting engineer, to take immediate charge of the buildings and grounds of the University and of their furniture and fixtures, and to see that the same are kept in good and proper order and in sufficient repair; to employ, control and discharge all persons employed in and about said buildings and grounds for their care and protection, and all janitors, watchmen and other subordinates and servants, and to perform such other duties as may from time to time be designated by the President or consulting engineer.

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IV. To renumber the sections now numbered 47, 48, 49, 50, 51, 52, 53, and 54 by the numbers 48, 49, 50, 51, 52, 53, 54 and 55.

January meeting.—The President announced the death from typhoid fever on December 11, 1906, of Fitzhugh Townsend, A.B., E.E., instructor in electrical engineering.

The following officers and members of committees were elected: Chairman, Mr. Rives; clerk, Mr. Pine; to succeed Mr. Brown on the committee on finance, Mr. Bangs; to succeed Mr. Sands on the committee on buildings and grounds, Mr. Pine; to succeed Mr. Mitchell on the committee on honors, Mr. Low; to succeed Mr. Bangs on the committee on education, Mr. Cutting; to succeed Mr. Low on the committee on the Library, Mr. DeWitt.

The President announced that the Reverend George Hodges, dean of the Episcopal Theological Seminary at Cambridge, Massachusetts, had accepted the invitation of the Trustees to preach the baccalaureate sermon, on June 12, 1907.

It was resolved that the thanks of the Trustees be tendered to Edward H. Wells, president of the Babcock & Wilcox Company, for his gift to the University, through the dean of the faculty of applied science, of a 195 horsepower wrought steel boiler having a commercial value of $3,250, which has been installed as part of the new equipment in the main power plant.

The Committees on education, buildings and grounds and the library presented their annual reports on the budget, which were referred to the committee on finance.

Charles A. Beard, Ph.D., was appointed adjunct professor of politics for three years from July 1, 1907.

The following appointments were confirmed: Carlton Huntley Hayes, A.M., to be lecturer in history, from February 1, 1907, to June 30, 1907, *vice* Paul Haworth, Ph.D., resigned; Frederic Lyman Wells, Ph.D., to be lecturer in psychology, Barnard College, from January 1, 1907, to July 1, 1907, *vice* V. A. C. Henmon, Ph.D., resigned.

The following appointments under extension teaching were made for the academic year 1906–1907: Frank Houghton Sewall, A.B., C.E., surveying; A. H. Beyer, concrete construction; A. M. Knowles, Mech.E., structural design.

The title of J. Edwin Sinclair, B.S., was changed from assistant in mineralogy to lecturer in chemistry.

February meeting.—It was resolved that the Trustees of Columbia College accept with profound gratitude the gift of St. Paul's Chapel, erected and presented to the University by Olivia Egleston Phelps Stokes and Caroline Phelps Stokes, as a memorial of their parents, James Stokes and Caroline Phelps, his wife, for the uses and purposes expressed in the deed of gift, and that the Trustees convey to the donors their deep sense of appreciation of the foresight and liberality which have thus recognized the spiritual needs of the University (adopted January 7, 1907).

It was furthermore resolved, that the Trustees express their gratitude and sincere thanks to the donors of the Chapel for the further gift of the chancel windows, altar, pulpit and furniture (adopted January 7, 1907).

The thanks of the Trustees were also expressed to George Foster Peabody and Charles J. Peabody for their gift of the great organ (adopted January 7, 1907).

The Clerk reported that Hamilton Hall was formally opened on February 2, 1907, and that large meetings of the students and alumni were held, addresses being made by President Butler, Dean Van Amringe, '60, Julien T. Davies, '66, the president of the alumni association and John W. Brodix, president of the senior class. He reported also that St. Paul's Chapel was dedicated on the afternoon of Sunday, February 3, 1907. The sermon was preached by Rev. Dr. Stewardson, the following clergy officiating: Bishop Greer, Rev. Dr. Coe, Rev. Dr. Vincent and the Rev. Mr. Oldham.

The thanks of the Trustees were tendered to Rutherford Stuyvesant of the class of '63, for a gift of five hundred dollars to be credited to the Bruce Fund; to William G. Low, of the class of '65, for his gift of two hundred and fifty dollars, for the purchase of books on maritime and international law; to the anonymous donor of the sum of one hundred dollars, to be applied to the salaries in the department of phi-

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losophy; to the anonymous donor of seven hundred dollars, received through the dean of the medical faculty, for the department of pathology; to Joseph P. Grace, of the class of '94, and to William Salomon & Co., through Clarence McKenzie Lewis, C.E., '98, for a contribution to a fund to enable the University to send a representative to the capitals of the leading countries of South America in the hope of aiding in the promotion of better and closer relations between the South American countries and the United States, and to Professor Henry Edward Crampton, of the class of '93, chief marshal, and to his assistant marshal and aids for the admirable effectiveness with which the arrangements for the dedication services of St. Paul's Chapel were planned and carried out.

The statutes were amended by the addition of a section establishing the Earle Prize in classics open to candidates for the degree of bachelor of arts in Columbia University, and by changing the title of the department of physiological chemistry to biological chemistry.

The President reported that the Prussian ministry of education had appointed Professor Felix Adler as Theodore Roosevelt professor in the University of Berlin for the year 1908–09, upon the nomination of the Trustees of Columbia College.

An appropriation of four thousand dollars from the accumulated income of the Phoenix fund was made for the purpose of establishing a research equipment for the deparment of zoology.

The following appointments were made: Harry Alonzo Cushing, LL.B., Ph.D., of the New York Bar, professor of law; Nathan Abbott, A.B., LL.B., now dean of the faculty of law of the Leland Stanford Junior University, professor of law; Professor Jeremiah W. Jenks, Cornell, and Samuel W. McCall, lecturers on the George Blumenthal foundation for the year 1907–08; Charles Arthur Stewart, A.B., assistant in mineralogy from January 1 to June 30, 1907, *vice* J. Edwin Sinclair, B.S., promoted; Ralph Curtis Ringwalt, A.B., LL.B., tutor in English from February 1 to June 30, 1907, *vice* John G. Bowman, resigned; Max Forrester Eastman, A.B., assistant in philosophy from February 1 to June 30, 1907, *vice* Harold C. Brown, promoted; Edward Cussler, M.D., assistant in clinical pathology from January 1 to June 30, 1907, *vice* J. C. Greenway, M.D., resigned; J. Ramon del Rio, Mech.E., assistant in mechanical engineering from January 1 to June 30, 1907, *vice* R. M. Strong, resigned, and H. L. Hollingsworth, B.S., assistant in psychology from March 1 to June 30, 1907, *vice* F. L. Wells, promoted.

The following promotions were made: Dickinson Seargent Miller, Ph.D., lecturer in philosophy, to be professor of philosophy; C. O. Von Dannenberg, B.E., assistant in electrical engineering to be tutor in electrical engineering for the remainder of the academic year 1906–07, Harold Chapman Brown, Ph.D., assistant in philosophy to be tutor in philosophy in Barnard College from February 1 to June 30, 1907, *vice* Walter B. Pitkin, resigned.

The title of Gary N. Calkins was changed from professor of invertebrate zoology to professor of vertebrate zoology.

The following amendments to the statutes were adopted: chapter 4, section 30, of the Statutes was amended by striking out the words "physiological chemistry" and by inserting after the word "bacteriology" the word "biological chemistry."

A new section (372) was added to chapter 32, as follows:

§ 372. A prize to be known as the Earle Prize in Classics shall be awarded annually to that student who, being a candidate for the degree of bachelor of arts in Columbia University, shall be adjudged most worthy thereof, in accordance with regulations to be formulated from time to time by the division of classical philology; the amount of the prize to be the annual income of the gift to the University as a memorial of the late Professor Mortimer Lamson Earle.

University Council

December meeting.—The subject "Comparative study of religion" was made a minor subject for the higher degrees under the faculty of philosophy. The date of Commencement was moved forward to the last Wednesday in May, to take effect in 1908.

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TEACHERS COLLEGE

January meeting.—There were established new major subjects in nature-study and elementary agriculture; and in the supervision of domestic art and domestic science, of fine arts, and of physical education, with a requirement for admission, in addition to the usual academic prerequisites, of successful experience in teaching and familiarity with the subject taught in these fields. Twelve new courses of instruction were also established, as follows: Education 23–24, The psychology and education of exceptional children; 127–128, Secondary education in Germany; 163–164, Supervision and critic teaching in fine arts; 257–258, Practicum in domestic science; Biology 58, Applied bacteriology; Domestic Art 18, Household art; Domestic Science 15–16, Foods and dietaries, for students of hospital economics; 111–112, Metabolism and dietetics; Fine arts 17–18, Design; 19–20, Advanced design and interior decoration; Geography 52, Man and his environment; 53, Geography for primary grades; and Nature study 6, Nature study for primary grades.

STUDENT LIFE

The winter has been marked by unusually extensive student activity. **Junior Week,** instituted for the first time this year, has been a success from every point of view. It is estimated that the surplus will amount to about five hundred dollars, a sum more than sufficient to pay off the 1908 class crew debt. The "prom" has met with such general satisfaction that it is certain to become a permanent fixture in the calendar of undergraduate activities.

"The Ides of March," this year's **Varsity Show,** will be presented at the Waldorf-Astoria Hotel during the week of March 11. It has been decided by the Players to change from the Carnegie Lyceum, in order to carry out the plans for a more elaborate production. A chorus of over fifty has been picked, and costumes and scenery will receive more attention than in former years. Tickets for the show are being sold in advance at the University. E. Breitenfeld, 1909, is the author and composer of the "Ides of March," although several songs by other students have been introduced into the piece. Following is the cast of characters:

Cæsar.....G. H. Reaney, 1907
Brutus.....R. J. Maplesden, 1908
Cassius.....J. L. Egan, 1907
Casca.....D. M. McArthur (sp.)
Trebonius.....C. de Garmendia, 1910
Cinna.....H. W. Henes, 1909 S.
Soothsayer.....W. E. Kelley, 1907
Mob.....R. G. Conried, 1907
Sophronia.....A. Gannon, 1910
Iris.....V. Murray, 1910
Genevieve.....R. G. Adler, 1910
Mollie.....A. T. Hopping, 1907
Cleopatra.....H. C. Atwater, 1907 S.
Flavius.....E. C. Thompson, 1909 S.

Determined efforts are being made to secure adequate and permanent quarters for **Kings Crown.** The prospects that rooms suitable for meetings will be obtained are brightened by the fact that the removal of several departments to Hamilton Hall has left vacant considerable space in other buildings on the campus. The Crown has held several successful meetings during the year and has inaugurated the custom of devoting each meeting, as far as possible, to some particular student activity, athletic or otherwise.

There are indications that **Spectator** will close the college year out of debt. Efforts are being made to obtain permanent quarters for the offices of the paper in Hamilton Hall, and it is probable that the section between the new hall and the dormitory adjoining will be used for this purpose. The **Monthly** has appeared as usual during the year and is up to former standards. The **Jester** has deteriorated in quality recently and a general reorganization of the paper is evidently needed. Residents of the Dormitories have undertaken to publish a weekly pamphlet, known as the **Dorms,** devoted to the interests of those who live in Hartley and Livingston Halls.

Classday officers for this year have been elected as follows: Valedictorian, W. G. Palmer; historian, S. L. Pierrepont; presentation orator, W. E.

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Kelley; prophet, F. S. Hetherington; ivy orator, K. B. Collins; class poet, J. E. Schermerhorn.

The following **senior committees** have been appointed: Classday committee: Henry E. Chapin, John McV. Haight, Frank C. Hall, Allen T. Hopping, Robert C. Masterton, George Norris, James L. Parks, Harold Perrine, and John W. Brodix (ex-officio). Class Dinner committee: Edward T. Collins, Joseph L. Egan, William A. Flanigan, Percy A. Gordon, William B. Keller, Dudley H. Walbridge, and John W. Brodix (ex-officio). Class Book committee: Herbert Forsch, Robert H. Haskell, Thomas E. Snyder, Charles B. Spencer, Albert T. Swords, and John W. Brodix (ex-officio). Cap and Gown committee: Richard G. Conried, Walter M. Schwarz, Harold E. Vehslage, and John W. Brodix (ex-officio).

Weekly **University Teas** were resumed during the months of January and February. They were held under the auspices of the ladies' advisory committee in Earl Hall, and proved most enjoyable affairs.

The **Philolexian** society has elected the following officers for the second half-year: President, A. T. Swords, 1907; vice-president, A. J. Kilmer, 1908; secretary, D. Armstrong, 1909; treasurer, V. K. W. Koo, 1909.

The following officers have been elected by the **Barnard** Literary Association: President, H. D. Egbert, 1907; vice-president, E. F. Griffin, 1908; secretary, W. B. Woodbury, 1908; treasurer, G. W. Jacques, 1908.

Columbia will compete in the annual triangular debate against Cornell and Pennsylvania on March 8. The team as selected is made up of H. Harper, 1907 L, I. M. Wormser, 1909 L, E. L. Podell, 1907 L, B. M. Kaye, 1907 L, W. B. Shelton, 1909 L, and C. D. Dorsey, 1907 L. The subject for debate will be, Resolved: That immigration be restricted by an educational test. Columbia will uphold the affirmative against Cornell in Mendelssohn Hall, and the negative against Pennsylvania at Philadelphia.

Two out-of-town performances of the **Soph Show** have been given this season, one at Lakewood, N. J., during the Christmas holidays, and the other at Yonkers on Monday, February 11, at the Park Hill Country Club. Each time the performance went off creditably, and was well received by a large audience. A tentative report of the show committee places the net receipts at approximately $400.

Columbia won the intercollegiate **chess** tournament by defeating teams from Yale, Harvard and Princeton, and scoring the highest number of points in the history of the league. The team won eleven and one half games out of a possible twelve.

F. W.

ATHLETICS

The **basketball** season, which is drawing to a close, has aroused great interest on account of the strong competition between Yale and Columbia for first place in the league. During the early part of the season, almost all the league games were played on the home court, and, save for the one defeat at the hands of Yale, the Varsity showed a clean record of victories. The team travelled west in the Christmas holidays and played several strong western teams, winning three out of four games. Following is the result of college games played to date:

Columbia 2, Pratt 0 (forfeit).
Columbia 20, Princeton 14.
Columbia 30, Wisconsin 9.
Columbia 27, Cornell 13.
Columbia 18, Princeton 15.
Columbia 34, West Point 13.
Columbia 23, Cornell 16.
Columbia 9, Yale 11.
Columbia 18, Harvard 6.
Columbia 22, Pennsylvania 18.
Columbia 10, Yale 8.
Columbia 19, Harvard 10.

Columbia is now tied with Yale for first place in the intercollegiate series, and it may become necessary for these two teams to play an additional game or series of games to decide the championship. The only game left on the Columbia schedule is the one with

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Pennsylvania at Philadelphia. The game with Yale at New York ended in a tie, but Yale succeeded in throwing the first goal in the extra period, thus winning the game by a score of 11 to 9.

The **Hockey** season closed with a long list of defeats for Columbia, although many of the games were won by a narrow margin. G. Mackenzie, 1908, has been elected captain of next year's team.

Crew practice was begun in the gymnasium immediately after the Christmas holidays. A fairly large squad reported to Coach Rice, who began at once to instruct the men in the fundamental points of his new stroke. Rice intends to put the crews on the water as soon as the weather permits, and has chosen the Harlem River as the most desirable place for outdoor work. One of the innovations in rowing affairs this spring will be the race scheduled with Harvard on May 11, at Cambridge. This will be the first time that Columbia and Harvard have met on the water for many years. On Saturday, May 4, the Varsity will race Annapolis, on the Severn.

The freshman crew this year is not up to former standards, and some dissatisfaction is felt over the small number of 1910 candidates. Several appeals for more freshman material have been made, but unless the response is forthcoming, the crew management threatens not to enter a freshman crew in the Poughkeepsie regatta.

By winning four out of seven bouts, the freshman class triumphed over the sophomores in the interclass **cane sprees.** The sophomores won the annual interclass basketball game by a score of 27 to 11.

Indoor **track** practice this winter has taken the form of weekly handicaps in the gymnasium for novices, and daily practice, under the direction of Coach Crooks, for the Varsity men. The annual indoor track carnival was held in Madison Square Garden on January 25. Twenty races and three field events composed the program, and over seven hundred athletes competed. The meet served to bring out much new and promising material for the spring season.

Early work in preparation for the coming **baseball** season has begun in the gymnasium. The probable schedule consists of twenty-four games, of which seven will be played at home. Several vacancies have been left in the nine as composed last year, and a good sized squad has come out to try for the positions. W. S. Gilbert, formerly of the New York National team, will act as chief coach this year. He will be assisted by several other well-known baseball men at odd times during the practice season.

Minor sports, such as **swimming, wrestling, fencing** and **gymnastics** have all arranged schedules for the season. An awakening of interest in wrestling is noticeable at the university, and Columbia is expected to figure favorably in the intercollegiate meet at Princeton on March 22. The formation of a swimming league, composed of Columbia, Yale, Pennsylvania, Brown and Princeton, has added much impetus to this branch of sport at the university. The swimming management has instituted a series of handicap events, which are held in the pool every two weeks. Members of the gym and fencing teams are hard at work preparing for their respective meets.

F. W.

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THE ALUMNI

Alumni Bibliography

It has been suggested recently that the columns of the QUARTERLY devoted more particularly to the alumni should include a bibliography, or at least a list of the books written by graduates of the University not connected with its teaching staff or bearing directly upon educational matters. Such a suggestion meets with the warm approval of the editors, who will be most happy to record the literary activities of Columbia men either under their respective classes or in a special department. Accordingly they ask that the titles, dates and places of publication of any books or articles be sent to them, and if the books themselves are sent, they will be forwarded, after suitable notice, to the University Library. That there is a large amount of literary work done by Columbia men is quite well known, but this information is scattered so widely, that it rarely reaches a large number of the writer's college friends, who often would be glad to hear of his latest work. With the cooperation of the alumni, the editors of the QUARTERLY trust to make this an interesting feature of the alumni notes.

Columbia University Club

The annual meeting of the Columbia University Club was held at the club-house, 18 Gramercy Park, on December 19, 1906. The report of the board of governors which was submitted at that time, covered the first full year in the new house, and was received with considerable satisfaction, as it indicated a most successful condition of the club in its present quarters. This was shown by the fact that there was a surplus for the year of $2,749.40, after meeting all charges and expenses. The club is being used by constantly increasing numbers of members and during the past year many committee meetings and class dinners have been held there. On December 1, 1906, there were 806 resident members and 149 non-residents, making a total of 955, as compared with 899 on December 1 of the previous year.

At the annual election the following officers and members of the board of governors were elected: President, John Howard Van Amringe, '60; vice-president, Alexander B. Simonds, '73; treasurer, John Sheafe Douglas, '90 S.; secretary, Gustavus T. Kirby, '98 L.; board of governors (term of office expires 1909), Richard A. Monks, '94 S., T. Ludlow Chrystie, '92, John T. Conover, '98 S., Harold H. Oddie, '99 S., and Robert S. Woodward, Jr., 1901 S.; committee on admissions (term of office expires 1907), James R. Knapp, 1900; (term of office expires 1909), Joseph W. Cushman, '84, William T. Lawson, '82, Henry C. Pelton, '90 S., William B. Symmes, Jr., '98, and Frederick B. Irvine, 1902 S.

The new squash courts of the club were opened at the smoker held on the evening of January 23. These courts have been constructed in the stable at the rear of the club property and have already proved very popular with the members. There are two courts, one directly above the other, and they are lighted by electric lights, so that it is possible to play in the evenings. The lockers provided have all been taken and the game has aroused active interest among the members. A bridge whist tournament has been in progress during the winter and an increased attendance of members has been noted.

P. and S. Alumni Association

The association is planning to take an active part in the celebration next June of the one hundredth anniversary of the founding of the College of Physicians and Surgeons. This matter has been left to the executive committee with power.

The next annual meeting, that to be held in January, 1908, will be the fiftieth of the association. The manner in which this will be made memorable has not yet been determined.

The financial condition of the association is all that could be desired, and because of this and the need of help manifested by the library of the

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department of pathology, one long unused five hundred dollar fellowship will probably be abolished and this year's appropriation of seven hundred dollars to defray the subscription expenses of that library, be made an annual appropriation.

Efforts of various kinds are being made to get more alumni to join the association. Among these the most important perhaps is the preparation of a history, in outline, of the aims and purposes of the association. This is being written by Dr. G. C. Freeborn, and will be printed and distributed to all the alumni.

Society of Architects

Among the University alumni organizations none is more active than the Society of Columbia University Architects, whose membership has reaehed nearly two hundred, thus including about forty-five per cent of the number of students who have been connected with the school of architecture. The society now publishes a small quarterly magazine called *The Bulletin*, in which it makes a special feature of advance information of public lectures and exhibitions of art subjects. The following are the officers of the society: President, D. Everett Waid, '93; first vice-president, J. Monroe Hewlett, '90; second vice-president, Henry Hornbostel, '92; secretary, Henry Snyder Kissam, '86; recorder, Will Walter Jackson, '92; treasurer, Goldwin Goldsmith, '96.

New Jersey Alumni Association

The annual meeting of the New Jersey Alumni Association was held at Newark on the evening of December 14 and proved most successful, representatives from the University being present and some excellent addresses being made. The association elected the following officers to serve for the following year: President, Ruford Franklin, '86 C.; vice-president, Dr. Schuyler Skaats Wheeler, '83 C.; secretary, Arthur F. Egner, 1903 C.; treasurer, George J. Bayles, '91 C.; on the standing committee, William O. Wiley, '82 C., the Rev. Claudius M. Roome, '80 C., William Fellowes Morgan, '80 C., and Charles M. Lum, '81 C., were selected to hold office for three years; A. Y. Meeker, 1900 C., for two years, and William A. Meikleham, '86 C., and Edwin G. Adams, '94 L., for one year.

At the conclusion of the dinner Charles M. Lum, the toastmaster, introduced the various speakers, who included Professor W. M. Sloane, Professor E. D. Perry, and secretary F. P. Keppel from the University, John R. Hardin, president of the New Jersey Association of Princeton alumni; Alden Freeman, N. Y. U.; James Heard, '81 C., headmaster of Summit Academy, and Robert Arrowsmith, '82 C.

Alumni Council

The visits to the various alumni associations in the west were again made this year by Professor Tombo, who served as the representative of the Alumni Council. The system of visitations was instituted by the council in 1904, the first representative being Dean Kirchwey. Dr. Canfield visited the associations in 1905 and Professor Tombo in 1906. Between January, 1906, and January, 1907, no less than ten new associations were established, with the following cities as headquarters: Indianapolis, Cleveland, Pittsburgh, Louisville, Madison (Wisconsin), Columbia (Missouri), Richmond (Virginia), Durham (North Carolina), Detroit, and Minneapolis—St. Paul. A brief account of the different meetings attended by the representative of the Alumni Council follows:

Detroit.—On the evening of January 8, a Columbia University Alumni Association, with headquarters at Detroit, was organized at the University Club of that city. The meeting was in charge of Dexter M. Ferry, Jr., '98, and Homer Johnson, 1902. Thirty-seven replies were received from twenty-one different towns of the State. A permanent organization was effected and the following officers were elected for 1907:—President, Dr. E. Taylor Tappey, '79M., secretary-treasurer, Dr. Theodore A. McGraw, Jr., 1902M. Before the business meeting Professor Tombo delivered an illustrated lecture on the recent growth of the University. In addition to those mentioned

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above, there were present Dr. Willis S. Anderson, '91M, Dr. Howard W. Longyear, '75M, and Alexander Macomb Stanton, '56, who graduated from the first site, of Detroit, Dr. C. Bell Burr, '78M, of Flint, Charles Grawn, 1904 (T.C.), of Mt. Pleasant, Dr. S. Kempton Smith, '90M, of Port Huron and H. C. Lott, 1906 (T.C.), of Ypsilanti.

Chicago.—The Illinois Alumni Association tendered a luncheon to Professor Tombo at the University Club, Chicago, on January 9. On that occasion plans were discussed for the entertainment of President Butler, who is to be the guest of the association on April 1.

Milwaukee.—On the evening of January 10 the annual dinner of the Wisconsin Alumni Association was held at the Hotel Plankinton, Milwaukee. The guests of the association were Judge Warren D. Tarrant, University of Wisconsin, '90, General Charles King, '65C, '66 U.S.M.A., a grandson of President King of Columbia College, and Channing Ellery, '77C. Dr. Louis G. Nolte, '86M., president of the association, acted as toastmaster. Professor Tombo gave an illustrated report of the recent activity of the University, and speeches were made by the three guests. General King's reminiscences of the Commencement of 1861 were particularly interesting; he entered the College in 1860, but did not graduate with his class, as he went to the front the following year. The election of officers for the year 1907 resulted as follows: President, Arthur C. Kletzsch, 93C., '96L; vice-president Dr. A. W. Gray, '99M; secretary, Charles S. Carter '79L; treasurer, J. E. Friend, '78L. In addition to those mentioned above, there were also present Cornelius I. Haring, '83L, Dr. Leopold Schiller, '82M, Dr. Frank C. Studley, '93M, H. W. Buemming, '95 (Arch.), and Wm. L. Nolte, as well as a professional male quartette.—On the morning of January 10 Professor Tombo spoke at the East Division High School, and on the afternoon of the same day at the West Division High School.

Madison, Wisc.—On the afternoon of January 11 Dr. Tombo lectured, in German, before the Germanic Society of the University of Wisconsin, and in the evening, in English, before a general audience composed of students of the University and residents of Madison. The annual meeting of the Madison Alumni Association took the form of a smoker held at the home of Mr. U. B. Phillips, Ph.D. 1902, after the evening lecture. There are about twenty-five Columbia men in Madison, most of whom are on the teaching-staff of the University. The meeting was a most enthusiastic one, practically every Columbia man in the city being present. The officers of the association hold over for another year. Dr. J. L. Kind, Ph.D. 1906, is president.

Minneapolis.—The Columbia University Alumni Association of Minnesota was organized in Minneapolis on the evening of January 12. Meetings are to be held alternately in Minneapolis and St. Paul, and the following officers were chosen to serve for 1907: President, Judge David F. Simpson, '84L, vice-president, Dr. Cornelius Williams, '74M, and secretary-treasurer, Professor W. A. Schaper, Ph. D. 1901, of the University of Minnesota. In addition there were present at the meeting Michael Doran, Jr., '98L, C. N. Dohs, '94L, Louis Phillips, 1902, J. B. Miner, Ph.D. 1903, Dr. John J. Rogers, 1901M, George L. Nevius, '79L, Norton M. Cross, '89L, Norman Wilde, '89, Dr. H. M. Brecken, '77M, Dr. D. O. Thomas, '91M, Dr. J. G. Millspaugh, '77M, Dr. C. H. Hunter, '78M, Dr. A. J. Murdock, '70M, James Gerould, Librarian of the University of Minnesota, Dr. J. Clark Stewart, '84M, Dr. S. H. Van Cleve, '80M, Dr. H. B. Sweetser, '85M, Dr. Thomas F. Quinby, '78M, J. A. A. Burnquist, A. M. 1904, ex-1905L, F. W. Collins, 1905S, A. S. Malcomson, 1905S and Professor G. N. Bauer, Ph. D. 1900. Professor Tombo gave a lantern exhibit after the dinner, illustrating the recent growth of the University. Before the meeting he addressed the Faculty Club and Regents of the University of Minnesota on "Some problems of higher education."

Lincoln, Nebr.—The annual meeting of the Nebraska Alumni Association was held on January 14 at Lincoln, it having been decided to hold the meetings of this organization alternately at Omaha and Lincoln. The University is represented on the faculty of the

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State University, of which Dr. Canfield was at one time chancellor, by G. W. A. Luckey, Ph.D. 1901, Alvin S. Johnson, Ph.D. 1903, C. M. Heck, A.M. 1901, and W. C. Webster, Ph.D. '97. Among those who met the representative of the Council were Dr. William Green, P. & S. '54, and Victor Rosewater, '91 Pol. Sc., Ph.D. '93, of the *Omaha Bee*.—On the morning of the fourteenth, Professor Tombo delivered an address at the "Convocation," in the afternoon he lectured on Hauptmann's *Sunken Bell*, and in the evening on Goethe's *Faust*, at the University of Nebraska.

Colorado Springs.—On the morning of the sixteenth Dr. Tombo addressed the officers and students of Colorado College at chapel. On the faculty of the College the University is represented by William Strieby, '78S, H. A. Ruger, Phil., George I. Finlay Ph.D. 1903, T T. Read, 1902S, George J. Lyon, 1904S, and Dean E. S. Parsons, Pol.Sc.—A dinner by the Columbia men was given to Dr. Tombo at The Antlers, on the evening of January 16, the reunion being in charge of C. C. Spicer, 1902C, 1904L, Dr. D. J. Scully, '99M, and Dr. P. M. Lennox, 1903M. Present at the gathering were C. C. Spicer, Dr. P. M. Lennox, J. P. Jackson, A.M. 1900 (of Colorado City), E. R. Bossange, 1893S, H. F. Lunt, 1902S, H. Alexander Smith, 1904L, G. I. Finlay, Ph.D. 1903, A. T. Child, A.M. 1900 (of Pueblo), H. A. Ruger, Phil., Judge S. H. Kingsley, '86L, and Dr. P. F. Gildea, '89M.

Denver.—The twelfth annual banquet of the Columbia Alumni Association in Colorado was held at the University Club, Denver, on the evening of January 19, 1907. At the business meeting which preceded the dinner, Dr. H. F. McNaught, '78M, was chosen president, Charles Clyde Spicer, 1902C, 1904L, (of Colorado Springs), vice-president, and Raymond J. McPhee, 1905L, secretary-treasurer. The guest of the association was C. R. Dudley, Yale '77, sometime regent of the State University. The meeting was attended by Henry Van Kleeck, '76L, Franklin B. Bernard, '76L, Richard A. Parker, '87S, T. B. Stearns, '81S, Edward N. Van Cortland, '85S, Judge Carlton M. Bliss, '88L, William L. Dayton, '89L, Dr. Charles A. Powers, '83M, W. S. Ward, James D. Benedict, '99L, Raymond J. McPhee, 1905L, William V. Hodges, '99L, all of Denver, Judge Charles E. Southard, 1901L, of Greeley, J. Barent Johnson, 1900C, of Littleton, Francis E. Bouck, '95 Pol.Sc., '97L, of Leadville, Charles Clyde Spicer, 1902C, 1904L, of Colorado Springs, and Dr. Tombo. James D. Benedict, the retiring president of the association, served as toastmaster.

Kansas City.—The Kansas City Alumni Association of Columbia University held its third annual dinner at the University Club on the evening of January 21, 1907. John C. Meredith, '86L, the retiring secretary of the association presided over the dinner as well as the business meeting. At the latter the following officers were elected for the ensuing year: President, the Rt. Rev. Edward R. Atwill, '62; vice-presidents, Judge Henry L. McCune, '86L, Dr. G. E. Bellows, '85M, and Dr. Luther A. Todd, 1900M (of St. Joseph); secretary, Lester W. Hall, 1901L, and treasurer, David M. Proctor, 1905L. Bishop Atwill was unfortunately prevented by a delayed train from attending the reunion, but the attendance showed a gratifying increase over the last two years. The alumni present were Rev. E. B. Woodruff, '96, A. A. Buxton, '82L, C. H. Nearing, '82L, John C. Meredith, '86L, Judge H. L. McCune, '86L, James H. Cravens, A.M. '90, Frank G. Crowell, '91L, George P. Norton, '94L, Lester W. Hall, 1901L, David M. Proctor, 1905L, J. H. Thompson, '77M, J. V. Simpson, '82M, G. E. Bellows, '85M, Edward G. Blair, '89M, G. H. Mallett, M, L. A. Todd, 1900M, and F. H. Weiss, 1901M. Professor Tombo gave an illustrated talk on the University, and speeches were made by J. H. Thompson and D. M. Proctor, respectively the oldest and youngest alumnus present, L. A. Todd, who responded for the St. Joseph (Mo.) graduates, Judge H. L. McCune, and the Rev. E. B. Woodruff.

Columbia, Mo.—On the evening of January 22 Dr. Tombo was entertained by the Columbia Alumni Association of Central Missouri, which was organized on March 20, 1906, by the Columbia men on the teaching staff of the University of Missouri. Before the meeting, which took the form of

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a smoker at the home of Dean Hill of the Teachers College, Professor Tombo delivered a lecture under the auspices of the German Club of the University on Hauptmann's *Sunken Bell*. Since the last report a number of changes have taken place in the membership of this association. W. W. Cook '94, Ph.D. 1901, has gone to the University of Wisconsin, James T. Gerould is librarian of the University of Minnesota, and Albert S. Reed (Ph.) is taking graduate work at Harvard.

St. Louis.—The annual dinner of the Columbia Alumni Association of St. Louis was held at the St. Louis Club on the evening of January 23. At the business meeting the officers of the association, consisting of Julius S. Walsh, '64L, president; Rev. Leon Harrison, '66, vice-president; and Dr. G. M. Tuttle, '88, '91M, secretary-treasurer, were unanimously reelected, as was the entertainment committee, made up of Arthur Thacher, '77S, Dr. G. M. Tuttle, and Dr. H. W. Loeb, '88M. Mr. Thacher and Dr. Tuttle were appointed a committee to consider ways and means for the establishment of a more permanent organization The following alumni were present at the dinner: Bishop Daniel S. Tuttle, '57, Julius S. Walsh '64L, Dr. H. N. Spencer, '69M, Dr. John O. F. Delaney, '67M, Robert M. Tunkhouser, Spencer C. Graves, '84M, O. U. von Schrader, '82L, Dr. John A. Calnane, '94M, Dr. G. M. Tuttle, '88, '91M, Samuel R. Fowler, 1902M, Dr. Hanau W. Loeb, '88M, Wilbur T. Trueblood, 1900 (Arch.), Gustavus Sessinghaus, '98S, Lawrence Ewald, '96 (Arch.), and D. M. G. Seelig, 1900M. Addresses were made by Bishop Tuttle, Dr. Tuttle, and Professor Tombo.

Champaign, Ill.—On the evening of January 24 the Columbia men on the faculty of the University of Illinois tendered a dinner to Professor Tombo at the Hotel Beardsley, Champaign, which was followed by a smoker at the home of Professor Dexter. Columbia is represented on the faculty of the State University by Daniel K. Dodge, '84, H. A. Gleason, Ph.D. 1900, Guy Stanton Ford, Ph.D. 1903, Edwin G. Dexter, Ph.D. '99, James W. Gardner, Ph.D. 1902, and Harry G. Paul (Phil.). Benjamin F. Harris, '92L, of Champaign, also attended the meeting.

Indianapolis.—The second annual meeting of the Columbia University Club of Indiana was held at the University Club, Indianapolis, on the evening of January 26. Russell T. Byers, the retiring president of the association, acted as master of ceremonies, and speeches were made by H. B. Wilson, superintendent of schools of Franklin, Ind., Calvin N. Kendall, superintendent of schools of Indianapolis, Oscar Lewis Pond, 1902L., Fred Charles of the University of London, and Professor Tombo. At the conclusion of the toasts, the following officers were elected for the ensuing year: President, Oscar L. Pond; first vice-president, Franklin S. Hoyt; second vice-president, Dr. L. N. Chase; third vice-president, Dr. M. Thorner; secretary, Louis A. Bacon, and treasurer, Dr. Daniel W. Layman. A handsomely framed photograph of the Library was presented to the University Club early in the evening. Among the alumni and guests present were Edward Daniels (L), Dr. M. Thorner, '98M, F. S. Ruddell, '99 (Pol. Sc.), Dr. D. W. Layman, '98M, Russell T. Byers, 1901L, Alvah J. Rucker, 1904L, R. J. Roberts, 1906L, Henry R. Faunce, 1902 (T. C.), Louis A. Bacon, 1900 (T. C.), Theophilus J. Moll, '98 (Pol. Sc.), Oscar L. Pond, 1902L, Louis N. Chase, '05, Ph.D. 1903 (of Bloomington, Ind), H. L. Smith, 1905S, H. B. Wilson, 1906S.S. (of Franklin, Ind.), Franklin S. Hoyt, A.M. 1905, Calvin N. Kendall, professor of education in the summer session of 1904, Fred Charles, University of London, George E. Hume, Harvard, Romney L. Wilson, Indiana, and C. B. Lester, Brown.

Louisville.—On January 28 Dr. Tombo was entertained by George G. Briggs, '88L, president of the Kentucky Alumni Association, and met several of the graduates, although no formal meeting of the association was held. Last year's officers hold over for 1907, with the exception of Carl Tombo, 1902S (vice-president), who has left the city. In the afternoon Professor Tombo lectured before the Woman's Club in their club-house.

Buffalo.—The tenth annual meeting

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of the Columbia Alumni Association of Western New York was held at the University Club, Buffalo, N. Y., on the evening of January 30. It was a most successful meeting from every standpoint. Joseph Bondy of Syracuse, the retiring president, served as toastmaster, and addresses were made by George Cary, George W. Whittemore, and Charles C. Farnham. The dinner was followed by a business meeting at which the following officers were elected for the ensuing year: President, Right Reverend William D. Walker, Bishop of Western New York; vice-president, Dr. Frank H. Stephenson; secretary-treasurer, Charles C. Farnham. In the course of the evening the representative of the Alumni Council delivered an illustrated talk on the recent progress of the University. Among those present were Joseph Bondy, '84L, Charles C. Farnham, '89L, William A. Douglas, '88L, George W. Wittemore, '90, W. C. Gouinlock, '63M, Urbane A. Noble, 1904M, John A. Hastie, 1904M, A.M. 1904, P. H. Hayes, 1905M, N. K. Cone, 1904L (Batavia), E. Lyman Tilden, 1902L, P. R. Welch, 1905L (Westfield), George Cary, '85 (Arch.), Lee H. Smith, '81M, Frederic Ullman, 86L, Edward G. Aldrich, '95M, S. Jay Ohart, '79, G. B. Waterhouse, Ph.D. 1907, Glenn H. Pickard, 1904S, T. F. Hildreth, 1901S, L. H. Wheeler, '97M, James A. Gardner, '95M, J. Nelson Frierson, '99L, J. B. Whitney, A.M. 1905, Prescott Le Breton, '94, '96M, W. M. Farnham.

Washington, D. C.

The fifth annual gathering of the Alumni Association of Columbia University in the District of Columbia was held on the evening of February 2, 1907, at the residence of the president, Dr. W. Duncan McKim, 1701 Eighteenth Street. At the business meeting, which preceded the dinner, the following officers were elected: President, Dr. W. Duncan McKim, '75, '78M; vice-presidents, Dr. W. R. Hillyer, '61, for Columbia College, R. F. Shepard, '70, 76L, for the School of Law, R. S. Woodward, Hon. 1905 for the Schools of Science, Dr. L. W. Glazebrook, '90M, for the School of Medicine; secretary, G. O. Totten, Jr., '81 (Arch.), A.M. '92; treasurer, Dr. Marcus Benjamin, '78S. The guests of the association were Professors Brander Matthews and Munroe Smith of Columbia, and Professor William Z. Ripley, Ph.D. '93, representing Harvard and the Massachusetts Institute of Technology. Addresses were made by the guests as well as by the Right Reverend H. Y. Satterlee, '63, Bishop of Washington, President R. S. Woodward of the Carnegie Institution, Dr. Thomas E. Satterwaite, '67M, and Dr. W. Duncan McKim. In addition to the persons mentioned above, there were present Nicholas Luquer, '58, S. S. Laws, '70L, Max West, A.M. '92, Ph.D. '93, Francis Walker, A.M. '93, Ph.D. '95, Thomas S. Lee, '94M, W. P. Jones, '98S, and Alpheus Winter, A.M. 1900.

President Butler's Western Trip

The annual meeting of the Alumni Association of Illinois is to be held in the City of Chicago on the evening of April 1, and will assume the form of a dinner at which President Butler will be the guest of honor. The President will also attend the annual dinner of the California Alumni Association in San Francisco on March 21, and arrangements are under way for a luncheon to be tendered him by the alumni of Southern California on March 13 in the city of Los Angeles. All alumni residing in the vicinity of these cities who have not been notified of the meetings are requested to communicate with Mr. John B. Pine, 63 Wall Street, New York, chairman of alumni organizations.

1870.—The Association for International Conciliation, having its headquarters in Paris, has voted to award medals of honor to Seth Low, member of the American delegation to the first Hague conference, and President Butler, '82C.

1875M.—The board of trustees of the Carnegie Institution of Washington recently filled a vacancy in the board by the election of Dr. William H. Welch, of Johns Hopkins University.

1877.—John B. Pine has been appointed a member of the municipal art commission of New York City by Mayor McClellan.

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1879.—The class of 1879, Columbia College, held a reunion dinner at the Faculty Club on the evening of February 2, after the dedication of Hamilton Hall. There were present Osborne, Paine, Barnum, Hallock, Lynch, Mulcahey and Joseph.—Professor William Hallock, dean of the faculty of pure science, celebrated the twenty-fifth anniversary of his degree of Ph.D. from the University of Würzburg on the evening of December 15. A dinner was given in Professor Hallock's honor at the Chemists Club by his many friends, and the occasion was eminently successful. The subscribers, who numbered ninety-eight, included not only Professor Hallock's friends in the University, but members of the Chemists Club, the *Verein alter Deutscher Studenten*, the Fresh Air Club, and numerous other organizations which include Professor Hallock in their membership. Addresses were made by Professor J. F. Kemp, President Toch of the Chemists Club, Dr. Carl Beck, Dr. Rudolf Tombo, Sr., Controller Metz, Harrington Putnam, and other representatives of the different societies.

1881L.—Edward W. Sheldon, who has gained distinction at the New York Bar and is now president of the United States Trust Company, was elected to the board of trustees of Princeton University to fill the vacancy in the life membership caused by the recent death of the Rev. Dr. J. Addison Henry.

1886.—Milton Haight Turk has been selected as dean of the new William Smith College for Women, which is to be founded at Hobart College, Geneva, N. Y., through the gift of an endowment of about $350,000.

1890.—Herbert Shipman, formerly chaplain at West Point, and since assistant rector of the Church of the Heavenly Rest, has been made rector succeeding the Rev. D. Parker Morgan. He has also been appointed chaplain of Squadron A, N. G. N. Y.

1893.—The annual winter reunion of the class of '93, College, was held at the Columbia University Club on the evening of December 8, when fourteen members of the class dined together. Since its decennial year this class has held annually two dinners, one in December and the other on Commencement evening.—Shortly after this celebration the class was shocked to hear of the death of Fitzhugh Townsend, of the department of electrical engineering. Mr. Townsend died in the New York Hospital after a short illness.—The Rev. Herbert Müller Hopkins, who was professor of Latin at Trinity College, is now rector of an Episcopal church in the Bronx, where he has already constructed a new parish house.—The class will celebrate the fourteenth anniversary of its graduation with the usual dinner at the University on the evening of Commencement Day.

1893M.—Dr. W. S. Bainbridge recently returned from the first international congress on cancer, held at Heidelberg in the fall of 1906. He was elected honorary secretary of the congress.

1894.—G. Reese Satterlee, M.D. '97, who is now instructor in histology and embryology in the University and Bellevue Medical College, New York City, has just published a medical students' handbook of embryology, entitled, "Outlines of human embryology" (John Wiley & Sons, 1906).—H. S. Krans, who was for some time on the editorial staff of *Munsey's*, is now literary adviser in G. P. Putnam & Sons.

1895.—Lewis N. Chase, Ph.D. 1903, instructor in English at Indiana University, was married to Mrs. Pearl Powell Mikesell on December 26, 1906, in New York City.

1896.—John Duer Irving, Ph.D. '99, formerly professor of geology at Lehigh University, has been appointed to the newly established chair of economic geology at Yale.

1898.—The decennial committee, consisting of Messrs. Conover, chairman, Lewis, Ware, Lowther, Keppel, Symmes, Westerfield, and Depew, has held several meetings preparatory to organizing for the celebration next year.—Lewis Einstein is the editor of the *Humanists' Library* now being published by the Merrymount Press of Boston. In this series he has himself edited Leonardo da Vinci's "Thoughts on art and life," translated by Maurice

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Baring, while soon to follow are Albrecht Dürer's "Journeys to Venice and to the Low Countries," translated by R. Tombo, Jr., A.M. '98, and "Chivalric ideals and Renaissance books of love," by J. E. Spingarn, '95, Ph.D. '99.—M. K. Averill has formed a law partnership with Herbert C. Brinckerhoff, 1903, under the firm name of Averill & Brinckerhoff, with offices at 60 Wall Street, New York City.

1899.—The annual reunion of the class of '99, College and schools of applied science, was held at the Columbia University Club on January 11, 1907. The reunion committee consisted of the following: from the College, Fowler, Van Name, Ehret, Giffin, and Cardozo; from the schools of applied science, Carpenter, Chapman, Oddie, Satterlee, and Bigelow. Owing to the unfortunate circumstances which forced the committee at the last moment to abandon the *Arena,* which had suddenly shut its doors, several members of the class were prevented from attending. There was a good sized gathering present, nevertheless, among whom were Pell, Seward, Lichtenstein, Giffin, Fowler, Matthew, Tuttle, Hinck, Cardozo, Staunton, Carpenter, Chapman, Vom Baur, Oddie, Heidelberg, Smith, Brewster-Greene, Entz, Fisher, Fliess, Godwin, Hudson, Imlach, McIntyre, Morrill, Riter, Simonson, Stevens, Weeks, Weinstein, Blondell, and Bell.

A standing committee of the class of '99, College and schools of applied science, was created, which body was vested with authority to manage the affairs of the class and given power to act and represent the class in various class matters. Three members from each of the class organizations, exclusive of the presidents and secretaries, who were made permanent members of the committee during their terms of office, were chosen. Of the six members, two each are to serve for one, two and three years, respectively. Pell, Giffin and Hackett were elected to represent the College besides the officers, Cardozo and Fowler; while Oddie, who was elected president of science, and Chapman, who was re-elected secretary, and Carpenter, Vom Baur and Godwin were appointed as the representatives of the schools of applied science.

A resolution petitioning the University authorities to permit the restoration of football was unanimously adopted and signed by every member present.

The old songs were given with the usual '99 vigor and harmony, and the spirit of good fellowship abounded.

Montgomery Schuyler, Jr., A.M. 1900, has been appointed secretary of legation at St. Petersburg. Mr. Schuyler has been in the diplomatic service for several years, having held a junior position previously at St. Petersburg. Since then he has been at Bangkok and Bucharest.

1900.—Simeon Strunsky, who since his graduation has devoted himself to European history and has been an editor of the *New International Encyclopædia,* is now connected with the *Evening Post* as editorial writer.

1900L.—George W. Morgan on November 30 resigned the office of superintendent of elections, which he had held from 1903 to 1906.

1901.—J. Boyce Smith, Jr., LL.B. 1904, and Pliny W. Williamson, LL.B. 1904, have formed a partnership for the general practice of law, under the firm name of Williamson & Smith, with offices at 32 Liberty Street, New York City.

1902.—The annual midwinter reunion of the class of 1902, College and Science, was held at Reisenweber's on the evening of December 29. This was the first combined gathering of the kind since Sophomore year, and was voted a distinct success. Speeches were made by Philip Schlosser, president of the Science men, George H. Danton and David Smythe. Allan B. A. Bradley officiated as toastmaster. The following men attended from the College: G. C. Atkins, J. N. Atkins, Bradley, Bullard, Carey, Danton, Fitch, Glenney, Halstead, Harper, Holland, Hopkins, Hutton, Jackson, Kelly, Lawrence, LeFevre, Lieb, MacIntyre, McClure, Mahan, Marsching, Peel, Prince, Spencer and Stratford. As this was the first gathering of the class since the sad death of William Brock Shoemaker, the following resolutions were adopted:

Whereas, God in His inscrutable Providence has seen fit to remove from

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our midst our classmate and friend, William Brock Shoemaker, therefore be it

Resolved, That in the death of William Brock Shoemaker, we, the class of 1902, College, of Columbia University, have suffered an irreparable loss. In paying tribute to his memory we recognize the great service he rendered our class and the University. His standard was always of the highest, commanding the respect and admiration of the faculty and students. And be it further

Resolved, That we extend our heartfelt sympathy to the family in their great sorrow, and send a copy of these resolutions as a memorial.

The next reunion of the class will be held, as usual, at the University on commencement day. The best room in University Hall has already been engaged for the occasion. As this will be our quintennial, the election of officers for the ensuing five years will take place at the dinner, and every member who can possibly arrange to be present should positively reserve this date.

"The soul's progress and other poems" was published in December, 1906, by the John Lane Company, for Louis V. Ledoux, whose "Songs from the silent land" were published a few years ago.—Edward Larocque Tinker has received an appointment as deputy assistant district attorney in the County of New York.—Warner F. Gookin, who since his graduation has been a student at the Episcopal Theological School at Cambridge, is now a fellow of that institution and is studying at Marburg. An interesting fact is that at the Cambridge school the Columbia students in point of numbers are second only to the Harvard men. —A wedding of interest to the class was that of Allan B. A. Bradley to Miss Elsie Lloyd Totten, 1902 Barnard, on January 22, at the West End Collegiate Church.—Among the engagements recently announced are those of Stratford, Weekes, Lieb and Lawson.—Homer S. Johnson is secretary of the Penberthy Injector Co., of Detroit.—St. John is striking out for himself in law.

1903.—R. H. Waddell has entered the office of Messrs. A. W. McLaughlin & Co., mortgage brokers, 128 Broadway, New York.—Frederick S. McLintock has given up his position with Longmans, Green & Co., and is now in partnership with his two cousins in the brokerage business. His new address is 60 Wall Street, New York.

1904.—Donald Clifford Braee was married to Miss Ida Belle Pollock, daughter of Mrs. John J. Pollock, on December 27, 1906, in New York City.

Ph.D. Notes

1901.—Professor G. W. A. Luckey, of the department of education of the University of Nebraska, has been given a leave of absence for the present semester to allow him to go abroad to study secondary education in European countries.

1903.—Professor Richard Swann Lull of Yale University has prepared a collection of fossils showing the evolution of the horse. The collection has been placed on exhibition at the Peabody Museum, and will be the subject of an explanatory pamphlet. The next objects of restoration will be mastodons and mammoths.

1905.—Frank E. Hinckley has been appointed clerk of the newly established United States consular court at Shanghai. Dr. Hinckley's major subject at Columbia was international law.

1904.—William Ellery Leonard, instructor in English at the University of Wisconsin, has issued a little volume, entitled "Sonnets and poems." The book is "sold by the author," and does not bear the imprint of any publishing house. The "Dedication" and two of the most representative poems are quoted in *Current Literature* for February (p. 223).

1906.—Nelson Prentiss Mead has reviewed Tremain's "Two days of war" and "Last hours of Sheridan's cavalry" for the December, 1906, issue of *The City College Quarterly*, of which he is an associate editor.

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NECROLOGY

John Cropper, A.B. '70, LL.B. '72, president of the Alumni Association of Columbia University in the District of Columbia, died suddenly at his home in Washington, December 7, 1906, aged fifty-six years.

Mr. Cropper was born in New York City on May 22, 1850, and entering Columbia at the age of sixteen, graduated with the class of 1870. Among his class-mates were Dr. Felix Adler, Edmond Kelley, Seth Low, and Dr. George L. Peabody, prominent physician and trustee. Choosing law for his profession, he graduated two years later with the degree of LL.B., and among his class-mates was Francis E. Leupp, a vice-president of the District of Columbia Alumni Association. In 1873 his *alma mater* conferred upon him the degree of master of arts.

For a time he practiced his profession in New York, but subsequent to his marriage he spent many pleasant years in foreign travel, gratifying his fondness for history and for art. In 1888 he settled in Washington and there remained until his death, with the exception of occasional trips abroad.

When it was proposed five years ago to gather the sons of Columbia in Washington into a formal organization, he heartily encouraged the plan and proudly accepted the presidency of the association. With skill and tact he led the association through the trying beginnings of organization and by his own enthusiasm strove ever to encourage its members to stand together in memory of the happy days at Columbia. His charming home was at the disposal of the association, and there the members gathered frequently to accept his gracious hospitality.

Mr. Cropper's grandfather, General John Cropper, of Virginia, followed Washington during the years of the War of the Revolution and from him he inherited the eagle of the Society of the Cincinnati, in which organization he was for a time president of the Virginia Society, and later assistant secretary-general. He was also a member of the Society of Colonial Wars in the State of Connecticut on right of descent from Governor John Webster. The memory of Elisha Mix, his maternal grandfather, he sought to perpetuate by his membership in the Military Society of the War of 1812 in New York City.

Samuel George Fitzhugh Townsend, A.B. '93, E.E. '96, instructor in electrical engineering, died of typhoid fever on December 11, 1906, at the age of thirty-four years.

Mr. Townsend had been connected with the electrical engineering department as assistant, tutor and instructor since 1897, having been engaged in practical work for one year after graduation. He also spent several summer vacations at the works of the General Electric and Westinghouse Companies, and has practiced as consulting engineer and expert in electrical work. For the past four years, he has been particularly interested in the development of a new railway signalling system, involving many ingenious features devised and perfected by him. This system has been successfully introduced and is now being applied on several large railroads.

Mr. Townsend was joint author with Professor George F. Sever of a work on "Laboratory and factory tests in electrical engineering."

He held for a number of years the amateur fencing championship of the United States. He was a member of the Union Club, and an associate member of the American Institute of Electrical Engineers.

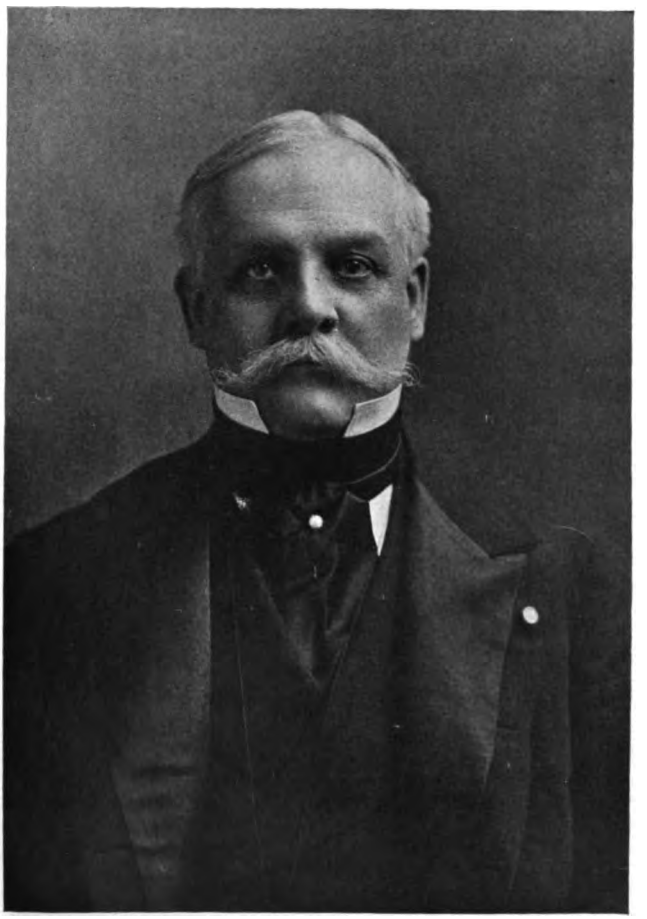
BERRIAN, Apollo F., a member of the class of 1865 College, died on December 10, 1906, aged sixty-three years. He was a member of the Delta Kappa Epsilon fraternity.

CARTIER, Lucien, 1910 Science, died suddenly at his home, 48 West 84th Street, on February 27, 1907.

DE WITT, Rev. John, Litt.D. 1887, A.B. Rutgers 1838 and D.D. 1860,

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JOHN CROPPER

CLASS OF 1870

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LL.D. Lafayette 1882, died in November, 1906, aged eighty-five years. He was a former professor of Greek and Hebrew in the Theological Seminary at New Brunswick, N. J., and was the author of several religious works.

ERDAL, Oscar Wilson, E. M. 1904, died of injuries received in the Treadwell gold mine, of which he was superintendent, at Juneau, Alaska, on January 29, 1907, aged twenty-eight years. He was a member of the Delta Kappa Epsilon fraternity.

JOHNSON, Philip Edwards, A.B. 1891, M.D. 1894, died in Portland, Ore., on January 7, 1907. He was a member of the Psi Upsilon fraternity.

LEE, Benjamin Franklin, Jr., LL.B. 1861, A. B. Williams 1858 and LL.D. 1887, died at his home, 3 Gramercy Park, on March 4, 1907, after a lingering illness, aged 68 years. On the paternal side Mr. Lee was a direct descendant of Thomas Lee, who settled near the mouth of the Connecticut River in 1641 and was one of the founders of the town of Lyme. After graduation from the law school, Mr. Lee entered on the practice of his profession and turned his attention to real estate and commercial law, in which he built up a large practice. In 1883 he was appointed professor of real estate law and equity jurisprudence in Columbia University which post he held for nine years, in the meantime keeping up his practice. He married in 1871 Mary Ray King, who died in 1897. Mr. Lee was one of the founders of the University Club and a member of the New England Society, the St. Nicholas Society, the Sons of the Revolution, the Century Association, the Union Club, and the Knickerbocker Club.

LEWIS, Eugene Howard, LL.B. 1875, A.B. Yale 1873, became suddenly ill while riding on a Seventh Avenue car on March 1, 1907, and died before an ambulance arrived. Mr. Lewis was born in Wisconsin fifty-five years ago. He was a member of the law firm of Eaton and Lewis of 44 Broad Street, and was a director in the Marconi Wireless Telegraph Company. He was a member of the Bar Association, University Club, Lawyers' Club, Alpha Delta Phi Club, New York Yacht Club, New York Athletic Club, Automobile Club of America, Yale Club, Rockaway Hunting Club, the Players', the Fairfield County Golf Club, and the Metropolitan Club of Washington. Mrs. Lewis was Miss Amy Busby, once Richard Mansfield's leading woman.

MILLER, Charles E., A.B. 1855, A.M. 1858, died during 1906, aged seventy years. He was a member of the University, Down Town and Riding clubs, and was a director of the Lawyer's Title Insurance and Trust Company.

O'DWYER, Joseph Patrick, M.D. 1890, died at Detroit in 1906, aged thirty-seven years.

REDMOND, Goold Hoyt, A.B. 1857, died in New York City on December 22, 1906, aged sixty-nine years.

RODMAN, Harry Heath, M.D. 1896, died at Buffalo, N. Y., on November 12, 1906.

ROOT, Samuel Cady, A.B. 1875, died on December 4, 1906.

RUHL, Henry Louis, 1907 Medicine, A.B. Fordham 1903, died of typhoid fever on November 23, 1906, aged twenty-four years.

SEYMOUR, George Franklin, A.B. 1850, died of pneumonia at Springfield, Ill., late in 1906, aged seventy-seven years (see p. 175).

STRUSS, William Edward, Mech. E. 1905, died on December 3, 1906, aged twenty-three years. He was a member of the Tau Beta Pi fraternity.

THOMSON, David, A.B. 1842, died in January, 1907, aged eighty-three years. He was one of the oldest graduates of Columbia University and a member of both the Cotton and Produce exchanges.

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[1] Since a list of the official publications of the University, as well as the contributions and serial studies and student publications, is contained in the Annual Catalogue, it has been decided to omit this portion of the bibliography in the QUARTERLY hereafter. See Catalogue, 1906–1907, pp. 382–393.

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College Arts, Men	566	702	606	731	2236	362	503	166	352	993	1528	515	371	290	263	368	268	307	758	1332	278	785	1350
College Arts, Women	929	647	398		399	395	397	—	364	476		871	354	669	152	479	266	—	—		—	718	—
Scientific Schools*	758	—	524	1544	242	1020	—	—	400	—	1197	615	577	619	194	—	770	636	484	407	118	782	929
Law	40	146	261	206	689	156	189	—	170	140	748	441	232	171	806	235	149	297	—	180	206	150	290
Medicine	54	145	352	336	296	488	65	264	107	—	423	196	65	132	448	500	—	594	—	150	133	—	155
Graduate Schools	204	358	808	212	437	139	—	156	50	49	96	53	107	95	222	40	41	285	110	65	43	302	357
Agriculture	112	—	—	256	43	361	—	—	—	—	—	763	108	175	—	—	180	—	—	—	—	143	—
Architecture	†	—	87	83	‖	130	—	—	—	—	—	—	—	—	—	—	17	136	—	45	—	—	—
Art	‡	—	—	—	‖	13	—	—	16	—	—	—	—	59	—	—	—	—	—	77	—	—	40
Dentistry	35	—	—	—	65	85	—	—	—	—	168	162	—	—	—	325	—	356	—	—	—	—	—
Divinity	—	173	—	—	37	—	—	—	—	—	—	—	—	—	—	210	—	—	—	—	—	—	82
Forestry	**	—	—	—	‖	**	—	—	—	—	—	**	—	—	—	—	12	—	—	—	—	—	59
Music	†	—	26	—	‖	104	—	—	127	—	—	†	—	315	—	367	—	44	—	619	—	230	81
Pedagogy	†	178	726	—	‖	†	—	—	—	—	—	†	277	—	420	—	—	—	—	332	—	58	—
Pharmacy	45	—	254	—	—	171	—	—	80	—	92	71	—	—	—	120	66	—	—	—	—	34	—
Veterinary	—	—	—	88	—	**	—	—	—	—	—	—	—	—	36	—	125	111	—	—	—	—	—
Other Courses	—	247	—	248	—	42	—	32	—	—	—	—	—	200	544	131	62	1028	—	40	—	—	—
Deduct Double Registration	—	(167)	(156)	(5)	(15)	—	(106)	—	(139)	(140)	(81)	—	(288)	(70)	(61)	(140)	(2)	—	—	(328)	(33)	(483)	(71)
Total	2743	2429	3886	3699	4429	3466	1048	618	1527	1518	4171	3687	1803	2655	3024	2635	1954	3794	1352	2919	745	2719	3272
Summer Session, 1906	707	2702	1041	642	1074	502	682	—	265	51	794	336	403	246	351	—	389	275	—	131	—	550	222
Deduct Double Registration	(204)	(400)	(277)	(266)	(160)	(158)	(215)	—	(102)	(39)	(291)	(79)	(135)	(94)	(92)	—	(163)	(135)	—	(46)	—	(170)	(17)
Grand total, 1906	3246	4731	4650	4075	5343	3810	1515	618	1690	1530	4674	3944	2071	2807	3283	2635	2180	3934	1352	3004	745	3099	3477
" " 1905	3631	4557	4755	3871	5283	3635	1377	688	1706	1606	4521	3940	1887	2635	2912	2791	2057	3430	1361	2776	696	3083	3477
" " 1904	3738	4035	4833	3833	5392	3369	1206	740	1446	1424	4000	3886	1704	2728	2380	2856	1758	3027	1385	2452	691	3370	3008
" " 1903	3690	4146	4557	3438	6013	3239	1614	694	1319	1370	3926	3550	1540	2513	2177	2740	1710	2644	1434	2207	638	3221	2990
" " 1902	3676	4296	4302	3281	5468	—	1648	669	1294	1378	3764	3505	1408	2560	2201	2875	1603	2549	1345	2020	586	2884	2804
Officers	336	341	600	525	583	424	85	189	109	150	332	324	164	175	262	290	176	375	177	213	83	313	428

* Includes schools of chemistry, engineering, mining and related departments. R. T., JR.

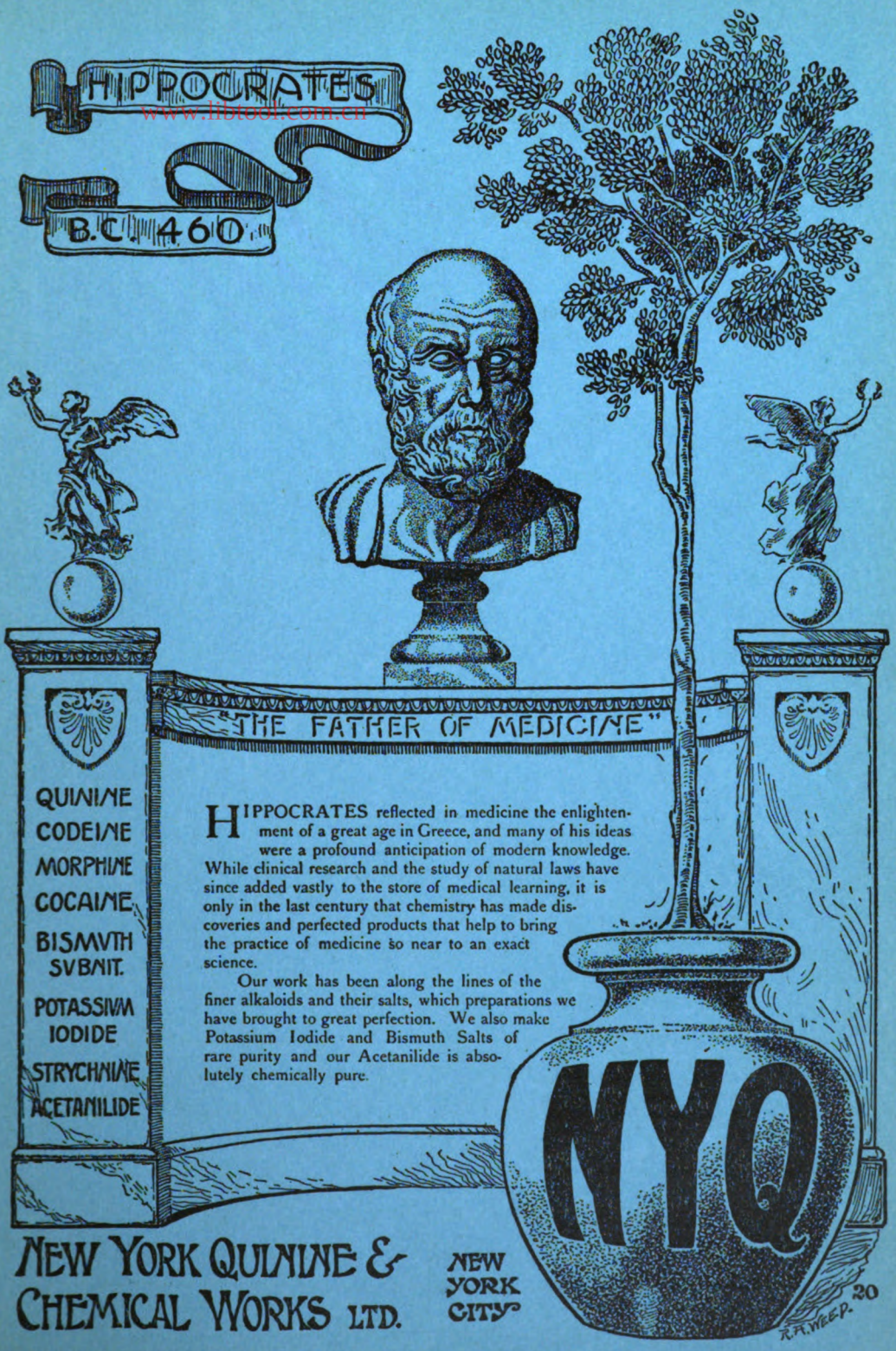
† Included in college statistics. ‡ Temporarily discontinued.

‖ Not a separate school; courses taken by undergraduate and graduate students in college or scientific school and graduate school, respectively.

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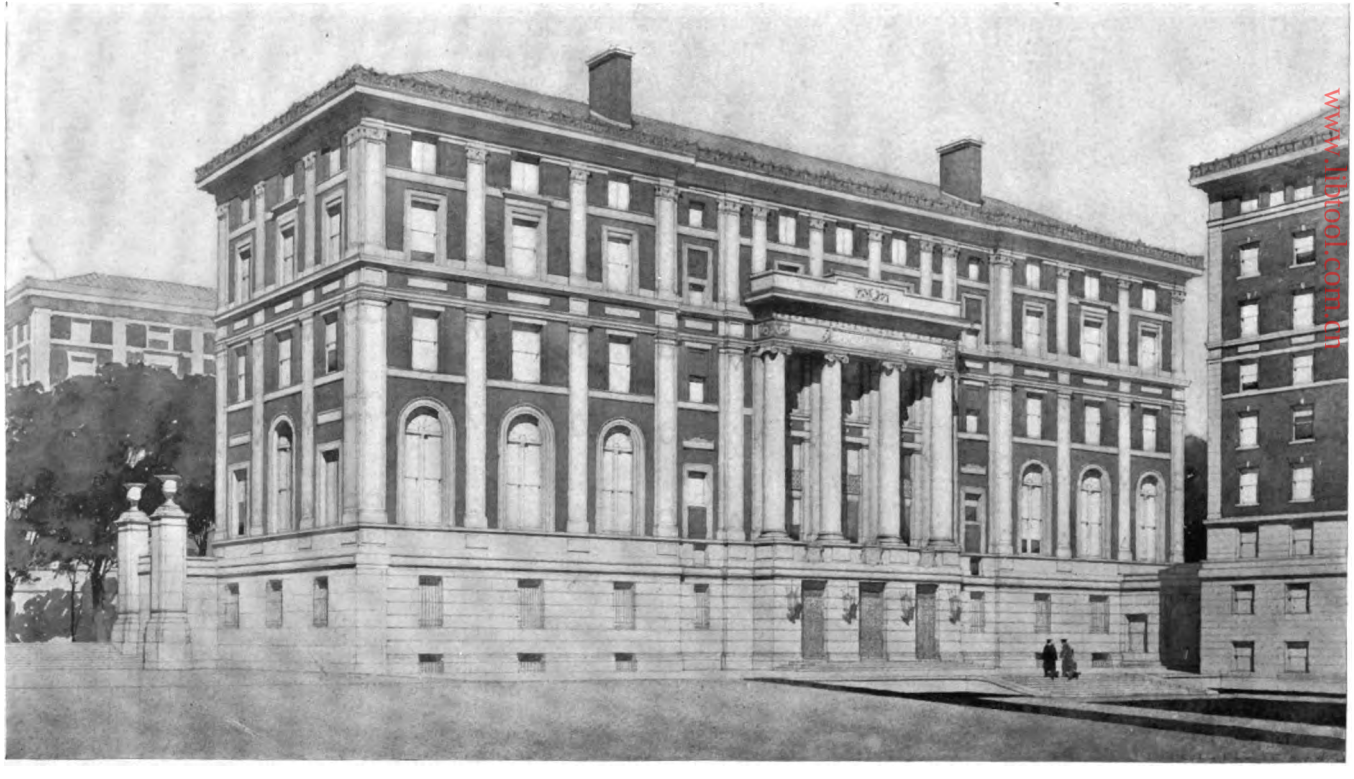
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HAMILTON HALL

FRONT VIEW

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COLUMBIA UNIVERSITY QUARTERLY

VOL. IX — MARCH, 1907 — No. 2

HAMILTON HALL SUPPLEMENT

OPENING CEREMONIES

On the afternoon of Saturday, February second, the completion of Hamilton Hall was celebrated by a largely attended meeting of alumni and students, including a number of the trustees and officers of the University. Julien T. Davies, '66, president of the Association of the Alumni of Columbia College, presided.

President Davies called the meeting to order and delivered the following address:

SPEECH OF JULIEN T. DAVIES, '66

Fellow alumni and students of Columbia and friends of the College:

We have met here today for the purpose of witnessing and celebrating the opening, for the service of the College, of Hamilton Hall—the future home of the old school of arts. From the time that the University established itself on its present site, the crying need has been for a building which would shelter the undergraduates of Columbia College, provide them with class-rooms, and afford them such accommodations for meetings and reunions as are absolutely essential to the fostering of a proper college spirit. At an outlay of a half a million of dollars, that need has been met, and

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the College and University enriched by the generosity of the donor of this great and magnificent building.

Probably the first thought of every alumnus of Columbia College who enters this hall today will be that of gratitude to the individual whose interest in the College and whose munificence has given us this home. That the gift was made anonymously, that we do not know whom we should thank, that we cannot meet him face to face and tell him that he has warmed our hearts toward him and has given inspiration to renewed effort to every lover of our *alma mater*, does not make his generosity less gratifying, or the results less far-reaching.

We will not seek to penetrate his disguise; we will respect his wishes, and his secret, but we cannot be prevented from giving him a message of good-will and appreciation, which we trust in some mysterious way will reach him in his seclusion, and tell him that those who know him not, indeed know him well; and that though concealed, we recognize him as a true son of Columbia. But there is one whose agency we cannot be prevented from recognizing in this great benefaction, who is not unknown to us, who is one of ourselves, who shares our love and our hopes for the old college as well as for the new university, our president and fellow-alumnus Nicholas Murray Butler. We are indebted to Marcellus Hartley Dodge of the class of 1903, for the gift of Hartley Hall; to generous and concealed donors for the beautiful chapel to be dedicated tomorrow, and to the unknown but not less honored benefactor for the gift of this building; but it was the advice and influence of President Butler which secured these magnificent edifices. All honor to the man who has rendered such noble services to his *alma mater*. His fellow-alumni offer him their heartfelt thanks and congratulations.

Nor can we fail to express our gratification that nearly fifty years of service to the college are to be crowned by the installation, in an official home, befitting the greatness of *alma mater*, of our dearly loved fellow-alumnus, Dean Van Amringe. Henceforth, we will find him in such surroundings as *should* be his, as the preceptor and the friend of the undergraduates, as the companion and one of the leaders of the alumni, and as the Dean of the College.

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The graduates of the school of arts yield no light allegiance to the University. We rejoice in her great position, in her ever-increasing influence, her rapid growth, her wide sweep of power, her many component parts, and, were occasion to arise, we would show the same willingness to rally to her defense, as we would were the general government of our country attacked; but the doctrine of State rights—good Republicans as many of us may be—nevertheless finds lodgment in our hearts, when we consider our relation to the school of arts as one of the stars in the flag of our University. Our dearest affections are given to the *alma mater*, the school in which we passed our youth, where we imbibed those principles which have so deeply influenced our characters and our careers, where we lived in the plastic and formative stage, and where we enjoyed those friendships, which are different from those of later years, and around whose memories cling the soft light of dawn and the tender tints of the rising sun. Different—I will not say less—is the love for the University, the *magnus pater* who rules with scepter and with crown his different subjects. We are all citizens of the great state we call the University, but as alumni of Columbia College, we are blood relations. The University is our country, but the College is our family, and whatever may be the demands upon us of that country, however eager and full may be our responses to them, the tenderest ties and the deepest feelings are those that cluster around the family relation.

Our reverence for the distinguished alumni who in their turn have enjoyed the benefits of our college is akin to the pride of family and of race. The graduates of today can claim and should feel, that they are the intellectual descendants of the great men whose natural powers were developed by the fostering care of *alma mater*. Founded as King's College in 1754, Columbia College for the first fifty years of its life numbers as its alumni many of the leading citizens of the colony and State of New York. This must necessarily have been so, for the population of the city of New York was but ten thousand in 1754, and the leading families who then controlled public positions and power, were few in number, and received their education mostly from Columbia College. To enumerate the distinguished graduates of the latter part of the

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eighteenth century is almost to call the roll of the leading men of their day. I shall not attempt it.

But the greatest of our undergraduates, for whom this Hall is named, was Alexander Hamilton. We had a Hamilton Hall in our old home in Forty-ninth Street. It is fitting that his name and memory should be further perpetuated by calling after him this splendid home of the College, this building where, every day during their college course, the students of the school of arts will be reminded of his devotion to the interests of the college of which he was a trustee, and of his great and luminous services to his country. One cannot think of Hamilton's career, his efforts and his services, without considering the position he would take, were he today in our midst, with regard to the relations of the alumni of the College to its government, and without realizing that he would be standing in regard to that matter upon the same platform upon which he made his first great speech in 1774: "representation of constituents in a free government." His eloquence and wisdom were enlisted in favor of the right of a free people to participate in the government of their own country. What is more fitting than that the opening of this building which bears his name, and which marks a new era in the growth and prosperity of his college, should be signalized by the admission of his fellow-alumni to participation through their elected representatives, in the government of their *alma mater?*

Undoubtedly, alumni have always been to some extent trustees of Columbia College. Samuel Verplanck, a graduate of the first class of King's College, was early taken into the board. It is true that many of our professors and a majority of the board of trustees at the present time are alumni of the College, but that is in a way accidental.

These selections are not of alumni as such, and do not bear that representative character, which creates a sense of responsibility and of deep interest. The alumni of Columbia College are members of it. It has been well said that a College consists of trustees, professors, alumni and undergraduates. Our alumni never have been willing, and they never should be willing, to consider that their relations are ended with graduation. They are

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capable of giving to the college that lateral support which is essential to the maintenance of every edifice whose foundations go deep and whose superstructure towers high. It must never be forgotten that Columbia College owes great debts of gratitude to many of her alumni whose generosity has been freely bestowed to endow her in various ways, but the inquiry remains to what greater extent would not the alumni as a body have given their interest and poured out their substance for the College, had they felt the close tie of being represented in the board of trustees by men of their own choice? For nearly a hundred years, the alumni of Columbia College by their organizations and by the compactness of association have made evident their willingness to be exploited for the benefit of Columbia College. Former boards of trustees unfortunately have neglected to recognize the value of this great factor of usefulness to the College, and indeed have refused to even consider the possibility of utilizing it.

The earliest information obtained with respect to associated alumni, relates to a request made in 1861 by a Society of Graduates to the trustees, for leave to fit up and use a room in the College for meeting and for the purpose of reading papers on literary and scientific subjects. The first alumni association, however, of which we have absolutely authentic information was founded in 1825. At that time, when the trustees opened the college library for the use of the alumni, they raised a subscription for a fund to purchase books. They happily stated their objects to be to "perpetuate the remembrance of those happy days which the members had spent in their juvenile years, whilst pursuing their studies within these walls, to cement that friendship which ought ever to exist between those who have imbibed the elements of polite learning from the same *alma mater,* to devote annually some innocent and joyous hours in recalling to mind the pleasure of their early days, and to take into consideration the most effectual means of diffusing the principles of science and virtue throughout our happy land."

We find in 1836 the Society of the Alumni of Columbia College, through a committee of twenty-nine, cooperating with the students and officers of the College in celebrating the semi-centennial of the granting of the charter of the College in 1787.

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In 1854, the alumni of Columbia College had the honor, so far as I can ascertain, of being the first to agitate the proposition that alumni representation in the board of trustees was necessary and essential to give to the College the complete force of what would otherwise be the scattered interest of the alumni in its welfare. A meeting was held by the alumni of the College on April 22, 1854, at which a powerful and representative general committee of thirty-two alumni of various classes between 1791 and 1853 was appointed, and at which it was resolved, "That it is not expedient for the alumni to join in the proposed celebration of the centennial anniversary of this College until an understanding is had with the trustees as to the spirit of the proposed celebration and of the future governance of the College." The intention of the committee to further formal representation of the alumni on the board of trustees was foreshadowed in this resolution and was fully expressed in their report. The argument in favor of this plan cannot be better put than in the language of one of the sub-committees of this general committee who, in speaking of the resources of Columbia College, said: "Now, when it is considered that this great means of usefulness is held in public trust for the liberal education of all without distinction, to train the minds of those who may lead the State or govern the country with no object but the public good, without a private, personal, sectarian or party advantage contemplated by the Charter, or which can be pursued without violating its general, catholic spirit, can any argument be needed to prove that such a trust should not be left to the management of a close corporation reproducing itself in perpetual succession? Such a mode of vesting a public trust is as repugnant to good sense, as it is utterly opposed to the principles of our time and country. The propriety of renewing the governing body with fresh life, various modes of thought and feeling, different experiences and power, must be manifest, and your Committee will not swell their report by further dilating on the reasons for such a change but will proceed to suggest a different system." The board of trustees were absolutely opposed to these sentiments, and refused to confer with the committee of the alumni. So strong was the antagonism between the trustees and alumni at that time,

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that the intention of the trustees to hold the proposed public celebration of the centennial of the granting of the original charter of the College was abandoned. In 1856 the alumni reorganized under the name of the "Association of the Alumni of Columbia College," and adopted a new constitution with the following preamble: "The alumni of Columbia College with a grateful sense of their obligations to *alma mater* for the intellectual and moral training they received within her walls, desirous of perpetuating the friendships they established during their course in college, and persuaded of their duty as far as in them lies, of promoting the great interests, to maintain the just influence, and eager to enlarge the proper sphere of Columbia College as an institution of sound learning and practical education, the better to secure these ends, do agree to unite as an association." This comprehensive and accurate expression of the depth of feeling and perception of duty entertained by the alumni, has been continued since that time as a statement of the objects of the association, which was incorporated by the legislature of the State of New York in 1874. Among the objects of the association enumerated in its charter, chapter 520 of the Laws of 1874, is "to appoint from time to time (if the trustees of Columbia College shall consent thereto, and with such restrictions, if any, as said trustees shall prescribe) such number of trustees of said College as said College may by general rules, or from time to time, authorize said corporation hereby constituted to appoint."

This agitation for alumni representation in the board in 1854, although it was not successful in its immediate objects, was soon followed by restoration of harmonious relations between the trustees and the alumni, and greatly stimulated the interest of the alumni in the College, and led to a number of reforms which were undertaken by the trustees in consequence of the active influence and expression of the views of the alumni. Not until 1866, however, did Harvard College take the lead in granting to its alumni formal representation in its board of overseers. Forty-two colleges of the United States have now adopted that system of college government, employing different means of arriving at the same general result. It may be said that all the leading colleges of the United States, excepting Columbia, have come to the con-

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clusion, that there must be official representative relations between certain members of the board of trustees and the alumni to successfully conserve and obtain the benefit of the great force of the inevitable and natural interest of the alumni in the college of their graduation.

In 1876 the alumni association again agitated the subject of alumni representation. The board of trustees at our request appointed a committee to confer with a committee of the association upon the subject of the best means of causing the influence of the alumni to be made a benefit to the College. It must be admitted that the committee of the alumni came to this conference with the preconceived view, that the best, and indeed the only means of causing the influence of the alumni to be made a benefit to the college, was to give the alumni formal representation in the board of trustees, through members of that board, to be either elected by the alumni or nominated by them with the implied understanding that they would be elected by the board. The conference was had, but came to nothing. The board of trustees of that day was not ready to accept this view. Again, in 1883, when the board of trustees published and distributed an appeal to the public for means to raise the College to the level of a great university, a committee from the alumni was appointed to confer with the board of trustees as to the means by which such aid could be most effectively rendered. A conference was requested by the committee of the alumni upon this subject, and a committee of the board of trustees was appointed to confer with the alumni committee. Our committee again suggested conferring upon the graduates the right of electing a portion of the trustees as vacancies should occur, to hold office for stated terms, but the committee of the trustees were not prepared even to take the matter into serious consideration; and the great opportunity of enlisting the alumni as a body as active allies of the board of trustees, was again lost, and at a time when their energies could have been most usefully employed.

The most important material aid that the alumni association has given to Columbia College, as a body, was the raising of a fund of one hundred thousand dollars with which the first story of Memorial Hall has been built.

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In 1900 the association presented to the University a portrait of Dean Van Amringe, in commemoration of his forty years of service as an officer of the College. The association has had carved upon the face of Hamilton Hall the three seals used at different periods by the corporation of Columbia College, which you have today seen there, which show the historic growth of the College under the governors of King's College, the Regents of the University and the trustees of Columbia College. The alumni association has presented to the College the portraits and autograph letters of the alumni and views of the old college which now hang in the Dean's offices and the library in Hamilton Hall. At the present time, the alumni association is considering whether it will undertake the erection of a statue of Alexander Hamilton in front of this hall, but these matters are trifling compared to the possibilities of advantages to the College, both direct and indirect, if the entire body of alumni were brought into close relations with the board of trustees and endowed with the sense of responsibility and the quickened interest which would exist if members of that board were the selection of alumni, and, therefore, were their direct representatives.

It is not opportune here and now to discuss the different means and methods that exist and have been employed by various colleges to bring about the main result. At the present time, the organization of the alumni of Columbia College is so perfected that the right of suffrage could be easily exercised, and in such a manner as to obtain without difficulty a fair and full expression of the choice of the graduates. In addition to the main association situated in this city, under the auspices of the alumni council thirty-three different alumni associations have been organized in twenty different States. While it is true that these different associations are not limited in their membership to the school of arts, they would be available in facilitating the exercise, on the part of such graduates, of the voting power, if it were accorded to them.

It is to be hoped that this matter will receive the serious attention of the board of trustees and that this body of its own motion will take up the subject and propose a plan for a formal representation of the alumni by members selected by the alumni. It seems as if it were wasteful to fail to conserve and put into operation the

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full power and force of a vital, living interest in the affairs of the College on the part of its alumni. Today there is no cohesion among the alumni, such as would exist were the members of the board, to a greater or less extent, their direct representatives. The board of trustees, notwithstanding that so many of them are alumni, has not been selected by the alumni, and that fact alone makes them to a considerable extent a body separate and with no link of connection with the alumni as a whole. Were the alumni, strictly speaking, constituents of the board, with the right of criticism of their own representatives, and the duty of granting approbation when deserved, the general features of college government, of college growth, of college usefulness, would assume an importance in the eyes of every alumnus, and what is now a languid and at best a sentimental interest, would develop into that close attention which a man gives to his own affairs, in the outcome of which he feels a personal interest. I do not believe that the importance of this change to the College can be exaggerated. The fact that Columbia College is today almost the only exception among the leading colleges with regard to the adoption of formal alumni representation, indicates that the common judgment of those engaged in enterprises of the same class as ours, is against the course that we are pursuing in this regard.

The matter has been well summed up by President Tucker, of Dartmouth who says:

> Alumni representation is in some form characteristic of every college which is self-governed, and it is beginning to find a place in institutions governed by the State. Representation in the governing board changes the relation of the alumni from that of sentiment to that of responsibility. It virtually unifies the whole body academic.

It will be a happy and a glorious day for Columbia, and an auspicious omen for her future, if closely following upon this dedication of their new and permanent home, shall come the acceptance by the board of trustees as their own constituents of the thousands of alumni of Columbia College, who from all parts of the United States are stretching out their hands to be grasped by *alma mater*.

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Will she, as heretofore, refuse the closeness of the tie that we proffer to her, or will she gain the strength and add to herself the power, which will come from devolving upon her sons the duties and responsibilities of aiding her in the discharge of her great trust?

Mr. Davies then introduced President Butler, who spoke as follows:

Speech of President Butler

Fellow alumni: You can well understand that this is a proud and happy day for Columbia, and a not less proud and happy day for the alumnus who happens at the moment to be charged with the responsibilities of her presidency. Something that we have been hoping for, and working toward, and planning for for many years is now accomplished, and it is my duty and great pleasure this afternoon to declare Hamilton Hall, a gift to the University from an anonymous donor of princely generosity and high public spirit, ready for use at the opening of the second half-year on Monday morning, as the new and permanent home of Columbia College.

Splendid as this building is, much as it means to us, and important as is the significance of our gathering in celebration today, they are all but one more step in the development of the consistent, carefully thought out, and, as we believe, wise policy, in the development of what I have ventured to call our great national, democratic, university upon the foundation of a typical American college. It would not mean much to us, or to New York, or to the cause of education in the United States, to erect this great building unless it stood for a sound and well-tested idea. We believe that it does so stand; and we are prepared, all of us, with united voice—to expound and defend that idea as Columbia's contribution to the cause of present-day higher education in the United States. That idea is simply this,—that we shall not aim to produce lawyers, physicians, engineers, architects or teachers, save upon the foundation laid by the broad and liberal training which opens the minds and refines the spirits of men. We are committed absolutely to that policy, and we are committed to it in our own peculiar way.

We are not much given to trying educational experiments here at Columbia unless we happen to believe in them ourselves. We have cut loose from two contrasting and conflicting policies of

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which we disproved, and we have cut loose from them by the unanimous vote of an experienced and representative faculty after nearly three years of the most patient consideration and discussion.

We have set aside as unsatisfactory to us the proposition that men may proceed directly from so-called fitting or preparatory schools, secondary schools, to the professional and technical schools of the University. We are not interested in the training of professional men who know no more of letters, of science, of philosophy and of economics than they get in the secondary schoolroom of an American city or town. We propose to insist that there shall be added to that so much and such general training as the American college can and will afford.

We also dissent from the view, sometimes preached to us both here and elsewhere, that we should not admit students to our professional and technical schools, until they have spent a fixed period of time in a College course, regardless of how they spend the time or what intellectual progress they may make. We have declared ourselves for a standard that is based upon the quality of intellectual performance. We have placed our standard where we think it should be; and the man who reaches that standard, whether he be a graduate of Columbia College or not, is permitted to pass into the professional and technical schools. We have erected Hamilton Hall as a great laboratory in which that policy is to be put to the test of the next generation's experience.

As an indication of what our judgment tells us that experience is likely to be, you may be interested to know that all the students now enrolled in Columbia College could sit in the classrooms of this building at one and the same time, and have as their guests all the students enrolled in the academic or literary departments of Princeton and Yale, and there would be no two in the same seat. In other words, we believe the time has come when the American public is ready to go forward with what may be termed, for lack of a better description, the Columbia conception of the place of the college in life and of the place of the college in the American University.

That is the experiment which it is proposed to attempt to work out here. It is, of course, not an experiment with dead things,

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not an experiment with lecture halls and laboratories and studies, however attractive and beautiful these may be. It is an experiment with human minds and human souls; and its success will be tested a generation hence by the product of Columbia College in men. Judging the future by the past, we are perfectly confident as to what the success of the experiment will be.

I have been very much interested, as every son of Columbia must have been, in the address of the chairman of the afternoon, the president of the Association of the Alumni of Columbia College. In the course of what he said to us he has touched upon one thought which is of more than usual importance. He has touched upon a thought which goes to the very foundation of the proper conception of the place of a university in a democracy. Although he did not express it so, I venture to think he would permit me to paraphrase what he said, by saying: "Once a member of the University, always a member." Once a name has gone upon the matriculation book of the University it should never be removed save for an act of dishonor. That means that the University is a living and growing society of men, of whom some are charged with important and direct responsibilities for its policy and government, but all of whom are charged with responsibility for the ideals and for the character of the University, and for its larger relationships to the public. It is almost as easy for a conspicuous alumnus in high place, although not connected officially with the administration of the university, to do it harm by the loss of personal character through some public act, as it is for the board of trustees or faculties to injure it by a wrong policy. It is very easy to injure a university's name and influence, which is like the reputation of a good woman and must at all times be above suspicion and most jealously guarded.

A university consists of the scholars who teach, of the scholars who learn, and of those who have left it and passed out into the life of affairs. The scholars who teach and the scholars who learn are in physical contact with the university day by day; it is their temporary or their permanent home. They live its life and they build its character through their teaching and example. The scholars who have passed out into the world of affairs are, how-

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ever, none the less members of the university; and in my judgment no stone should be left unturned to make them feel that they are such, and to keep that membership alive, active and responsible. As Mr. Davies has so admirably said, the alumni should have added to sentiment a sense of responsibility. If there can be worked out and proposed any practicable plan for maintaining the University in closer touch with its alumni through bringing their representatives in to share in its administration, that plan would commend itself to my personal judgment. I believe it helps immensely to add to the natural feeling of alumni just that touch of responsibility, if some way can be found in which to unite in closer bonds our members from Maine to California and even more distant parts of the world, so that they may feel that the Columbia of their boyhood and of their youth is still the Columbia of their manhood, their middle life and their old age, far apart as they may be scattered.

There is one other aspect of the exercises of today which touches every Columbia man very deeply, and that is not its relationship to the educational problems, not its relationship to the university's government, not its relationship to anything academic, but its relationship to a life that we love and that has been lived for Columbia. To have Hamilton Hall while the friend and teacher of all of us can be its presiding genius makes it mean many times what it would have meant later on. That forty-seven years of service for Columbia should be indefinitely added to by the pleasure and the happiness that he finds in this hall, is the wish of every Columbia man for "Old Van Am."

Dean Van Amringe, upon being invited by the chairman to respond, was received with such applause that it was some minutes before he could be heard.

Speech of Dean Van Amringe

Fellow alumni: This is a great day for the College. Now, for the first time since Columbia was installed on these heights, our *alma mater* has a home of her own—a building more stately and beautiful, as of right it ought to be, more gracious and significant than any other on the grounds of the University.

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You are all aware of the long continued, and still continuing, discussion of the whole scheme of education from the alphabet to the doctorate of philosophy. In this argument little, or nothing has been allowed to custom and tradition or to be taken for granted; everything, rather, has been subjected to the severest tests that tuitionary progress, the advancement of learning, its diversification and manifold applications to the art of living, could supply. The end sought has been, and is, to provide a sufficient training and accomplishment in the least possible time; in the language of the day, to get the quickest return for every expenditure of time and effort. One prominent and insistent note has been heard throughout—education from first to last must be practical. But what is an adequate training and accomplishment to prepare a youth for active and responsible life, and what is the true meaning of practicality in the education that precedes entrance upon specific preparation for a particular vocation, are questions as yet unanswered in a way satisfactory to all the parties and interests concerned. The extremists on one side, over-responsive to the superficial, rather than to the deep and genuine spirit of this age, affirm that no study should be pursued, the proximate use of which can not be made apparent. The extremists of the other side, too little moved by the call of the time, contend that, by so much as a study becomes useful in its application to business interests and the ordinary affairs of life, it becomes commercialized and loses its educational value. Of the elements which enter into these two extremes, there are many combinations, and the educational customer may have almost any blend that suits his particular taste.

In such a disputation, it was inevitable that the status of the American college should be called in question. On one hand, it has been held that much as learning may advance, whatever new worlds of letters and science and art may be revealed to the delighted gaze of mankind, whatsoever new avenues of activity may invite the eager aspirant to reputation and fortune, however much the profession of teaching may improve in directness and efficiency: yet and nevertheless, the college of our fathers, with its practically rigid curriculum of four years duration, has so fully demonstrated its effectiveness in making men who, in turn, have

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made history, that it has become sacrosanct and should be maintained inviolate. This doctrine would have been received without a dissenting murmur in that pleasant land "in which it seemed always afternoon," where there was "no joy but calm," "a land where all things always seem'd the same"; but in a community where it is morning or night but never afternoon, where one interest treads swiftly upon another and new interests, political, financial, commercial, social, intellectual, moral, spiritual, are constantly making themselves known, it has been ruthlessly assailed, and the very opposite urged in its place. There have been, and are, those who protest that the college has outlived its usefulness and should be entombed with other relics of a bygone time; that in the course of years and training the intellect has become so greatly quickened and enlarged, the art of putting things to young and inquiring minds has so vastly developed and heightened, the secondary schools have so wonderfully grown in efficacy and scope, subjects deemed "advanced" a third of a century ago have become so simple and elementary, the several professions have grown so exacting in their demands and instruction in professional schools now covers so wide a field and is so liberal in character: that, therefore, the interposition of the college between the secondary school and the professional or university faculty is a disturbing element, a time losing and detrimental contrivance and should be altogether eliminated, part of its work being relegated to the high school and academy and the rest of it committed to that aggregation of professional schools and advanced courses in letters and science called the University.

In medio tutissimus ibis.

In the controversies to which I have briefly alluded, Columbia has taken a prominent part, and has reached, for herself at least, definite conclusions. Not to weary you with detail, I may say that President Butler expressed, very early in his administration, the belief that, as "in the long run the greatest university will be the one which devotes the most care to its undergraduates," "too much care and attention can not be given to the students in Columbia College"; and then, *more suo,* had his belief translated into practice as speedily as it could judiciously be done. With regard

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to the course of study, its character and duration; after a full and most painstaking investigation by committees and thorough discussion by the entire college faculty, all extending over two years, a decision was arrived at, and found unanimous expression in the very admirable curriculum which has been in effect for the last year and a half. Therein is contained the answer of Columbia as to what is true practically in education and, consequently, what is an adequate amount of training and accomplishment to fit a man to enter upon active and responsible life.

And this curriculum, constructed from the college point of view and not from that of any professional or special interest, though all such interests were in mind and adequately taken care of, answers also the interesting and vital question as to the status of at least one American college. To make assurance doubly sure, to declare so emphatically and unmistakably that even the wayfaring man can not err therein, that this college is to be jealously guarded and fostered with care, is not to abandon the making of men for the sake of making merely professional men and specialists, is to retain its historic identity and a reasonable independence, is not to diminish in influence but is to grow in importance till the whole university in its length and breadth and height and depth shall rest upon it as a solid and enduring foundation, this splendid building has been erected for its especial use. This edifice embodies in a commanding and lasting form so much of inestimable value to those who love the old college and all for which it stands, it so decks our *alma mater* "with excellency and dignity," it so arrays her "with honour and majesty," that Hamilton Hall is more gracious and significant than any other of the buildings which crown this site.

That the College and its more recent activities appeal not only to us who are, in a way, "native here and to the manner born," but also to the public at large, is evidenced by the fact that, of late, the College has grown more rapidly than any part of the University proper, and that today the students primarily registered in it exceed in number those who are so registered in any other school of the corporation of The Trustees of Columbia College in the City of New York.

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It is a happy and expressive circumstance that the two most beautiful buildings on these heights of ours, St. Paul's Chapel and Hamilton Hall, should be opened and dedicated to their daily uses at the same time. It is an omen that the designs of the pious and statesmanlike founders of King's College have not been lost sight of, that neither adversity nor prosperity, nor the glamour of material success, nor the seductiveness of a cynical philosophy, nor "the apotheosis of the immediately useful," nor "any other creature," has been able to obscure the vision of their successors, or to impair their purpose that this College, while necessarily adapting itself to changed and changing conditions, shall yet continue to live and to labor "for the glory of Almighty God and the Advancement of the public good in both Church and State."

The Chairman introduced Mr. Brodix, the president of the Senior class.

Speech of John W. Brodix

Mr. Chairman, Mr. President, members of the faculty, alumni and fellow students: To the students of Columbia College this is a day of great rejoicing, for today they receive that which generations of Columbia men have hoped for—a permanent college home.

On behalf of the students of the College I wish to thank our able president who presides over all this University but has so interceded in our behalf that we have this splendid College Hall. I wish to thank our beloved dean for his untiring zeal and long years of devotion in our cause. I wish also to thank the generous donor, modest and unknown, who has bestowed upon us this princely gift.

We of the College who have seen the ground broken, the cornerstone laid, the progress of the construction and final completion of this building, are eager to begin our life under its roof. It will centralize our interests, give us strength and union, and, we hope, our original preeminent position.

We who are to inaugurate this new life, feel the responsibility but are proud of the distinction that it falls to us to transplant those traditions so dear to you alumni, and to us. And we promise you

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that under the guidance of our beloved dean we undertake the performance of this duty with true Columbia spirit.

Here, within this hall, will each of us strive for a mind trained to observe accurately, reason clearly, and express fearlessly its own convictions. When we leave *alma mater* may we hold high her ideals and in her light see the truth and make it prevail.

The meeting then adjourned.

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THE ASSOCIATION OF THE ALUMNI OF COLUMBIA COLLEGE

On the evening of February 2, the Association held a special meeting in one of the large lecture rooms of Hamilton Hall. About two hundred and fifty members were present. The first business transacted was the amendment of the constitution of the Association so as to permit the appropriation of the principal and interest of the permanent fund of the Association "to such purposes as may be recommended by the Standing Committee and designated by a two-thirds vote of members of the Association present at a regular or special meeting thereof." The adoption of this amendment was necessary to enable the Association to act upon the recommendations contained in the report of the special committee appointed by the standing committee, to consider a plan for procuring a statue of Alexander Hamilton for Hamilton Hall. This report was made to the Association at its annual meeting held on October 29, 1906, and is printed in full at page 265.

Immediately upon the adoption of the amendment and upon the recommendation of the standing committee, the Association, by a two-thirds vote upon the motion of Dean Van Amringe, adopted the following resolution:

Resolved, First:—That the president of the Association be and he hereby is authorized to appoint a committee of ten to arrange for the purchase and installation of the Hamilton statue by William Ordway Partridge, '85, referred to in the report already submitted to this Association and dated October 29, 1906.

Second:—That for the purposes mentioned the Association appropriate the sum of five thousand dollars from its permanent fund.

Third:—That the treasurer of the Association is hereby authorized and directed to pay such sum upon the order of a majority of the committee provided for by this resolution.

The president of the Association subsequently appointed upon the committee created by this resolution the following alumni: Herbert

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Livingston Satterlee, '85; William G. Low, '65; Arthur Delano Weekes, '72; Spencer Aldrich, '74; W. Fellowes Morgan, '80; Willard Vinton King, '89; Cortlandt Field Bishop, '91; Andrew V. Stout, '93; Harry H. Flagler, '97, and Robert L. Pierrepont, '98.

That part of the address of the president of the Association, delivered at the opening of Hamilton Hall, which referred to alumni representation on the board of trustees, received the hearty approval of the meeting and these resolutions were adopted in connection therewith:

Resolved, that the thanks of this Association be and they hereby are extended to its president for his address at the opening of Hamilton Hall and that the secretary be authorized and directed to have printed the various addresses delivered at the opening exercises of Hamilton Hall and that when printed such addresses shall be distributed by him to the alumni of the College.

Resolved, that a committee of five be appointed by the chair to consider that part of President Davies's address at the opening of Hamilton Hall which referred to alumni representation on the board of trustees, and to report its conclusions to the Association. The President shall be chairman of this committee and the committee shall have power to add to its number.

The president subsequently appointed upon the committee created by the last resolution the following alumni to serve with him: Frederick de Peyster Foster, '68; Hon. Willard Bartlett, '69; T. Ludlow Chrystie, '93, and Marcellus Hartley Dodge, 1903.

The gratitude of the Association to the unknown donor of Hamilton Hall was expressed by the adoption of the following resolution:

Resolved, that the secretary be and he hereby is directed to enter upon the minutes of this meeting, the thanks of this Association to the donor of Hamilton Hall for his gift to the University of their magnificent home for the College.

After an interesting and lengthy discussion, the following resolution was unanimously adopted as expressing the attitude of the

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Association, upon the question of the restoration of football at Columbia:

Resolved, that this Association earnestly desires and urges upon the president and the University athletic committee that football be reestablished at Columbia.

The Association thereupon adjourned to the Faculty Club, where supper was served.

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ALEXANDER HAMILTON

FROM A PHOTOGRAPH OF THE UNFINISHED MODEL OF THE PROPOSED STATUE BY WILLIAM ORDWAY PARTRIDGE, '85

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REPORT OF THE SPECIAL COMMITTEE ON THE STATUE OF ALEXANDER HAMILTON

To the Association of the Alumni of Columbia College:—

The undersigned were appointed by the standing committee of the Association to consider a plan for procuring a statue of Alexander Hamilton for Hamilton Hall and to report to the Association at its annual meeting in October, 1906.

The committee has examined the statue of Hamilton made by William Ordway Partridge, of the class of 1885, a sculptor of repute, who has already done excellent work for his *alma mater*. Mr. Partridge has given several years' close study to the life of Hamilton and its most conspicuous and striking incidents, and to the proper representation of his form, his features and their expression, and his action in oratorical delivery. One result of his studies and labors may be seen in his statue of Hamilton executed for the Hamilton Club of Brooklyn a few years ago. The statue now in his studio, on the composition of which he has spent about three years, is, in the opinion of your committee, superior to that owned by the Hamilton Club. It is of heroic size and represents him as making one of his great speeches in the New York State Convention of 1788 in favor of the ratification by New York of the Constitution of the United States. It has been written that "of the sixty-one delegates to this convention, which assembled at the courthouse in Poughkeepsie on June 17, two-thirds were opposed to the Constitution:" and yet so convincing and persuasive was Hamilton's eloquence and so great his influence that to him more than to any other man, perhaps more than to all others, was due the desired ratification and the enrollment, at that time, of New York as one of the United States of America. The figure is admirable in every way, full of the vigor and grace of early manhood (he was then but thirty one years of age), and the whole expression is animated, dignified, impressive and inspiring. Placed in front of Hamilton Hall and facing the College Quadrangle, which will in future, be the principal gathering place of College students, it

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would form a suitable and most striking adornment of the grounds that are to be specifically those of the historic College.

The statue, cast in bronze and placed upon a pedestal, is, in the opinion of your Committee, worth the price put upon it and at which it has been held, namely, fifteen thousand dollars. Mr. Partridge has, however, out of his affection for Columbia and from his desire to have the statue in a place so appropriate and commanding, agreed to undertake that it shall be placed in position for ten thousand dollars. The Committee is unanimous and urgent that his most generous undertaking shall be approved by this Association and that measures be at once, or as soon as practicable, taken to procure it.

The recommendations of the Committee are: First, that the Association shall, as soon as a special meeting can be called for the purpose, adopt the change in the Constitution of which notice has been given this evening by the standing committee. If the Association approve the purpose of the standing committee, five thousand dollars can well be, and will be, contributed by the Association out of its present funds toward the sum named. The second recommendation is that the committee be authorized to add to its number and to solicit subscriptions to complete the necessary amount.

While ten thousand dollars will procure the statue, as stated above, yet the committee would like authority to raise, if it can, a larger sum, not exceeding (say) twelve thousand dollars, that a fairer recompense may if possible be made to the sculptor and that opportunity be given him to furnish a better pedestal and have it suitably inscribed.

Respectfully submitted

J. H. Van Amringe
Arthur D. Weekes
Julian C. Harrison
Committee

October 29, 1906

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THE SIGNIFICANCE OF HAMILTON HALL IN UNDERGRADUATE LIFE AT COLUMBIA*

Hamilton Hall is destined to be the heart of Columbia College, precisely as Columbia College has been and is and will be, to my mind, the heart of the entire University. The concentration in it of the intellectual activities of the College has a meaning of its own.

Many will see in the dedication today of this splendid structure simply an addition of one more building to the imposing group of halls which already adorn the campus of our University. Yet in it there is much more than this. It is safe to say that no other single building of the University is so significant in its relation to the whole of which it is a part. When Dean Van Amringe was insisting year after year, in season and out of season, sometimes with persuasive blandness and sometimes with oratorical violence, that Columbia College must possess a hall like this, very likely his earnestness was half misunderstood. His listeners always sympathized with his enthusiasm, but now and then amusement was mingled with their sympathy. They may have thought that his pride in the College led him to ask for this new hall, merely because he desired Columbia College not to fall behind the rest of the University in external show. As I understand it, however, the learned Dean was not prompted by an insatiable appetite for architecture. That which lay back of all his earnest pleading was something far more fundamental, far more vital, and far more worthy of his ideals for the College.

He felt, as all graduates of Columbia College who are familiar with its recent history must feel, that in the scattering of its work and the merging of its interests in other departments of the University, there lay the greatest danger of its ultimate subordination, if not of its extinction. There was danger lest the clearness of its individuality should be blurred. There was danger lest its historic past should be forgotten. There was danger lest its rights and privileges and immunities should be ignored and blotted out. And if these things should happen, Columbia College, the base on

* Reprinted from the *Columbia Spectator* of February 2, 1907

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which the structure of the whole University has been reared, would disappear with all its fine traditions and all its humanizing influences.

Hence it is that the ceremonial today is full of meaning. It is the outward and visible sign that the College is to remain an entity, that there is to be no break between its future and its past. Its serious work, its undergraduate life, its very soul, are now provided with a habitation which will in time develop into a stately quadrangle, the very sight of which will prove to the most casual observer that Columbia College stands proudly by itself. It is of the University, yet it is not lost within the University. Within its halls there will be fostered a spirit of pride in the old College and of loyalty to its traditions such as will leave its mark upon all Columbia men.

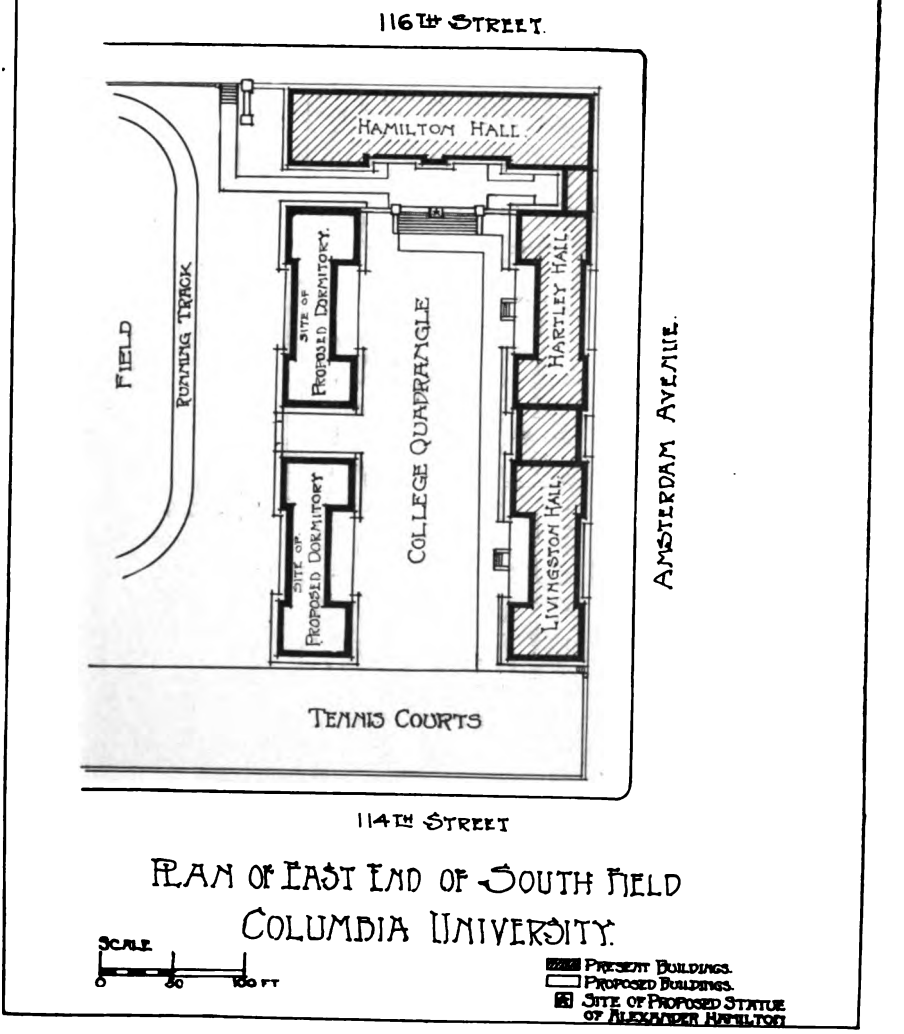
The Hamilton Hall which was erected nearly thirty years ago, when Columbia had another home, marked the first stirrings of the growth which has transformed the small College of the older days into the great University of the present. The new Hamilton Hall accentuates no less emphatically the truth that amid all the change and swift expansion there still remains an important element of stability and wise conservatism. Columbia looks toward the future but it does not forget the past; and the old memories will be enriched by newer ones, all forming one harmonious continuity.

Much is said in the college papers, at student meetings, and at alumni dinners about the creation of a "college spirit," and the attainment of a "college atmosphere." These things, however, do not come by taking thought. The very fact that they are so much talked of is evidence enough that they are still to seek or that they exist precariously. If only the students of Columbia College give to it their genuine devotion, if they think of it with loyalty and love, then the college spirit and the college atmosphere will come unnoticed and unsought. The unification of the College makes this possible today; and this, I think, is the true meaning of the ceremony which is to give both to the College and to the University, the hall which bears the name of Columbia's most famous son.

HARRY THURSTON PECK, '81

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Plan of East End of South Field
Columbia University.

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HAMILTON HALL

As compared with the other academic buildings of the University, Hamilton Hall possesses a character and a dignity all its own. From whatever point the exterior is viewed it commands respect, and the spacious vestibule with its warm terra cotta coloring and bronze busts conveys an equally agreeable impression as to the interior. A description of the building was published in the QUARTERLY* when the building was in course of construction, but in connection with the opening of the hall some particulars may be of enough interest to bear repetition, especially to those of the alumni who were not present on that occasion.

The building stands on the south-west corner of Amsterdam Avenue and One Hundred and Sixteenth Street, and it is the intention of the trustees to place Kent Hall, which will probably be the next to be erected, on the opposite corner. Its position in reference to the College quadrangle is shown by the accompanying diagram.

In its materials and general architectural style, Hamilton Hall resembles the other University buildings, but a more extensive use has been made of stone, and it has received a somewhat more elaborate treatment, especially on the south front, the principal façade, in which there are three entrances, grouped under a portico of massive columns. The external dimensions of the building are 208 feet 8 inches by 55 feet 10 inches. On the first floor, immediately opposite the entrance, are the offices of the Dean; the remainder of the floor being occupied by the department of mathematics (see accompanying floor plan). The feature of the second floor is the College Study. This is a room somewhat more than fifty feet square, situated at the easterly end of the building and having light on three sides, furnished as a library and study, and containing five thousand volumes, selected especially for the use of undergraduates. So situated and so admirably equipped for the purpose, the Study cannot fail to be of the greatest value to the students. The remainder of this floor and of the mezzanine floor above it will be occupied by the departments of Ro-

* December, 1905.

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mance and Germanic languages; the third floor by the departments of Greek and Latin; the fourth floor by the department of English, and the fifth by the department of History. All of the upper floors can be reached by an elevator as well as by two flights of stairs, which, like the rest of the building, are fireproof. There are forty class-rooms ranging in seating capacity from thirty to two hundred and fifty students each, with a total seating capacity of twenty-five hundred. There are also forty-seven studies for officers, and large and well lighted locker-rooms and lavatories for the students. The building is connected with the University power-plant by a subway through which steam and electricity are conveyed.

The Hall stands upon a terrace five feet above the level of Hartley and Livingston, and a broad flight of granite steps will descend to the lower level. In the center of these steps, upon a granite platform and pedestal, the College Alumni Association purposes placing a bronze statue of Alexander Hamilton.

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DOORS OF HAMILTON HALL
PRESENTED BY THE CLASS OF 1880

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GIFTS AND MEMORABILIA

The class of 1880 has been the first to place in Hamilton Hall its memorial, consisting of the elaborate wrought iron grilles which guard the outer doors of the building and which constitute a conspicuous ornament. The College Alumni Association paid the cost of carving the three seals of the corporation on stone escutcheons immediately above the entrance, representing the three periods during which the College has been under the administration of the governors of King's College, the regents of the University, and the board of trustees as now existing. Two gifts of an individual, Dr. J. Ackerman Coles, '64, find a suitable place in the vestibule, and add much to its appearance; the one consisting of a very fine bronze bust of Augustus Cæsar, mounted on a pedestal of green marble, given by Dr. Coles as a memorial of the professors of his time, their names being engraved upon the base; the other gift being a bronze head of Homer, similarly mounted. Several individuals have already offered to add to the collection of plaster casts of representative men now in the College study. Another class is considering the placing of a stained glass window in the study, and the examples already given will doubtless lead still other classes as well as individuals to contribute in various ways to the beautification of the building. Many opportunities are offered in its ample halls and rooms; such as the substitution of marble columns for those of composition in the vestibule, and the erection of wall fountains for drinking water, for which places have been prepared on several floors. Scarcely anything would add more to the attractiveness of the rooms and corridors than a collection of large solar prints representing great works of art and nature. The College Association has taken the lead in this direction by hanging in the Dean's offices a collection of prints, of which one group represents the King's College period; another the period when the College stood in Park Place, and another the Forty-ninth Street period. The Association has also presented a number of engraved portraits and autograph letters of distinguished alumni, of which the following is a list:

Samuel Johnson—First President of King's College 1754–1763.

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Samuel Provoost, class of 1758—Trustee of Columbia College 1787–1801; Bishop of New York 1787–1815.

John Jay, class of 1764—Chief Justice of the Supreme Court of the United States 1784–1795; U. S. Envoy Extraordinary to Great Britain 1794; Governor of the State of New York 1795–1801 (two engravings).

Egbert Benson, class of 1765—Judge of the New York Supreme Court 1794–1801; Chief Judge, U. S. Circuit Court 1801–1802; Trustee of Columbia College 1804–1813.

Robert R. Livingston, class of 1765—Chancellor of the State of New York 1777–1801; U. S. Secretary for Foreign Affairs 1781–1783; U. S. Minister to France 1801–1804.

Alexander Hamilton, class of 1777—representing Hamilton as an Artillery Officer, full length, and Hamilton as Secretary of State—also an etching in the College Study.

William Samuel Johnson—First President of Columbia College, 1787–1800.

De Witt Clinton, class of 1786—Governor of the State of New York 1817–1821; 1825–1828.

Daniel D. Tompkins, class of 1795—Governor of the State of New York 1807–1817; Vice-President of the United States 1817–1825.

Gulian C. Verplanck, class of 1801—Trustee of Columbia College 1821–1826; Representative in Congress 1825–1833; Vice-Chancellor of the University of the State of New York 1858–1870.

John Henry Hobart—Trustee of Columbia College 1801–1830; Bishop of New York 1811–1830.

Samuel L. Mitchill—Professor of Natural History, Chemistry, Agriculture and other arts depending thereon 1792–1802.

Hamilton Fish, class of 1827—Trustee of Columbia College 1857–1893; U. S. Secretary of State 1869–1877.

Abram S. Hewitt, class of 1842—Representative in Congress 1875–1879; 1881–1886; Mayor of the City of New York 1887–1889; Trustee of Columbia College 1901–1903.

Frederick A. P. Barnard—President of Columbia College 1864–1889.

Francis Lieber—Professor of History and Political Science 1857–1872.

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COLUMBIA UNIVERSITY ALUMNI ORGANIZATIONS

ALUMNI COUNCIL.—*Officers:* John Howard Van Amringe, '60, chairman; Howard Van Sinderen, '81 S., '83 L., secretary and treasurer, 35 Wall Street. *Members:* from the College—J. Howard Van Amringe, '60, John B. Pine, '77, Williard V. King, '89; from the Law School—George W. Kirchwey, Dean, Howard Van Sinderen, '83, Gustavus T. Kirby, '98; from the College of Physicians and Surgeons—John S. Curtis, M.D., '70, Frank W. Jackson, M.D., '79, Walter Mendelson, M.D., '79; from the Schools of Applied Science—Eben E. Olcott, '74, Francis B. Crocker, '82, James F. Kemp, '84.

ALUMNI ASSOCIATION OF COLUMBIA COLLEGE.—Julien T. Davies, '66, president, 32 Nassau Street; William B. Symmes, Jr., '98, secretary, 52 Broadway.

ALUMNI ASSOCIATION OF THE COLLEGE OF PHYSICIANS AND SURGEONS.—T. M. Cheesman, M.D., '78, president; Henry Ewing Hale, M.D., '96, secretary, 752 West End Avenue.

ALUMNI ASSOCIATION OF THE LAW SCHOOL.—Morgan J. O'Brien, '75, president; Frederic White Shepard, '97, secretary, 280 Broadway.

ALUMNI ASSOCIATION OF THE SCHOOLS OF SCIENCE.—John Parke Channing, E.M., '83, president; Ralph E. Mayer, C.E., '79, secretary, Columbia University.

SOCIETY OF ARCHITECTS.—D. Everett Waid, '92, president; H. S. Kissam, Ph.B., '86, secretary, 156 Fifth Avenue.

ASSOCIATION OF DOCTORS OF PHILOSOPHY.—Frederic L. Luqueer, Ph.D., '96, president; Rudolf Tombo, Jr., Ph.D., '01, secretary, Columbia University.

ASSOCIATE ALUMNÆ OF BARNARD COLLEGE.—Eva Sherwood Potter, '96, president; May Amerman Johnson, '03, corresponding secretary, 460 West 152d Street.

TEACHERS COLLEGE ALUMNI ASSOCIATION.—R. R. Reeder, Ph.D., '00, president; Clara B. Kirchwey, corresponding secretary, 908 St. Nicholas Avenue.

ALUMNI ASSOCIATION OF THE COLLEGE OF PHARMACY.—W. A. Hoburg, Jr., president; R. Gies, secretary, 2351 Jerome Avenue.

ALUMNI ASSOCIATION OF THE COLLEGE OF PHYSICIANS AND SURGEONS, LONG ISLAND.—Dudley D. Roberts, M.D., '98, president; Walter A. Sherwood, M.D., '97, secretary and treasurer, Bergen Street and Carlton Avenue, Brooklyn.

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California Association.—Harry M. Sherman, M.D., '80, president; John C. Spencer, M.D., '82 C., '85 P. and S., secretary, 590 Sutter Street, San Francisco, Cal.

Colorado Association.—F. H. McNaught, M.D., '78, president; Raymond J. McPhee, '05 L., secretary and treasurer, McPhee Building, Denver, Col.

Columbia (Missouri) Association.—Frank P. Graves, '90 C., president; Isidor Loeb, Ph.D., '01, secretary and treasurer, Columbia, Mo.

Connecticut Association.—Gustavus Eliot, M.D., '80, president; Charles S. Baldwin, '88 C., secretary and treasurer, Yale University, New Haven, Conn.

District of Columbia Association.—W. Duncan McKim, M.D., '75 C., '78 P. and S., president; Geo. O. Totten, Jr., '91 Arch., secretary, 808 Seventeenth St., N. W., Washington, D. C.

Illinois Association.—John A. Ryerson, '85 C., president; George S. Rice, '87 S., secretary and treasurer, 734 Rookery, Chicago, Ill.

Indiana Association.—Oscar L. Pond, '02 L., Ph.D., '07, president; Louis A. Bacon, T.C., secretary, 20 North Walnut St., Indianapolis, Ind.

Kansas City Association.—Rt. Rev. Edward R. Atwill, '62 C., president; Lester W. Hall, '01 L., secretary, 304 Fidelity Trust Building, Kansas City, Mo.

Kentucky Association.—George S. Briggs, '88 L., president; Franz A. Busse, '03 S., secretary and treasurer, 900 Third Avenue, Louisville, Ky.

Madison (Wisconsin) Association.—John L. Kind, Ph.D., '06, president; D. L. Patterson, Pol. Sc., secretary, University of Wisconsin, Madison, Wis.

Michigan Association.—E. Taylor Tappey, M.D., '79, president; Theodore A. McGraw, Jr., M.D., '02, secretary, 73 Cass St., Detroit, Mich.

Minnesota Association.—David F. Simpson, '84 L., president; William A. Schaper, Ph.D., '01, secretary and treasurer, University of Minnesota, Minneapolis, Minn.

Nebraska Association.—Victor Rosewater, Ph.B., '91, Ph.D., '93, president; William F. Milroy, M.D., '82, secretary and treasurer, Omaha Medical College, Omaha, Neb.

New Jersey Association.—Ruford Franklin, '86 C., president; Arthur Frederick Egner, '03 C., secretary, 1015 Broad St., Newark, N. J.

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STUDENT ENROLMENT, COLUMBIA COLLEGE, 1857–1907

Year	No. of Students	Year	No. of Students
1856–1857	145	1882–1883	281
1857–1858	152	1883–1884	264
1858–1859	173	1884–1885	257
1859–1860	202	1885–1886	241
1860–1861	195	1886–1887	230
1861–1862	211	1887–1888	228
1862–1863	186	1888–1889	235
1863–1864	158	1889–1890	269
1864–1865	155	1890–1891	272
1865–1866	149	1891–1892	298
1866–1867	140	1892–1893	296
1867–1868	144	1893–1894	271
1868–1869	147	1894–1895	252
1869–1870	129	1895–1896	262
1870–1871	120	1896–1897	307
1871–1872	116	1897–1898	335
1872–1873	123	1898–1899	403
1873–1874	127	1899–1900	465
1874–1875	151	1900–1901	476
1875–1876	172	1901–1902	492
1876–1877	190	1902–1903	495
1877–1878	227	1903–1904	504
1878–1879	246	1904–1905	531
1879–1880	278	1905–1906	589
1880–1881	285	1906–1907*	635
1881–1882	295		

PERCENTAGE OF INCREASE BY DECADES

1857–1867 . . . —3.45 per cent.	1887–1897. . . . 33.47 per cent.
1867–1877 . . . . 35.71 " "	1897–1907. . . . 106.90 " "
1877–1887 . . . . 21.05 " "	

Percentage of increase in 50 years (1857–1907) : 337.93

* The figures for the present academic year are not final.

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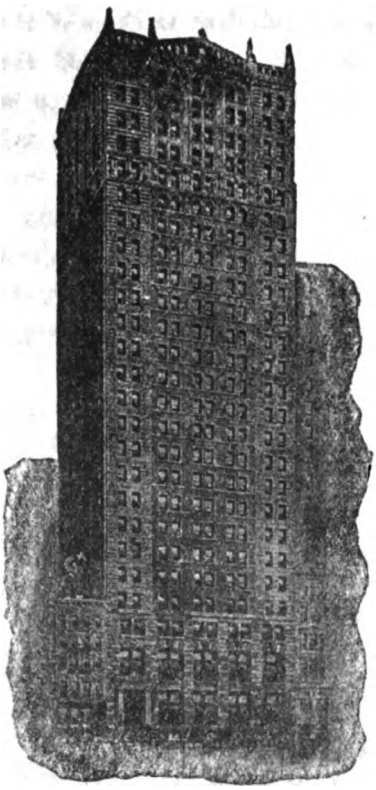
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COLUMBIA UNIVERSITY QUARTERLY

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STANDARDS OF SCHOLARSHIP AND THE PROFESSIONAL SPIRIT IN TEACHERS COLLEGE

IT seems to me, as I review the work of ten years in Teachers College, that the progress made has been most conspicuous along two lines: first, in promoting higher standards of practical scholarship, and, second, in rousing greater interest in teaching as a profession. The two lines are by no means separate and distinct. Mere knowledge of a subject, however profound, never makes a teacher, but knowledge that is sure, precise and directed to definite ends enables its possessor, if he be a teacher born or bred, to accomplish practical results in which he can take pardonable pride and from which in time will certainly come an abiding professional interest.

In the matter of scholarship we have done nothing that any college or university could not have done—and perhaps done better than we have—but the rapid growth of our student body drawn from the teaching profession at large indicates that it has somehow been our fortune to recognize and to endeavor to meet a need unsatisfied by other institutions. In the State of New York, only 7 per cent. of its teachers are college graduates and less than 20 per cent. have ever attended a normal school. The situation in the country at large is even worse. The influence of our colleges and normal schools upon the public school system cannot be meas-

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ured in this way, but such figures show plainly enough how great is the field as yet unoccupied by these institutions.

One hindrance is the operation of the economic law of supply and demand. With an average wage of 736 dollars in the State of New York and an even smaller average elsewhere, there is little inducement for teachers to spend much time and money in equipping themselves for this work—if positions can be had without it. But it is becoming year by year more difficult for college graduates to find employment in the schools at a living wage. Granted that the number of positions annually falling vacant is relatively stationary, and that the number of applicants is relatively increasing, but one result can be expected. The law of supply and demand forces salaries down. And in the majority of secondary schools in this country today no pecuniary inducement is offered the intending teacher to take a college course. On the contrary, there is every reason—uncertain tenure of office, political favoritism, and the like—why the average teacher should invest the least possible amount of paying capital. Indeed, so lightly is the higher education regarded, that it is a question whether the average teacher who must depend on the average salary can afford to spend the time and money necessary in acquiring the college degree.

The educational welfare of the country obviously demands that public opinion recognize a higher standard of professional merit. Public opinion, however, is a shrewd judge of merit of any kind. With respect to teachers as in other matters, Lincoln's aphorism is true: "You can fool all the people some of the time, and some of the people all of the time, but you can't fool all of the people all of the time." The college graduate has been carefully weighed these many years past, and too frequently he has been found wanting. The specialist and the normal-school graduate have also been tested and the popular verdict is that they, too, are poor craftsmen. But with nothing better in sight, and with no recognized standard of professional fitness, the school board and the wage they offer have come to be the controlling power. Moreover, it is evident, I think, that this condition of affairs cannot be materially changed so long as the chief factors in the problem remain the same. Our only hope lies in the introduction of a new factor more powerful

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than any now existing—the professionally trained teacher specially fitted for his work.

It may be argued that inasmuch as the cost of a college education even now tends to exclude the best material from the majority of schools, no further expense can reasonably be expected by way of special preparation. While I acknowledge the strength of the argument, and fully realize that ultimately professional standards must conform to economic laws, I must still insist that a distinctly good thing appeals powerfully to the common sense of the American people. And if the American people see that a thing is worth having, they know how to pay for it without grumbling. The better class of schools the country over pay fair salaries and insist on getting the ablest teachers. The very fact that competition for these positions is so disagreeably keen is the surest guarantee of better teachers. An annually increasing number of college graduates learn from experience that the best preparation they can make is none too good for the places they desire to fill. They cannot afford to compete, other things being equal, with those whose preparation has been less expensive than theirs; the only hope of the ambitious collegian is to put himself distinctly above his competitors in his chosen field. He must do as the business man does under analogous circumstances: increase his capital and make ready for a bigger business.

The fact that there is a demand for first-class teachers in every field from the kindergarten to the university, presents precisely the opportunity which Teachers College desires. We have thought to avail ourselves of the best that is given elsewhere, and to supplement it with the best that we can devise, due regard being given to the economic conditions which determine the length of the course that is possible in any department. We get as students college graduates, normal school graduates and specialists from technical schools. Our business is to give them as much as possible of what they will need in the best positions open to them. Students of art, for example, fresh from studios of professional artists, may need still further instruction in formal drawing, or painting, or modeling, or some other phase of the fine arts, but they are sure to need special training in adapting their knowledge and skill to the requirements of the school-room and to the needs of young children.

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The specialist who teaches children as he himself has been taught as an adult, deserves to fail. And yet that is precisely the shortcoming of the average college graduate on first entering an elementary or secondary school. Young college graduates come to us as pseudo-specialists in some one of the collegiate studies and are altogether too ready to continue that form of specialization in their professional training. We have made it possible for them to do so because in our experience it rarely happens that a student has sufficient command even of one subject to teach it properly. The blame is not easily placed. In one sense it may be imputed both to the student and to the modern college course, but from another standpoint, neither the college nor the student is at fault. Some day we shall cease to regard the college course as professional training for teachers, and then we shall cease to blame college graduates for not knowing the subjects they intend to teach. The fact is that what is taught in the average college course is not suited to school needs. Perhaps, if it were entirely suited to such a purpose it would not be a proper college course. The college course is an essential prerequisite to the professional training of teachers for secondary and normal schools, but we should not lose sight of the fact that the cultural discipline of the college course is no substitute for the technical equipment in the particular subject, which every teacher must acquire either by experience in the class-room or by professional training. No professional school tries to equip its students with all they may need in professional life, but it should strive to systematize the body of knowledge employed in professional service in accordance with the highest professional ideals and the best scientific principles, to the end that the period of irresponsible practice may be reduced to a minimum.

So far as secondary teaching is concerned, and, to a degree, teaching in other grades as well, one chief object of our work is to give that instruction which will unify the student's knowledge acquired in preparatory school and college, and assist in supplementing and organizing his materials in such a way as to be of greatest service to him in his future professional work. It is immaterial whether such instruction be called academic or professional. It is academic in that the matter of instruction is drawn from subjects

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commonly taught in our schools and colleges; it is professional in the sense that in the selection of materials and their arrangement into a course attention is fixed solely upon the professional needs of the student. Such courses are now given in one form or other in every department of Teachers College, and while we still depend upon the University departments to supply considerable academic instruction to our students who are deficient in their regular preparation, I think the time is coming when we shall require for admission such academic equipment as the colleges may reasonably be expected to give and confine the work of our students to those courses specifically intended for teachers.

The distinction between academic and professional instruction, as the terms are used above, is like that between pure and applied science. One may regret that any such distinction should be recognized, but in a university system some such differentiation is bound to grow up. The student who pursues a subject for the sake of making professional use of his knowledge may be no less a scholar than he who pursues it with equal diligence for its own sake. In my opinion a strong argument can be made for the superiority of that type of scholarship which is directed to practical ends, but the most that can be said in any case is that there may be a difference in kind and extent—not necessarily in quality or quantity. At any rate our experience is that when an intending teacher has laid a sufficiently broad foundation in general scholarship—as broad as economic conditions will warrant—it becomes necessary to specialize in those subjects which he will later use in teaching. By such specialization I mean not only additional study of the academic kind, but particularly that kind of specialization which equips him to use his knowledge in a professional way. And the greater the average student's general scholarship, and the more profound his special knowledge of the subject, the more he needs guidance in its presentation. He who knows only so much Latin or history as is contained in a high school course has no particular need of guidance as to what he shall teach. For him the text-book contains it all and his function in the class-room is confined to hearing recitations. But the teacher who has mastered the elements of the Latin language, who knows the classical literature and archæology

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and who appreciates the significance of Roman life and thought in the formation of our modern civilization, is hopelessly at sea when he first undertakes to instruct boys in their preparatory Latin course. The student trained as a historian is not necessarily an excellent teacher of history; the chances are in his favor, but judging from the best of university products, the outcome is none too certain, even with college classes. Except in rare instances, the college graduate has no perspective on any subject. He takes this course or that as fancy dictates. The greater his interest in a subject, the more likely he is to specialize narrowly—in university parlance, to engage in research work. I have no fault to find with productive scholarship or with the methods pursued in our university departments to attain that end. It should be recognized, however, that it is professional work and directed to ends that lie far afield from the practical work of our lower schools. What our schools need in teachers is scholarship exact, comprehensive and unified, in order that pupils may acquire thereby knowledge that is stimulating, inspiring and useful.

The teacher who can do his work well will eventually come to take pride in it and magnify his calling. He becomes self-respecting and his work respectable. He will not stultify himself for personal gain or refuse his aid in any righteous cause. These are the conditions of professional service and towards these ends Teachers College has made much headway. The results are already in evidence through the records of our students in the field. They do take pride in their work and to the best of their ability they are living up to our ideals. They are to be found in the colleges and universities, in normal schools, in public and juvenile schools of every grade; they are college presidents and professors, superintendents and principals of schools, supervisors and class teachers; they are at work in the United States, Porto Rico, Hawaii and the Philippines, in Canada, Mexico and South America; in China, Japan, India, Syria and South Africa. And so far as I can judge, the same enthusiasm and devotion to duty characterize the teacher in the negro school of the south and the missionary in the far East, or the teacher on the lower east side in New York City, and the professor in an American college or the superintendent of a city system of public schools.

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The graduates of Teachers College are devoted to the institution and they are loyal to Columbia University, as the roll of alumni organizations amply demonstrates.

Loyalty to one's *alma mater* may mean much or little, but in our case it is not based upon adventitious circumstances. We have no athletic sports, no crew, no football, no baseball, no glee club, no debates, no fraternities, no intercollegiate meets—in fact we are without any of the accessories commonly believed to be of importance in college life, and yet we manage to have a good time and find something to do every day.

That which gives zest to our work and is manifest in the spirit of our faculty and the devotion of our students, is the every-day touch with practical life. Every student knows what he wants and every instructor is daily forced to meet a practical situation. What is the meaning of education?—not merely for some one else at some time more or less remote, but for us Americans in this twentieth century? What is a good school and what should it do in a democracy? What is the relation of education to crime and how can character be morally insured? What should be done with the atypical and abnormal child, with the children of foreigners and the waifs of the street? What is the cost of schooling as it is given and how can more be given for the money? How can poor teachers be made better teachers and lifted above the plane of time serving? Is this course of study the best for these conditions? What can be taught advantageously in this particular subject when nine-tenths who study it can give only five hours a week for forty weeks? How can it be presented with the minimum of effort? What is the purpose of this particular school in my own home town?—such questions as these are ever before us and they demand an answer. No one of average intelligence with good red blood in his veins can fail to be interested when confronted with problems so fundamental in our social life. If scientific interest and the impulse to relieve human suffering are sufficient inducement to professional service in medicine, surely the desire to alleviate human misery and to pass on to the next generation the best spiritual possessions of the present should tempt any person altruistically inclined to become a teacher, in the hope that his work may be a

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perpetual benediction to all who share its fruits. This is, I believe, the spirit of Teachers College and to my mind it is our most valuable asset.

JAMES E. RUSSELL

EDUCATION AS A UNIVERSITY STUDY

USING the number of years by which generations are conventionally reckoned, it is for only a little over one of them that education has had any standing as a university subject. When all the work of a university is in education, how absurd, the argument used to run, to attempt to make education a separate topic of study! And if further attention was given to the matter, beyond that summary method of disposal, it was enough to call up an image of "pedagogy" as the pretended art of teaching teachers how to teach by means of trivial devices and patent panaceas, all of which tended to make "method" a substitute for knowledge of subject-matter. Adding a few remarks about the inborn personality of the teacher, the need of experience and tact, made the case quite complete. This is not the place to record the statistics of the invasion of universities by first stray teachers of the subject of education, then by departments, and latterly by completely organized schools and colleges paralleling those of law and medicine. It is enough, perhaps, to recall that in the past year the university whose president was once credited, whether rightly or wrongly, with the remark that any intelligent person could learn in a few hours all that can be learned, theoretically, about pedagogy, has erected that subject into an independent department.

Doubtless, however, the notion still persists in the minds of some Bourbons of culture, that the main purpose of educational theory is to peddle handy and cheap ways of teaching a subject without much scholarship in it—much as if scientific medicine were thought to be exhausted in setting forth ways of making cod-liver oil and other nauseating drugs more palatable. And many of those who take a more serious view of its possibilities, rarely pause to consider the impressive scope of the topic as matter of a strictly

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university discipline. It may be asserted, without danger of successful challenge, that no subject touches life on so many sides, and brings with itself such a wealth of materials combined with such stimulating outlook upon the past and the present of humanity. It goes without saying, that the school is a social institution. But in spite of the practical devotion of American publicists and taxpayers to the cause of the schools and of the oratorical flourishes to which the topic has lent itself ever since at least the days of Edward Everett, neither political science, nor its younger sister, sociology, has, till very recently, taken seriously all that is involved in the fact that the school is an institution like the family, like the church, like business, like government, and that it would reward as careful a study.

Consider first the institution in its more external aspects, in its mechanism. There are the economic problems of the construction, maintenance and equipment of buildings and of the fixing and grading of salaries. That these problems are political, as well as economic, is testified to by the discussions going on in practically every large American city today; questions of the inadequate supply of sittings, of half-time pupils, and inadequate rented buildings, of agitations for increase of salary, for better methods of classifying teachers with respect to rate of pay, etc., etc. Is it complimentary to the social leadership of our universities that they should ignore such investigation and discussion as will fit their graduates to speak with some authority, from the intellectual standpoint, upon the economic and political aspects of such questions, to say nothing of the ultimate human interests involved? Unless such matters somewhere are made the objects of systematic study, they will continue to be settled in the future as in the past, by clamor, rule-of-thumb and the interests of ward politicians. And still upon the external side, there are indefinitely numerous and complicated hygienic and æsthetic questions; problems of sanitation, of heat and light and ventilation, of seats and blackboards and play-ground space, etc., questions that of course in their most technical aspects must be dealt with by architects, but also questions with reference to which it is important that the professed leaders of public education should be competent to direct and to form public opinion.

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Then there is the mechanism of administration; the position and operation of the school as part of the whole scheme of civic and state administration. It is not long since the entire American literature on this subject was summed up in compendia of "School-laws." Now we have discussions of the relations of the federal government to education; of various types of state, county, township and district organization; of school consolidation and transportation of pupils; of the phases of school administration to be included in the city charter and those to be left to school-boards; of the right organization of such boards, and of the division of functions between it, superintendent and business-manager; of the definition of duties and rights of all the constituent portions of the school system, superintendent, associate or district superintendents, supervisors, principals, teachers, etc.; the formation of school budgets; the making of school reports with such degree of system and uniformity that those from different cities may profitably be compared by students of statistics, economics and civil government, as well as by educators, etc. And each of these subjects ramifies in countless directions.

Passing from the outside to more vital matters, there are the countless problems of concern to the sociologist and the moralist, as well as to the man who claims the title of statesman. The question of child labor is but one phase, the reverse phase, of the question of child education; compulsory education; parental schools, truant schools, reform schools; the training of the defective classes, cripples, feeble-minded, of the unfortunates, the deaf and the blind; the organization of special schools for special classes, evening schools, industrial schools, clubs, play-grounds, recreation centers, are all questions of the proper direction of social forces. It is only a question of time when, whether under the head of education or under some other rubric, the sociology of the child will gather into itself and organize a large number of topics now scattered at large through fields of philanthropy, penology, economics, law, and medicine. The one thing still most certain is that every member of society is born and dies; in other words, that society has continually to maintain its life by renewing it through the immature. Yet it is this most certain and most salient of all

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sociological facts which is most commonly ignored; a fact which can never receive its proper attention until education is recognized not merely as a fitting topic for serious and prolonged study, but the most important of subjects for such study.

The inventory of the capacities of education as a university study must include at least passing reference to the historical side. If it be true that an adequate knowledge of one organ enables the scientist to reconstruct the entire organism, it is surely true that an adequate knowledge of the educational machinery, subject-matter, ideals and methods of Greece, Rome, mediæval Europe, or of the Germany, England and France of yesterday, initiates us into the inmost secrets of those people. To know their education is to know their family life, their religion, their science and their philosophy. This history covers both the history of institutions and of ideas. The history of education is the history of the social mechanisms by which the immature have been bred true to social type; of the speculations by which men have sought both to justify and to reform their social types; of the progress of mankind in the arts of war and of industry, and of the development of the various sciences. None of these things, not the most abstract of the sciences, lives in the vacuum, not even if we label this vacuum "mind"; they live only in processes of social transmission and communication—that is, in last resort, of education. The history of education is the history of intelligence, applied and "pure."

I have not touched upon that aspect of education which, since it was the first to receive recognition, through the formation of normal schools, by the teaching profession itself, still bulks most largely in the public eye—methods of dealing with children in instruction and discipline. However great errors may have been committed in the name of "method," these are none the less topics for profound and multiform scientific study here. Psychology, whether physiological, experimental or social, is still in its scientific infancy. We do not discredit medicine and surgery because they waited so long upon the necessary advances of chemistry and bacteriology and physiology to emerge from the empiric and quasi-magic stage to that of intelligent arts. And there is no subject, reading, writing, arithmetic, drawing, music, manual training, his-

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tory, foreign language, or whatever, of which it can not be said that certain methods of teaching are physiologically and intellectually (and hence morally) better than others. The respective values of these methods are capable of scientific determination, and, until this determination has taken place, we are working blindly with the most important of all forces. No sensible person will hold that we have as yet got very far in these regions; but it needs no argument to show that the modern university does not exist simply to rehearse the knowledge of the past; that it exists precisely because there are so many fields in which, relatively, we have not got very far, but in which it is most important that we shall get farther; and in which the type of inquiry and discussion that the university exists to foster is the sole means of advance.

I should like to say a word about another phase of the study of education which, not of great interest to large numbers, makes up, perhaps, for this lack by the intensity of the fascination it has for a few: the philosophic side of education—its abstract theory. Philosophy is always tending to run to seed; and, as happens in such cases, the seeds both deteriorate in quality and are spread by chance to grow weeds—that is, plants which use up the soil to little avail. Philosophy, like any specialty, tends to develop its own technique to a point where the ends for the sake of which the technique was created are forgotten; problems of technique take the place of problems of life, and, by a strange irony, are regarded as the questions for which the questions of life exist. There is no more certain way of recalling to the student these basic and ultimate questions than to have philosophy presented in the concrete—in the form of its bearing upon the conduct of education. Take the group of problems centering in the theory of knowledge. When they have been worn threadbare by much discussion, when they have been reduced to questions which exist only for the philosopher and for him only in the moments in which he philosophizes, they get a pregnant vitality when they are presented as the formulation of the practical educational questions of, say, the relation between intellectual training and the better control of conduct; of the relation between science and art, of the naturalistic and the humanistic studies; of the proper division and correlation of the

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sciences. Then one sees that the isolated technical problems of the philosophic class-room neither begin nor end in philosophy itself, that philosophy is only a language, a way of phrasing conflicts upon which men actually divide in their more unconscious and habitual procedures. Rationalism versus empiricism, the proper reconciliation of the claims of sensation and thought, get a new meaning when one views them as questions of the right use of observation and thinking in the economy of instruction. The problem of the relation of mind and matter becomes a more humanly significant topic when one has envisaged it in terms of the adjustment of the respective claims of liberal culture and serviceable industry within the school—and so one might go through the list of all the time-honored philosophical questions.

I hope I have not said anything that is not only obvious but so obvious as to raise the question why it is worth while setting down such commonplaces. But it is commonplaces that are of chief importance and yet they are the last things to receive scientific education. Science begins with the stars and with mathematical points —with things remote and abstract—and only slowly comes to man —to the intimate and the concrete. The most common of all things is the growth of helpless infancy into trained maturity; it is so common that it is left to go its own way subject only to custom, to caprice and to the display of superior power. Yet upon the course it takes depends the direction that the course of society takes. Either there is no possibility of any deliberate, conscious direction, or else scientific study, the type of study that is at home in the university, must supply it.

There is an additional reason for attaching importance to education as a university discipline under American conditions. Our political and social traditions are against any systematic and centralized control of education from governmental centers and bureaus. Extreme local self-government is the rule in education even more, if possible, than in other parts of our administrative processes. Some regret this; others see in it a recognition of the change in the spirit and ideals of education that must come with democracy. When the aim is a suppression of many features of individuality, especially those which make for variation and initiation, by run-

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ning all into a common mould, an authoritative system proceeding by hierarchical gradations, from superior to inferior, till at last it reaches the *infimus gradus,* the child, is natural. But if development of self-initiative and self-responsible personalities is the aim, there must be greater opportunity for flexibility, experimentation and local diversity. But whether one regret or approve, our educational systems are in need of some sort of direction from expert sources. If it does not come with coercion, it must come voluntarily. If it is not undertaken with the authority of a bureaucracy, it must be with the authority of science and philosophy and history. The universities are the natural centers of such free and sympathetic organization. It is for them to gather and focus the best that emerges in the practices of the present; it is for them to experiment in the development of more adequate conceptions of subject-matter, and to issue the results to the school with the *imprimatur* not of officialdom but of intelligence. Through education of leaders, through the avenues of persuasion and conviction, they must perform the task of selection and of organization, which ministers of education effect under more autocratically centralized schemes. In fine, the scientific study of education should represent the finest self-consciousness of the university of its own work and destiny—of its mission for itself and for the society of which it is both minister and organ.

JOHN DEWEY

THE STATUS OF EDUCATION IN AMERICAN UNIVERSITIES

THERE is a great difference between the first scholastic universities of the Middle Ages and the modern universities of a democratic and American society. Every great movement which has refocused or revolutionized human thought has made its contribution to this institution of highest learning. Each movement has given a new spirit, a changed method, an enlarged scope. Upon its scholastic foundations the humanism of the Renaissance and the Reformation made perpetual room for the study of language,

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literature and the personal life. Again, the labors of modern science constructed a place for the natural world and its interpretation through the superb method of scientific thought. And now, a newer movement of addition is at work expressing itself in that increased interest in human and social affairs which, within the university, has manifested itself in two ways: First, in the large expansion of historic study and the introduction of economics, sociology, education and similar subjects, and, second, in the careful overhauling and standardizing of those professional schools of law, medicine, engineering, etc., where the university gives specific ministry to social needs.

The introduction of "education" as a general and professional subject for study and investigation in the university is one of the lines along which the so-called sociological movement of recent decades has manifested itself. Three quarters of a century ago there was not a single course given upon the theory of education within an American college. During the academic year 1903–4 two hundred and thirty colleges and universities report students in courses intended for the professional training of teachers.* Where less than thirty years ago there was not a single university chair given over completely to the subject of the theory and practice of education, in 1904 one hundred and thirty-five institutions reported administrative provision for professors of pedagogy or heads of departments of education.†

Such a large and rapid growth in a comparatively new field requires some explanation. Two suggest themselves. Either the universities (1) have been exceedingly progressive and have led in the creation of a demand for the better training of educational workers by providing facilities, or (2) the demands of a democratic society, committed to a system of free public education, have been so great, that the universities have followed the public desire. The main cause of the rise to important status of the study of education is to be found in public demand. Undoubtedly there have been,

* Report U. S. Commissioner of Education, 1904, vol. 2, pp. 1688, 1690–1697

† Report U. S. Commissioner of Education, 1904, vol. 2, pp. 1169–1171. Five of these were vacant at the time of reporting. In some institutions two chairs were coupled, as "philosophy and education," "psychology and education," etc.

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here and there, certain universities quick to anticipate the public need, but the traditional conservatism of many university men toward the social studies, the complex phenomena of which do not lend themselves as readily to the exact standards of method and result obtained in the natural sciences, is too well known to allow us to state that the "liberalism of the universities" has been the main cause of this growth.

It is far more likely that certain interests, which have become dominant in the consciousness of our democratic society, because of the problems they create, have forced themselves into the university. In all probability, education, along with economics and sociology, has been given over to the clear and careful thinking of our most scholarly institutions because the social questions that confront us today are to a very predominant extent economic, and because our democratic society relies so largely upon educational agencies for its own protection. A society which expends annually about $344,000,000 for public education is not likely to be indifferent to the theory of education which determines whether or not that vast amount of money shall be economically and efficiently expended. Education is no small interest of the public. If the proportionate willingness to be taxed is an index of proportionate interest and desire, it will be interesting to note that, in the year 1903–4, of the total amount expended for all public purposes by the States, counties, cities, towns, etc. ($691,000,000), nearly two fifths (39.5 per cent.) was paid for common (elementary) schools alone.* With education so dominant an interest in our national life, it is not surprising that the universities and colleges have been called into the service of training the higher teachers and the leaders of public education.

That the demand for professorships, departments and colleges of education in universities is justifiable seems evident. That the institutions for higher education are struggling hard to meet that demand is just as evident. In fact, the extent of the provision made for this newer work of universities is somewhat astonishing.

*Report U. S. Commissioner of Education, 1904, vol. I, pp. x, xi. The number of pupils receiving a public elementary instruction for the same year was 15,620,230. About a fifth of our population was at school.

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Let us first take a general view of the situation without considering detailed differences among the various institutions. About two out of every five institutions for higher education offer some work for the special and professional training of teachers. In 1903–4, there was a total of 607 colleges, universities and technological schools in the United States, 43 of these being definitely indicated as schools of technology. Of the remaining 563 institutions, nominally described as universities and colleges, 230 (or 40.85 per cent.) were reported as offering courses for the training of teachers.*

This provision for some training in the principles and methods of education has not been made in vain. The demand for such work has been as real upon the part of the college student as it has been upon the part of the general public interested in education. During this same academic year there was in the public and private universities, colleges and schools of technology a total enrollment of 128,761 students, graduate and undergraduate men and women included. 22,379 of these were enrolled in schools of technology, leaving a total of 106,382 students in the universities and colleges proper. Of all these students, in spite of the fact that three out of five institutions offered no instruction in education at all, 10,161 students (or 9.55 per cent. of the general total) were in one or more courses in education.† Though three fifths of the institutions gave no opportunity for the study of educational theory and practice, nevertheless one university student in every ten in the United States was pursuing some work in educational theory during the year 1903–4.

The statistics given above apply to all sorts and conditions of institutions, being a general statement for the entire country. A more specific view of the situation in the larger and more important universities of unquestioned standard will give perhaps a better estimate of the status of education.

Taking the fifteen instutions which are members of the Association of American Universities (California, Catholic University, Chicago, Clark, Columbia, Cornell, Harvard, Johns Hopkins, Leland Stanford, Michigan, Pennsylvania, Princeton, Virginia, Wisconsin

*Report U. S. Commissioner of Education, 1904, vol. 2, pp. 1431, 1453, 1688
†Report U. S. Commissioner of Education, 1904, vol. 2, pp. 1417, 1453, 1688

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and Yale), and adding thereto the eight non-association universities listed among the twenty-one large institutions mentioned in the comparative statistical tables of the COLUMBIA UNIVERSITY QUARTERLY for June, 1906 (Illinois, Indiana, Minnesota, Missouri, Nebraska, Northwestern, Ohio State and Syracuse),* we have a list of twenty-three universities highly representative of the best institutions in this country. An examination of the status of education among these colleges and universities gives education a far more important position in university life than do the general figures quoted above.

Of these twenty-three institutions, twenty (or 86.96 per cent.) maintain professorships in the field of education. Three, the Catholic University of America, Princeton University and Johns Hopkins University† maintain no chairs in this field. Of the twenty institutions that make some provision, only two, Pennsylvania and Yale, restrict their purely professional instruction to a single chair in education.‡ In both cases the chairs of psychology cooperate. Twelve maintain departments of standing and organization similar to the academic departments of English, history, chemistry, etc., and are equipped with two or more professors. These are California, Clark,§ Cornell, Harvard, Indiana, Michigan, Nebraska, Northwestern, Ohio State, Leland Stanford, Virginia and Wisconsin.|| The remaining six bear the administrative standing and organization of professional schools and colleges of equal rank with law, medicine, engineering. These are Columbia (teachers college), Chicago (school of education), Illinois (school of education), Min-

* COLUMBIA UNIVERSITY QUARTERLY, June, 1906, p. 346

† The statement is made that such a provision is contemplated at Johns Hopkins University

‡ Among the other important institutions which maintain a single chair in education are Brown, Bryn Mawr, Drake, Louisiana, Miami, Oregon, Rochester, Tennessee, Utah, Wellesley, and West Virginia

§ At Clark University education is included under the departments of phiosophy and psychology. The importance of the work makes the subject of departmental rank, though nominally but a sub-division of a department. Three professors give courses in education, Professors Hall, Burnham and Bentley

|| Among the other important institutions where education is organized as a department, the following may be noted: Alabama, Iowa, Kansas and Washington

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nesota (college of education), Missouri (teachers college), and Syracuse (teachers college).*

In some cases the organization of education is merely that of a department, but the work of a school is carried on without the formal organization. Stanford University is a good illustration of this condition. The theoretic work is given by the regular professors in the department of education, the practice work is done in the State Normal School at San José, the biological, psychological and sociological preparation in the other university departments where these subjects are taught, and, finally, special method courses in Greek, Latin, English, drawing, physics, etc., are given by instructors from the respective departments. The work of a teachers college is done, but without any formal organization of the different lines of work under a unified administrative system. The University of California and other institutions, nominally maintaining only a department, do the same thing. Drake University, with but a single professorship in education, presents a somewhat similar case.

The work of a school of education or a teachers college, regardless of the actual form of administration under which the work is organized, is carried on in this country in four typical ways. (1) Sometimes a single professor of education is found cooperating with other regular professors who give special training in the command of the subject matter and the methods of teaching such subjects as Greek, English, history, manual training, etc. Syracuse University has been a good type of such a situation. (2) Sometimes a department of education (with two or more instructors in education) is engaged in a similar kind of voluntary cooperation with other members of the faculty. Stanford University affords a good illustration of this method. (3) Again, a definitely organized teachers college will be found, with a dean, and a somewhat complete list of professors of education, professors of psychology and professors of the

* Among the other important institutions which have organized schools of education or teachers colleges may be mentioned Arkansas (normal college), Cincinnati (teachers college), Drake (school of education), New York University (school of pedagogy), North Dakota (teachers college), Texas (school of education), and Wyoming (normal school)

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special subjects taught in the public schools, such as Latin, science, etc. The majority, if not all, of these latter instructors are, however, drawn from the already existing staff of the university. There may or may not be a definite practice school for teaching. The University of Missouri maintains a teachers college of such a type. (4) Finally, we have a definitely organized teachers college, the staff of which, whether they be professors of education, professors of psychology or professors of the special methods of teaching a given subject, are preeminently selected for the special use of the teachers college. Practice, observation and experimental schools of kindergarten, primary, grammar, and secondary grade are maintained as part of the educational equipment. The teachers college of Columbia University is the most representative institution of this kind. The school of education of Chicago University is the only other school of this type in the country, but its special faculty is much more limited, both as to mere numbers of instructors and as to range of courses offered. More of its officers are primarily attached to other divisions of the university, also.

The following table will show the relative provision for instruction in education in the list of important universities already given:

TABLE I*

Showing provision of teaching positions for instruction in educational theory and practice

Name of University	Primarily Officers in Department or School of Education					Professors Cooperating from Other Departments
	Professors	Associate Professors	Assistant Professors	Instructors	Lecturers	
Without Provision						
1. Catholic University						
2. Johns Hopkins						
3. Princeton						
Single Professorship						
4. Pennsylvania	1					
5. Yale	1					

*The above table has been compiled from the list of officers given in the latest available registers, usually those for the academic year 1906–7, less frequently 1905–6. Adjunct professors have been classified with associate professors, and tutors with instructors at Columbia University. Associates and instructors have been classified together in the case of Chicago University

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TABLE I (*Continued*)

Name of University	Primarily Officers in Department or School of Education					Professors Cooperating from Other Departments
	Professors	Associate Professors	Assistant Professors	Instructors	Lecturers	
Department of Education						
6. California	1	1	2		2	
7. Clark	2	—	1			
8. Cornell	1	—	1			
9. Harvard	1	—	1			
10. Indiana	1	1				
11. Michigan	2	—	1			
12. Nebraska	2	—	—			
13. Northwestern	1	1	1			
14. Ohio State	1	—	1			
15. Leland Stanford	1	—	1	1	1	
16. Virginia	2					
17. Wisconsin	1	1	1	1		
Teachers College						
18. Columbia	20	6	—	39	7	5
19. Chicago	3	5	3	10	2	(?)
20. Illinois	1	—	2	—	6	(?)
21. Minnesota	1	1	—	1	12	28
22. Missouri	3	—	1	1	—	18
23. Syracuse	1	—	—	—	—	(?)

With all these facilities of varying extent afforded to the American university student, it is not surprising that the enrollment of students in educational courses has been considerable. Of the twenty universities offering courses in education, the complete statistics for fourteen are available. They are indicative of tendencies and are presented in table II. The universities for which statistics are not available are the following: Chicago, Clark, Indiana, Syracuse, Virginia and Yale.

The three institutions which have contributed most largely to the advancement of different aspects of educational study are Clark, Chicago and Columbia. Of these Columbia has the largest number of graduate and undergraduate students of educational theory and practice, and, in consequence, is doing much to give a large body of skilled educational thinkers and workers to the service of public and private education.

Clark University, which did most to foster the child study movement in the days of its largest prominence, still confines itself largely

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TABLE II *

Showing total registration in graduate department, undergraduate liberal arts course (including education), and summer school, also registration of students in courses in education given in each of these departments

Name of University	Number of graduate students		Number of undergraduate students in liberal arts course, including education		Number of students in summer session	
	Total	Education	Total	Education	Total	Education
California	204	49	1495	198	707	130
Columbia	808	260	1470	865	1018	134
Cornell	232	10	705	125	642	140
Harvard	412	29	2448	177	779	38
Illinois	123	6	700	150	512	100
Leland Stanford	67	6	1283	207	.....	.....
Michigan	114	14	1566	300	1047	75
Minnesota	57	20	1386	290	340	65
Missouri	157	23	1000	300	403	125
Nebraska	128	26	959	221	211	73
Northwestern	42	10	862	81	.....	.....
Ohio State	41	2	575	65	280	83
Pennsylvania	250	42	2000	130	200	30
Wisconsin	137	3	1503	188	550	50
Total	2772	500	17952	3297	6689	1043
	Per cent. of total, 18.01— Ratio, 1 to 5+		Per cent. of total, 18.31— Ratio, 1 to 5+		Per cent. of total, 15.59+ Ratio, 1 to 6+	

to the psychological and child study aspects of instruction. While three professors give definite instruction in education, but two, a professor and an assistant professor, carry a definite educational title. The courses offered for 1906–7 were limited to history of education, pedagogical applications of psychology, hygiene of instruction, educational classics and school systems, a total of four courses (amounting to about five hours throughout the year) being offered in the graduate school, and a total of three courses (amounting to about five hours throughout the year) in the college.† In 1907 there were thirty graduate students in education and the same number taking some educational work in the undergraduate college.

The University of Chicago, which has three regular chairs in

* The writer is under obligation to Professor F. E. Bolton of the University of Iowa for the use of material collected by him for a recent report to the Society of College Teachers of Education

† Clark University, Register and announcement, 1906, p. 73. Clark College Record and Catalogue, January, 1907, p. 36

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general educational theory, apart from the professors of the special methods of particular subjects and the officers in the observation and practice schools, offers vastly larger opportunities. With the twenty other officers (exclusive of the president and the assistants) courses are offered in the psychology, philosophy and principles of education, the history of education, the administrative and social aspects of education, the history of education, in kindergarten training, and in the special methods of history, home economics, French, mathematics, natural science, geography, oral and dramatic art, physical education, music, drawing and painting, textile work, plastic art, wood working, metal working, library economy.* In November, 1905, there were 163 students of pedagogy registered.†

The teachers college of Columbia University maintains twenty full professors for its educational work, six of these being in charge of the chairs in general educational theory, which are as follows: history of education, philosophy of education, educational psychology, educational administration, kindergarten education, elementary education, and secondary education. This is the widest extension of educational chairs to be found in the country. The remainder of these full professors are at the head of supervision of teaching in the practice schools or are professors of special methods of teaching particular subjects, the list of which, though larger, follows closely those given at Chicago University. Like the school of education at Chicago, observation schools from kindergarten to high school are maintained. In addition, there are the Speyer schools used for practice and experimental purposes. These extend through the kindergarten, primary and grammar grades. This year, in addition to more than a thousand teachers doing partial work, 1125 resident students of education were registered in the Teachers College (including summer session students), of which number 260 were graduate students.

The maintenance of so large and extensive a university equipment for the training of educational workers is induced and sustained by the large public demand for trained workers in the field of education. This movement is well led by such institutions as

*Register of the University of Chicago, 1905–1906, pp. 103, 104, 312–325

†See comparative table, COLUMBIA UNIVERSITY QUARTERLY, June, 1906, p. 346

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Chicago and Columbia universities. That this effort is well repaid by the influence for good which these institutions come to exert throughout the country may be illustrated by tracing the influence of a single one of these schools of education upon a single line of work. The dominant influence in recent years of the teachers college at Columbia University in the training of professors of education for the lesser universities will serve as an evidence. At Stanford University every one of the men who have held the grade of instructor in education or above within the last five years has been trained in the graduate department of Teachers College. The two latest appointments to the University of California (excepting the new head, who was transferred from the headship of another department) were trained at Teachers College. The assistant professor of education at the University of Washington, a recent appointment, owes the same academic allegiance. These conditions in the far west are repeated in the middle west. The two latest appointments at the teachers college of Missouri, a professor and an assistant professor, are from Columbia University. The same may be said of the two last acquisitions at the University of Wisconsin. In the south, the latest additions to the faculties of education at the University of Texas, the University of Louisiana, William and Mary College, and the University of Virginia are drawn from men trained at the same mother institution.

So long as the public demand is so strong, and so long as there are universities willing to lead so effectively in the supplying of this demand, the status of education in the colleges and universities of this country must be one of large importance to both the community and the university.

HENRY SUZZALLO

STANFORD UNIVERSITY

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PROFESSIONAL DISTRIBUTION OF THE GRADUATES OF COLUMBIA UNIVERSITY AND OF TEACHERS COLLEGE

AN analysis of the distribution among the various professions of the graduates of any institution will furnish the most accurate standard that can be found of the part played by that institution in the social life of the community. The various American universities have functioned quite differently in this respect; and the difference in character of this social relationship in various periods has been quite marked in each institution. A study of the distribution among the professions, of graduates of our own University will indicate the gradual response it has made to broader social needs and demands. It will indicate also the kind if not the full extent of the influence the University has exerted in directing the life of the community. Moreover, a study of the particular element of the graduate body that has gone into the profession of teaching will furnish some estimate of the value of the work of Teachers College and of its relation to the university life as a whole.

It will be helpful to limit the study at first to the graduates of Columbia College as distinct from the University. For the first ten years (1758–68), for the periods from 1798–1800, and from 1811–55, there is no distinction between College graduates and University graduates. In all other years some medical or other professional degree has been conferred in addition to the baccalaureate degree of the College.

It is to be noted that the unknown element in the classification especially of the graduates of Columbia as given in our General Catalogue is very large, the percentage of unclassified graduates being larger than that of any other of our early colleges.* In some of the early five year periods it is so large, in fact, as to invalidate any conclusions.

* Most of the statistical summaries incorporated in this paper were worked out by Mr. Bailey N. Burritt in Education 203–204 (History of education in the United States)

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The most marked feature of the distribution of Columbia College graduates is the continuous preponderance of the law. In only two five year periods is it exceeded by any other profession. These periods are from 1750–60, when 40 per cent. of the graduates entered the ministry as compared with 20 per cent. who entered the law; and from 1771–75, when the ratio was that of 8 per cent. to 3 per cent. However, in this first period of two years there were only 15 graduates all told and in the second five years only 36. In only two five year periods in addition to the first two years mentioned above has the proportion of the graduates entering the ministry reached 20 per cent. These were from 1786–90, when 20 per cent. of the 35 graduates entered the ministry, and from 1816–20, when the proportion was 21 per cent. out of a total of 85. Since 1850 the proportion has never reached 15 per cent. in any five year period; since 1870 it has never reached 10 per cent.

On the other hand, since 1786, when the college resumed its activities after the Revolution, the percentage entering the law has never been less than 20 for any five year periods, save two. These were from 1801–1805 and from 1811–1815, when only 16 per cent. in each period entered the legal profession. In ten out of twenty-four of these five year periods since 1786 the proportion has been over one-third of the class. In one period, 1871–75, it amounted to 48 per cent.

Mercantile pursuits claim the percentage of graduates next largest to the law. From 1810 to 1905 the percentage has varied from 10 to 21 of the total class. On the whole there has been a gradual increase in this group. Since 1860 the percentage has not fallen below 15.

The profession of medicine claims the third largest group of Columbia College graduates. Since 1786–1790 the percentage has never fallen below ten for any five year periods except that of 1806–1810, when it was only seven. The variation has been between ten and twenty-seven per cent., which latter was reached during 1881–85 and 1886–1890. The number entering the engineering professions from the College direct is quite small, never except in the last five year period amounting to 5 per cent. This is largely

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due to the parallel course of the school of applied science. Naturally, also, the number entering farming and other occupations is almost a negligible quantity, and at best one which appears for the most part in the large group of unclassified pursuits.

The group in which Teachers College is most interested, that entering the profession of teaching, is also quite small. The records here are somewhat unsatisfactory, since many of those who have failed to reach the higher ranks of the profession probably remain unclassified by the general catalogue. Previous to 1865 the number engaged in teaching never amounted to 5 per cent., save for the one period 1836–40. Since 1870 the number has amounted to from 10 to 12 per cent. for each five year period.

Including the various professional schools as they have been developed or affiliated with the College, there is no marked change in the relative position of the various groups, with one exception,—the dominance of the medical group in recent years. Unfortunately, however, those receiving the degrees of A.M. and Ph.D. since 1890 are not included in this summary. This to a considerable extent invalidates the comparison so far as the profession of teaching is concerned. A later paragraph will correct this error for the past ten years.

The unclassified group is much smaller with the University than with the College. This is due to the fact that graduation from a professional or technical school may be taken as evidence of an individual's occupation. Since 1815 it has never amounted to over 25 per cent. for any five year period, while from 1860 to 1896 never more than 6 per cent. of the student body remains unclassifiable. That the unclassified group exceeds this percentage during the last two five year periods is due to the relative immaturity of the students.

The decline of the ministerial group and its relative unimportance is more pronounced where the student body is taken as a whole. Since 1870 it has never amounted to more than 2 per cent., while for most of the subsequent periods it has been only one per cent., and from 1896–1900 it amounted to only one-half of one per cent.

Until recently the medical group in the University (as in the

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College) has been the largest. Since 1885, however, the law group has exceeded the medical group. The percentage of law graduates since that time has been 40, 49, 42 per cent., respectively, for the three five year periods. The increase in the engineering group has been most definite and regular. From 1856 to 1868 engineers form only 1 per cent. of the total graduates. Since that date attendance by five year periods has been 3, 3, 6, 10, 11, 15, 19 per cent., respectively. The inclusion of the professional schools renders the mercantile pursuit almost a negligible quantity. From 1795 to 1860 its percentage by five year periods varied from 13 to 21. Since 1860 its decline is indicated by the following percentages by five year periods: 7, 5, 4, 7, 8, 6, 4, 1, respectively. In a similar manner, the relative importance of the teaching group is increased. Previous to 1890, the proportion never amounted to over 5 per cent., and for many five year periods it is only 1 per cent. From 1861 to 1895, during which time the percentage of unclassified is never over 6 per cent., and most often only 2 or 3 per cent., the percentage entering the profession of teaching is usually only 1 or 2 per cent. For the period 1890–95 it reached 4 per cent. This latter, however, does not include the non-professional graduate schools.

After the closer affiliation of Teachers College with Columbia in 1898, the relations of the University to this type of professional activity and this aspect of social demand upon educational institutions became much more marked. The number of graduates from Teachers College upon whom the University conferred a degree or diploma rose from 20, in 1898, to 376 in 1906. Taking the various degrees conferred as an indication of the professions into which the recipients are to enter, a fair statement of this change in emphasis of the social functioning of the University can be drawn from the commencement announcements for the past nine years. The following table is not comparable with the statistical summaries given above, but it at least affords a basis for comparison and indicates the growth we are tracing. Such a comparison cannot be absolutely accurate for a variety of reasons. The recipients of the baccalaureate degree cannot be classified, since no professional choice has been made or at least indicated. In the second place, among those who received an A.M. or Ph.D. degree there are

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numerous cases of recipients of lower degrees in previous years. Hence, if these totals were taken as a measurement of the contribution of the University to the various professions and vocations, there would be numerous duplications. In the third place, it is probable that a very large percentage of those receiving the degrees of A.M. and Ph.D. are in reality entering the teaching profession. This, however, cannot be accurately determined either from the commencement announcement or, as yet, from the general catalogue.

The summary of the degrees conferred during the past nine years is as follows:

Year	A.B. and B.S. (Columbia)	A.B. (Barnard)	Law	Medicine	Engin. degrees (including architecture and chemistry)	A.M., LL.M. and Ph.D.	B.S. and Diplomas of Teachers College
1898	46	18	84	145	79	106	20
1899	53	21	92	139	64	118	54
1900	80	38	87	172	60	128	82
1901	84	50	99	147	80	137	98
1902	109	50	110	145	94	188	156
1903	101	47	115	168	87	187	154
1904	102	80	110	178	119	188	204
1905	106	83	119	185	103	236	300
1906	109	75	80	152	119	222	376

The raising of the standards of admission in both the law and the medical schools must be taken into account in any relative or absolute comparison. On the other hand, there has been a corresponding rise in standards for the various degrees and diplomas in teaching, though not to the same extent.

The percentage of graduates entering the profession of teaching has risen from 4 per cent. in 1898 to 33 per cent. in 1906. If those who received the master's or doctor's degree are included among those entering the profession of teaching, the rise is from 25 per cent. in 1898 to 53 per cent. in 1906. The table of percentages of the two years is as follows:

Year	A.B. (Columbia)	A.B. Barnard	Law	Medicine	Engineering	A.M. and Ph.D.	Teachers College Diploma and Degree
1898	9	4	17	29	16	21	4
1906	10	7	7	13	10	20	33

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It becomes of much greater interest to discover the distribution within the various grades of the profession of the graduates entering teaching. The following analysis relates wholly to the graduates of Teachers College. In order to see the significance of this distribution and to appreciate the development that has occurred in the work of the College, it is necessary to make an analysis of its graduates from its first class in 1889 to the time when the college statistics were included in those of the University ten years later.

The following table will give a summary of these years:

Year	No. of Students (part and whole time)	No. of Graduates	Diplomas, Secondary Teaching	Diplomas and Certificates for Elementary Teaching	Kindergarten	Domestic Science, Art and Manual Training, Fine Arts, Phys. Ed.
1888–89	211	51		17	18	16
1889–90	175	33		3	17	13
1890–91	183	55		5	33	17
1891–92	219	54		16	32	6
1892–93	273	77		35	39	3
1893–94	279	34		20	14	—
1894–95	362	28	1	5	17	5
1895–96	415	30	2	15	10	3
1896–97	448	21	9	5	5	2
1897–98	567	20	8	6	4	2

It will be seen that the work of the College for the first ten years was devoted almost wholly to preparation for teaching in the elementary schools, kindergartens, and in the group of special subjects including the manual, household and fine arts as these were taught in the elementary school. For the four years from 1894–5 to 1897–8 an increasing number, though small as indicated by the number of graduates, were preparing for teaching in secondary schools. The development of a graduate student body has been the product of subsequent years. The table of attendance for this first decade is not comparable with that for the following period, since it includes a large number of part time or extension students. In 1897–98, of the total of 567, only 169 were devoting their entire time to college work. In the following table these part time students are eliminated. In this table, also, the advanced students are classified on the basis of the amount of educational work they have

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done and not on the basis of the total collegiate work. Consequently, while the classification will not give the number of graduate and of undergraduate students, and of those who have had only a partial collegiate course, it will give quite accurately the distribution within the profession of teaching of those who take the various Teachers College diplomas. The four groups of secondary, elementary, kindergarten and special subjects remain as in the previous table. The diplomas received indicate with sufficient definiteness the phase of educational work taken up by the recipients. From 1899 there are added the higher diploma students. These are advanced educational students who undertake some phase of collegiate or normal school instruction or occupy some advanced administrative position. For the most part the students receiving higher diplomas are graduate students. In 1902 these students were differentiated into the candidates for the doctor's, master's and bachelor's diplomas. The doctor's and master's diplomas in education are given only with the doctorate in philosophy and the master's degree in arts. But many who take the master's degree take only sufficient work in education to entitle them to the bachelor's diploma.

The table of distribution of graduates during the last eight years is as follows:

Year	No. of Students	Doctor's Diploma	Master's Diploma	Higher Diploma	Secondary Diploma	Elementary Diploma	Kindergarten	Domestic Science, Domestic Art, Manual Training, Fine Arts, etc.
1898–99	335				12	11	5	12
1899–00	454			14	30	6	5	28
1900–01	583			13	37	21	6	23
1901–02	709	3	28	3	8	22	11	29
1902–03	729	3	19	4	40	12	12	41
1903–04	824	1	23	—	60	20	17	42
1904–05	832	7	17	1	74	25	10	68
1905–06	976	3	36	—	86	25	23	57

A yet more accurate measurement of the functioning of the College in the educational life of the country can be gained from the summary of the appointments of Teachers College students or

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graduates to educational positions during this period. For several reasons the figures in this table do not correspond to the number of graduates. Many appointments are made of students who have received degrees or diplomas elsewhere and are at the College for one or two years' advanced work. Moreover, quite a number of advanced students take the University degrees without the corresponding diplomas, or after having taken the diploma in previous years.

The summary of appointments during the past six years (1900–1906) is as follows:

Positions	1900–1901	1901–1902	1902–1903	1903–1904	1904–1905	1905–1906
Colleges and Universities	11	14	18	19	48	41
Normal Schools	11	11	15	16	15	20
Superintendents of Schools	1	3	2	5	4	3
Supervisors, Special Teachers	20	41	90	93	107	114
Secondary Schools	52	90	66	99	135	152
Elementary Schools	28	45	56	51	49	24
Kindergarten	7	11	8	13	18	24
Hospital Administration	—	—	—	10	9	13
Miscellaneous Positions	10	9	16	17	20	24
Total	140	224	271	323	405	415
Less names counted twice	*13*	*23*	*36*	*35*	*58*	*42*
Total	127	201	235	288	347	373

The growth of the influence of Teachers College among the colleges of the country is a most significant feature and is dwelt upon in the article by Professor Suzzallo. However, the following partial list of the universities and colleges where graduates of the College hold staff positions will be interesting in this connection. In addition to the list given, the College is represented by its graduates in forty-seven other colleges scattered over the country from Washington to Florida:

Leland Stanford University, three professors; University of Wisconsin, one professor and two instructors; University of Virginia, two professors; University of Cincinnati, three professors, two instructors, one lecturer; University of Missouri, two professors and three instructors; University of Washington, one professor; University of Minnesota, one instructor; Louisiana State University, one professor; University of Texas, one professor; University of Tennessee, two professors and three instructors; Col-

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lege of William and Mary, three professors; Rutgers College, one professor; Wellesley College, five instructors; Ohio State University, three professors and one instructor; Syrian Protestant College, Beirut, one instructor; Vellore College, India, two presidents; University of California, two professors; University of Colorado, four professors; Howard University, one professor, two instructors; Atlanta University, one instructor; Reed Christian College, Lucknow, India, one instructor; Indiana University, one instructor; University of Illinois, two professors and three instructors; University of Chicago, six instructors; James Milliken University, four instructors; Northwestern University, two instructors; Iowa State College, one instructor; State University of Iowa, one professor and one instructor; Iowa University, one professor; Berea College, one vice-president, one instructor; Morgan College, one president; Smith College, four instructors; Mt. Holyoke College, three instructors; Simmons College, two instructors; Clark University, one dean; University of Michigan, one professor; University of Nebraska, three professors, one instructor; Adelphi College, two professors, two instructors, one principal of the elementary department; Vassar College, seven instructors; Kenyon College, one instructor; Miami University, two instructors; Blairsville College, one dean; Winthrop College, five instructors; Wellington College, Cape Colony, one instructor; College of Industrial Arts, Denton, Texas, one president, one instructor; University of Utah, two instructors; University of Vermont, one professor; West Virginia University, one professor; Yankton College, one professor; Syracuse University, two instructors; and the College of the City of Mexico, one instructor.

Many of the graduates of the College are occupying other strategic positions along the line of educational advance, and the demand for leaders is continuous and insistent. Inquiries for workers thus prepared have come from Chili, Venezuela, Argentine Republic, China, Japan, India, Tasmania and Nova Scotia, while, as the foregoing list indicates, Teachers College men are occupying important posts in India, Turkey, China, Brazil, Porto Rico, Canada and Cape Colony. That there is need for a yet greater attention by colleges and universities to the problem of education and to the training of educational leaders is well indicated by the fact, that the demand for teachers is far greater than can be filled from the graduate and student body of the College. A comparison of the number of requests received by the appointment committee for

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teachers or educational administrators with the number of positions filled by the committee reveals this condition clearly.

In 1900–01,	300	inquiries	were	received,	127	positions	reported
1901–02,	500	"	"	"	201	"	"
1902–03,	787	"	"	"	235	"	"
1903–04,	1010	"	"	"	288	"	"
1904–05,	1261	"	"	"	347	"	"
1905–06,	1471	"	"	"	373	"	"

It is evident from this demand and from the recent advance which the College has made, that the development of collegiate and university work in education is only in its infancy.

PAUL MONROE

NEW YORK CITY AS A CENTER FOR EDUCATIONAL STUDY

UNLESS it be in the ministration of electricity to the comfort and efficiency of the daily life of man, there has probably been no advancement more rapid during the last fifteen years than that made by the science and art of education. Even fifteen years ago it had ceased to be a calling which "anybody" could pursue with hopes of satisfactory results, and today it is a highly specialized profession in every sense of the words. There is no part of this field in which philosophic methods are not employed, and everywhere there is more intelligent effort to lay the foundations deep and broad and strong. The incessant and increasing demand is for more and better knowledge of the child-mind and child-temper, a clearer understanding of the unfolding of intellectual life, better coordination of the studies which the child is to undertake, a wiser classification, and above all a simplification of all methods—a result only to be obtained by careful investigation and a comparative study of pupils, schools and teachers.

For the satisfactory conduct of such work as this, laboratory methods are absolutely essential. One must see his theories worked out, item by item and step by step, in order to be sure of his ground. A student of education must have not only theory but practice.

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Education has become an applied science, and must be studied as such.

The opportunities for investigation, for direct research, for comparative study of ways and means, are not always easy to find. The minor normal schools seek to supply these by practice classes, and, if their situation permits, by visits to the schools of the towns in which normal instruction is given. The latter form of laboratory work is much preferred because all the conditions investigated are more nearly those which are daily and hourly known in all schools. Practice classes for what are sometimes known as cadet students, in direct connection with the normal school, are not in as much favor as they once were—and for the very good reason that the atmosphere is always a little forced and unnatural. The most satisfactory study of education, then, is to be found in the closest possible connection with the most varied and satisfactory conditions of school life.

It has often been remarked that there is a certain good fortune and definite advantage connected with the study of law or the study of medicine or the study of any form of engineering, in the heart of a great city. The conditions of metropolitan life are exceedingly rich and varied in the opportunities which they offer for observation and investigation, to those who are preparing themselves for almost any form of professional life. It is somewhat recently, however, that the practical value of these same metropolitan conditions has been recognized in connection with the study of education. But today this recognition is clear and keen, and the institutions which offer strong courses of instruction in connection with such unusual laboratory facilities are forging rapidly to the front. Indeed, the demands upon their instructional force and equipment are constantly outrunning immediate possibilities of growth in these directions.

It is not the purpose to confine this article to a consideration of the peculiarly strong instruction now offered at Teachers College, nor to the enlarging influence of Columbia through this as one of its affiliated schools. Much less will a comparison be made between the work done by Columbia and the courses offered by other institutions of collegiate rank within the limits of Greater

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New York. This article simply undertakes to call attention to the peculiar opportunities for what may be called outside study, offered in New York and its immediate vicinity.

Naturally, the first thought of a student of education concerns the public schools. Beyond contradiction, these schools evidence today extraordinary ability in administration, combined with remarkable success in instruction. Having at last been recognized as absolutely essential to the stability and perpetuity of society and of the state, more generous taxation enables school-boards to offer greater inducements not only in the way of more adequate salaries but what is quite as potent with good teachers, much better equipment in the way of libraries, laboratories, etc. Nowhere can the progress and the present conditions of public education be more easily and helpfully studied than in a great city like New York. The metropolis has at last created Huxley's educational ladder, a system of free public education running from the kindergarten to graduation from a college of high standing. Within this system, in every grade, under competent supervision, and with expert teaching, practically every experiment known in modern education has either been tried and its results carefully noted or is being tried. The various forms of kindergarten work, nature study of every description, language work under most approved systems, the natural sciences with large and well-equipped laboratories, history by source method and with all manner of illustrative apparatus, supplementary reading, class-room libraries and high school libraries and loans from the city libraries, physical training, manual training, domestic science, night schools of every description, teachers' conferences and other educational gatherings—all these and more are within easy reach of every student in New York. It is quite possible to be a quiet observer of ways and means, of theory and method, in any public school-room in the city—and it is quite impossible to find more varied opportunities for such observation and for a careful study of every detail of school work.

So, too, the educational work of the city covers some of the very best illustrations of the private schools. There are examples of these, both large and small, for both sexes, some of them established years ago and with national reputation, and some of them

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of more recent date in the hands of most energetic and ambitious principals. A card of introduction from any college or university in the city is an open sesame to these institutions, which are only too glad to make known their methods and their results.

Passing beyond the preparatory schools, one finds such institutions as Columbia University, the University of New York, the College of the City of New York in its beautiful new home on Washington Heights, the city Normal College, the city Training School; and in Brooklyn, Adelphi College, the Polytechnic Institute, Packer Institute, and the famous Pratt Institute. Those who wish to make still further comparisons may visit Stevens Institute in Hoboken, will find Princeton within an hour's ride, the University of Pennsylvania and Yale University within two hours' ride, and the great Military Academy of the general government at West Point reached by a pleasant excursion up the Hudson.

Besides those already enumerated, there is opportunity to study medical schools and their affiliated hospitals (including schools for nurses), the several law schools of the city, the Commercial High School (a part of the public system), every form of business college and commercial school, and such special work as is done by the Berlitz School of Languages, the various schools of music, the art schools and art institutes, the educational work undertaken by the University and college settlements, and the opportunities offered to the public and other schools by the Museum of Natural History, the Metropolitan Museum of Art, the Botanical Garden, the Zoological Park, etc.

It should not be forgotten that each of the institutions named has its own library more or less highly specialized, with open and free and most hospitable ministration to the needs and demands of all scholars. It may be questioned whether anywhere else in the country does the aggregate collection of printed matter, of especial value to students of education, equal that available within the limits of Greater New York at least—practically within the limits of Manhattan. Even the more private libraries, so-called, are quite generally accessible. The opportunity thus afforded for either a rapid and broad survey of the entire field or for special investigation of some particular part of it, is certainly unsurpassed elsewhere. It

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must be understood that these collections include not only the usual texts, manuals, etc., on education, but also annual and special governmental, state, civic and educational reports of every possible description, representing not only this country and its neighbors, but lands across the sea—from villages and public kindergartens to nations and universities.

It was suggested at the outset that it was not the purpose of this article to lay undue stress on Columbia, yet surely something ought to be said of the peculiar facilities offered by this University for the study of the social aspect of education, in this city and vicinity. Every one "at the center" appreciates the present tendency to emphasize this phase of education, and recognizes the wisdom of this. With this comparatively new thought in the air, it is indeed rare good fortune to be brought into direct and personal and sympathetic contact with such men as Professor Felix Adler, occupying the chair of social ethics; Dr. Edward T. Devine, professor of social economy; Professor Samuel W. Lindsey, who presents social legislation; and F. H. Giddings, professor of sociology and the history of civilization. Among those who are most expert and most profoundly interested in education, there is scarcely a remaining doubt that the study of sociology can be made almost as important for teachers as the study of psychology. A large number of graduate students at Columbia working in education take sociology as a minor. Those who are to teach must not only know man but must know something of man in his proper relations to his fellow man, the underlying philosophy of these relations, their history, wherein they have failed and wherein they have succeeded, wherein they are strong and wherein they are weak—and the why of all this. Better facilities or wiser guidance or more powerful stimulus in this direction can scarcely be found than at Columbia.

Taking this rapid survey of the entire field, then, we are certainly warranted in urging upon all who are thinking of the study of education as a science, the opportunities presented at the metropolis. When these are carefully considered, it is easy to understand why the number of those coming from all parts of the United States is increasing yearly, and why so many who already stand high in their profession have thought it well worth their while to take a

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year's leave of absence from their more immediate work and surroundings, and spend this time in pursuing special study and investigation under the favorable auspices offered by New York City.

JAMES H. CANFIELD

A SKETCH OF THE HISTORY OF TEACHERS COLLEGE

LIKE many another institution of definite purposes and wide influence, Teachers College had its origin in an organization whose aims were somewhat unformed and quite restricted. The germ of the idea out of which the College afterwards grew, was a philanthropic movement begun in the year 1880 to give to those who stood most in need of it some instruction in the elementary economies of the home. The association thus formed was reorganized in 1884 under the name of the Industrial Education Association. This association, whose purposes were charitable and philanthropic, had as its principal activity the providing of intruction in household matters for girls and in the manual arts for boys. The justification for this form of activity was the belief that it would help in the making of better homes and better citizens.

The Association had its headquarters at 21 University Place. Its membership included General A. S. Webb, Miss Grace H. Dodge, Messrs William F. Bridge and William A. Potter. President Barnard of Columbia University and Mr. Seth Low, then mayor of Brooklyn, were honorary members. The activities of the Association were various, reaching out into many fields in the furtherance of its general purposes. But the most prominent among these was the interest in the manual arts for boys and girls. In recognition of the importance of this field, not only in the view of the Association, but as reflected by the growing general interest in it, the Association held in the spring of 1886 an exhibition of handwork representing the work of children in the schools of New York and other cities. The result of this exhibition was to commit the Association in a definite way to the encouragement of the manual arts in the schools, and to stimulate still further the public interest in these subjects.

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At this point the Association, still philanthropic in its aims, seems to have begun to look to educational organizations as the best means of carrying out its ideals. Early in its career it had felt the importance of the teacher; it had supplied teachers of the subjects in which it had a special interest, and had emphasized, as early as 1881, its belief that the teachers should be "trained" for the work. It was a natural step, therefore, to the training of teachers as its principal work; and this advice was given the Association by such educators as President Gilman, President Walker and Professor Nicholas Murray Butler.

Nor was the idea new. President Barnard had proposed to the trustees of Columbia, as early as 1858, that the science and art of education be included in the curriculum. Again, in 1881 and 1882, he had recommended that these be made university studies. In 1886 he and his advisers were considering means of establishing "a teachers' college on a university basis."

When, therefore, the Association was incorporated in 1887, as the New York College for the Training of Teachers (a name later simplified to Teachers College), with Professor Butler as its first president, the organization had taken the step which fixed its form of public service and placed it in harmony with the larger ideals of education held by its eminent advisers.

The new college, now established at 9 University Place, numbered among its friends not only those already named as members of the Association, but Mrs. Bryson, Mr. George W. Vanderbilt, Mr. Spencer Trask and many others, whose counsel and assistance made possible its continued life and growth. The College now took up definitely the work of training teachers. Courses were offered in the theory and art of teaching. Courses in art, manual training and science were maintained. A school of observation and practice—the nucleus of the Horace Mann School—was established. Under President Butler's administration the College grew in size and in the range and efficiency of its work.

In 1891 President Butler withdrew from the administration of the College because of the increasing pressure of his other duties. He was succeeded by Mr. Walter L. Hervey, who remained in office until 1897. At the date of his accession, the College had

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grown into a conception of its duties which forced upon the president and faculty the need of higher standards of admission. Many of its students were ill-equipped for work of college grade. In 1893, an introductory course of one year was established. This consisted mainly of English, mathematics, sciences and the manual arts. The following year, a second introductory year was added. The College thus had, in 1894, when it removed to its present site, a four years' curriculum, composed of two years of academic study and two years of professional study. This curriculum was, however, still meager and loosely organized. It had been a matter of rapid growth, a succession of adaptations to quickly changing conditions. Much of the work of shaping the institution into a true college remained to be done. Nor had the president and faculty any existing models to imitate. They had both to determine the work to be done, as indicated by the needs of the educational world, and the kind of college which could best meet these needs.

The growth of the College and the Horace Mann School had by 1893 made the buildings at 9 University Place utterly inadequate. Early in this year, Mr. Vanderbilt purchased the lots for the new site on One Hundred and Twentieth Street. The choice of a location so near to Columbia University—which came to its new site in 1897, three years later than Teachers College—was most fortunate. The way was now clear for the realization of President Barnard's idea of "a teachers' college on a university basis."

There had been, as early as 1890, an alliance between the College and the University, whereby students of either institution might elect courses in the other, and have these courses counted as fulfilling requirements for degree or diploma. But the physical barrier of distance necessarily kept down the number of students who availed themselves of these opportunities. When Columbia University came to its new site, a closer alliance was effected. Under this arrangement, President Low became ex-officio president of Teachers College. Professor James E. Russell, who had come in the autumn of 1897 as professor of the history of education, was appointed dean. As dean of the college he had direct responsibility for its financial and educational administration. Under the terms of the new alliance, which later was made to include Barnard Col-

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lege also, students of Columbia and Barnard were free to elect professional courses in Teachers College, and students in Teachers College could elect academic subjects in Columbia and Barnard. Courses thus elected were credited towards the degree or diploma for which the student was a candidate in his own institution.

The next step in the development of Teachers College was further to improve its standards of admission and graduation. Admission requirements were placed definitely on a par with the requirements of other colleges. The academic subjects were increased to include French, German, history and other subjects commonly given in the freshman and sophomore years. More academic and professional courses were added in the junior and senior years, and a four years' course thus built up which might be accepted as worthy of the bachelor's degree. The degree of B.S. has, in fact, been granted, since 1900, by the University to students who complete the course of Teachers College. Within the past year one important change has been made in the curriculum. The College has withdrawn its freshman and sophomore work in French, German, mathematics, history, English and the sciences, and limited itself in these subjects to professional and semi-professional instruction. Admission to the College now requires two years of study of college or normal school grade. Teachers College students now get in Columbia and Barnard such academic work as they elect in the subjects mentioned above. This change has been made for administrative, rather than educational, reasons.

The principal development of the College within the past ten years has been in its advanced courses. New departments have been created, as Latin and Greek, French, German, biology, and physical education. The department of education has been enlarged and subdivided as the increase in the number of students and their greater specialization have required it. There are now departments of kindergarten education, elementary education, secondary education, and school administration, in addition to the departments of the history and philosophy of education, and educational psychology. These developments have meant the enlargement of the staff by the establishment of new professorships and instructorships. They have meant also, as in the case of the departments of physical

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education, and domestic science and art, new buildings and equipments. In some cases, one department is as large now as the whole College was ten years ago.

The most notable increase in registration is in the graduate courses. The College offers for the year 1906–7, seventy-two graduate courses (counting those open also to seniors), and the total registration in these courses is 838. The College has for several years had a larger number of graduate students than any other department of the University. It has now 152 graduate students with a major in education, and many others taking education as a minor. Many of these are candidates for the degree of doctor of philosophy and are engaged in research work.

Some indication of the response given to this advanced work is indicated by the positions taken by the graduates. About forty of them hold professorships and instructorships in education in the colleges of the country. Several hundred, at least, are in normal schools, high schools, and in executive positions in the public school systems. Thus far the demand for people of advanced training has far exceeded the supply. It has seemed to some, indeed, that the obvious future of the College is as a purely graduate school of education.

The report of the secretary of the appointment committee for 1906 gives some idea of the range of the influence of the College. To positions in colleges, 41 of the College graduates were appointed; to school superintendencies, 3; in normal schools, 20; as supervisors and special teachers, 111; to positions in secondary schools, 152; in elementary schools, 70; in kindergartens, 24; in hospital work, 13; to other positions, 24. Deducting names counted twice, the total is 373.

Though material resources do not make a college, they do indicate certain phases of its growth. In less than fifteen years Teachers College has come from the stage of precarious poverty to one of almost assured resources. From small and dingy quarters in University Place it has been transferred to large and well-equipped buildings representing several millions of dollars. The department of physical education, from being a small and unimportant part of the work carried on in basement rooms, has grown to one of the

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most important departments in the University, housed in one of its finest structures. Endowments and gifts for further buildings recently made have given still further evidence of the confidence felt in the work of the College and the public-spirited generosity of its friends. One of the most notable of these, the gift for a building for domestic science and domestic art soon to be erected, is particularly significant as endorsing and making permanent that field in which the College did its first work.

Side by side with the regular work of the College, certain closely related interests have been kept up. The Horace Mann School, housed in the ample building given by Mr. Macy, has risen to an enrollment of over one thousand pupils. The Speyer School in a building given by Mr. Speyer, has developed into a complete and well-managed school of experiment. The extension department has been the means of giving every year to more than a thousand students not in residence some of the work of the College in education and other subjects. The publications of the College, elsewhere described in this issue, have laid many of the results of its work before the school and college world.

FRANKLIN T. BAKER

THE GROWTH OF TEACHERS COLLEGE

THERE is no faculty of the University which can chronicle such a rapid and consistent growth in the size of its student body as Teachers College, and it is worthy of note that this development has not been secured at the expense of a lowering of requirements. On the contrary, the demands for admission, advancement, and graduation have constantly been increased, and for this very reason the uninterrupted growth of the student body is all the more remarkable. We are not concerned in this article with the expansion of the institution before it became affiliated with Columbia University, but it may be interesting to note in passing the numerical development of the student body during the first decade of the existence of the college. This growth is set forth in the following table:

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Year	Number of students	Number of diplomas granted
1888–89	211	53
1889–90	175	33
1890–91	183	55
1891–92	219	54
1892–93	273	77
1893–94	274	34
1894–95	362	28
1895–96	475	30
1896–97	448	21
1897–98	567	20

These figures, at least so far as the number of students is concerned, can not be compared with the following table, since they include extension students as well as candidates for degrees and diplomas.

Teachers College became a part of Columbia University on March 1, 1898, and the following table explains the nature of the growth of the student body since that time:

Year	Candidates for Diplomas			Candidates for Degrees				Non-candidates	Duplicates	Total (Including Columbia and Barnard Students Registered for Work at T. C.)	Total (Including only Columbia and Barnard Students Registered for Degrees and Diplomas)
	Graduate Students	Professional Students	Students in Collegiate Courses	Ph.D.	A.M.	A.B.	B.S.				
1897–1898	49		23	9		23		65		169	139
1898–1899	163		50	12		26		84		335	297
1899–1900	283		64	18		26		63		454	391
1900–1901	361		58	43		22		109		593	528
1901–1902	115	302	43	46	96	62	42	174	171	709	634
1902–1903	95	371	67	38	119	73	182	100	316	729	633
1903–1904	68	428	101	66	124	119	263	62	427	804	688
1904–1905	88	500	85	48	136	142	313	39	519	832	721
1905–1906	137	615	89	67	153	164	377	35	661	976	865

Of course the enrolment of the first year in this table was not affected by the consolidation, but it will be noticed that in the very first year of the affiliation the total enrolment, including only such students from Columbia and Barnard as were registered for a degree or diploma, was more than doubled. Since then the increase has been uninterrupted, with one exception: In 1902–03 the attendance, including only such Columbia and Barnard students as were

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candidates for a degree or diploma, was practically identical with that of the previous year, although if the Columbia and Barnard students who were merely registered in Teachers College courses, but not as candidates for a degree or diploma, be included, even this year is not an exception to the general progress. The final figures for 1906–07 will show an attendance of over 1000 students, if all Columbia and Barnard students registered for work at the college be included. The gain since the affiliation, that is, in eight years, has been one of 478 per cent., if we include the students from Barnard and Columbia who were not candidates for a college degree, whereas, if this latter clientele be excluded, the increase is one of 522 per cent.

Examining the table more in detail, it will be seen that the largest gains among candidates for diplomas have been made in the category of professional students. The increase in the number of candidates for the higher degrees is also worthy of notice, and is just as striking as the growth in the number of students enrolled for the degree of bachelor of science in education. On the other hand, the number of the non-matriculated students, that is, students not candidates for a degree or diploma, has been constantly on the decrease since 1901–02. In spite of the fact that the first year of the collegiate course was withdrawn at the opening of the present academic year, the total attendance for 1906–07 will exceed that of the previous year. Of course the registration in the collegiate course will be still further curtailed when the second year of this course is withdrawn in the coming fall.

The number of college graduates in attendance at Teachers College shows a noticeable increase, there being 260 in the academic year 1905–06, as against 30 in 1897–98. In the latter year there were only 25 students possessing a partial college education, as against 274 in 1905–06, whereas the number of graduates of normal, technical, training and similar schools has increased from 6 to no less than 245 during the same period. On the other hand, the number of students equipped with an irregular preparation has decreased from 85 in 1899–1900 to 3 during 1905–06. During the academic year 1905–06 the following colleges were represented by the largest number of graduates in the order given: Columbia

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University, College of the City of New York, Smith, Brown, Vassar, Harvard and Michigan, Wellesley, Stanford. In 1905–06, 97 higher institutions of learning in the United States and 15 in foreign countries, making a total of 112, were represented by graduates in the list of Teachers College students.

The two schools connected with the college reflect the growth of the college proper in every particular, as illustrated in the accompanying table. In the case of the Horace Mann School, the percentage of increase during the period under review is 167 per cent., whereas in the case of the Speyer School the increase has been one of 312 per cent. between 1899–1900 and 1906–07:

School	1897–98	1898–99	1899–1900	1900–01	1901–02	1902–03	1903–04	1904–05	1905–06	1906–07
Horace Mann School	395	534	567	639	752	1003	945	984	978	1054
Speyer School			59	63	90	90	160	182	204	243
Total	395	534	626	702	842	1093	1105	1166	1182	1297

The extension courses were correlated with the regular courses of instruction given by Teachers College in the year 1897–98, although such courses had actually been conducted since the fall of 1889. The growth since the establishment in 1902 of a division of extension teaching in charge of a special administrative board of the University, with a director at its head, has been a striking one, the more recent growth being explained in the following table, which gives the number of extension students enrolled in college courses during the past four years:

	1903–04	1904–05	1905–06	1906–07*
Credit courses at the University	786	795	1201	1194
Credit courses away from the University	674	702	1631	1299
Evening technical courses at the University	—	—	—	364
Total	1460	1497	2832	2857

The most important recent development in the work in extension teaching has been the opening of Teachers College for the evening technical courses, which are intended to benefit those en-

* The figures for 1906–07 are not final

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gaged in various technical pursuits. The courses offered during the current year are grouped largely around the subject of engineering; the men in attendance are for the most part twenty-two or twenty-three years of age, engaged in work during the day—in construction companies, in transportation companies, in engineers' offices, etc. They have won the cordial praise of the instructors for their bearing, earnestness and ability. It is likely that the number of these evening technical courses will be considerably augmented next year, the additional groups of courses falling in the fields of architecture, manual training, fine arts, domestic art, domestic science, chemistry and library economy.

In addition to these college courses, extension teaching has given annually a large number of short courses, usually of six lectures each, in local centers, particularly in the public lecture work of the New York board of education. The course attendances at these in 1903–04 was 8,158; in 1904–05, 5,785; in 1905–06, 12,112. The returns for the current year are not yet complete.

The continuous increase in the number of students discussed above has also naturally brought about a steady growth in the number of degrees and diplomas conferred. The following table, comprising the degrees granted during the past six years, is self-explanatory. It will be noticed that the number of degrees has grown more rapidly than the number of diplomas:

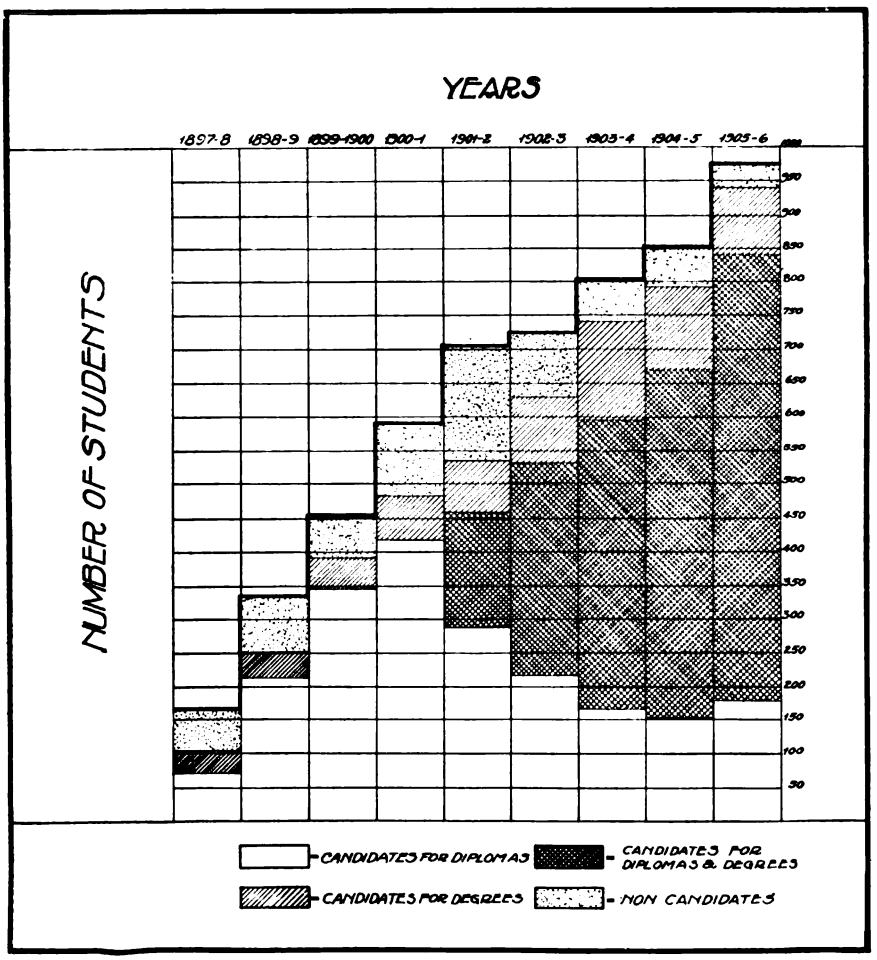
	1900–1901	1901–1902	1902–1903	1903–1904	1904–1905	1905–1906
(A) Degree conferred in course: bachelor of science (education)	9	17	27	39	79	118
(B) Teachers College diplomas						
Higher diploma in education	3	4	—	1	—	—
Bachelor's " " "	86	104	105	140	197	197
Special " " "	—	—	—	—	—	22
Master's " " "	—	28	19	23	17	36
Doctor's " " "	—	3	3	1	7	3
Total	98	156	154	204	300	376

No phase in the development of the growth of the student body is more interesting than the change that is taking place in the geographical distribution of the student clientele. In 1898–99 there were only 43 students who came from States outside of the

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GROWTH OF STUDENT BODY
TEACHERS COLLEGE
1897-1906



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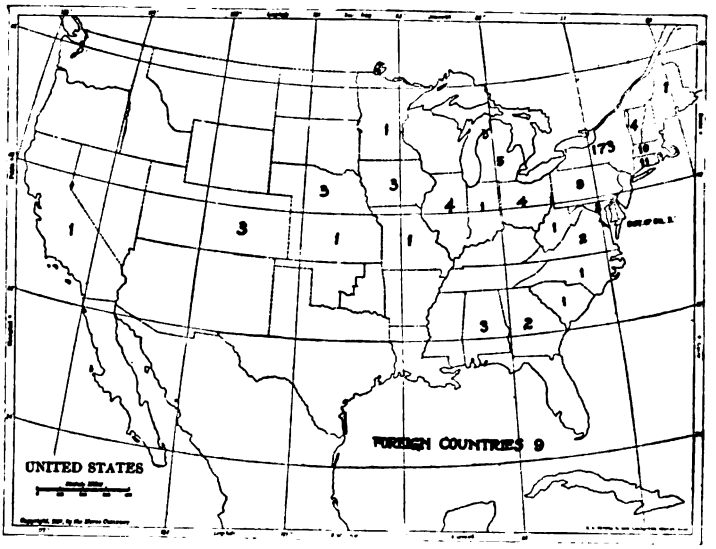
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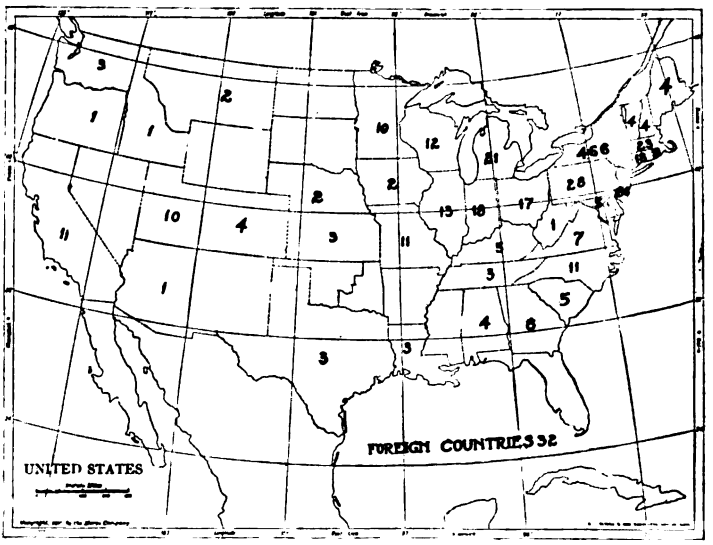
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1898-9



1905-6



GEOGRAPHICAL DISTRIBUTION OF STUDENTS
TEACHERS COLLEGE

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North Atlantic division and only 9 foreigners, whereas for the academic year 1905–06 the figures are 197 and 32, respectively. The maps on the opposite page present in graphic form the change that has taken place during the past seven years in the character of the geographical distribution of the student body, and it will be noted that with few exceptions the college now draws students from every State of the Union. Classified by divisions, the attendance during the two years under comparison was as follows:

Divisions	1898–99	1905–06
North Atlantic Division	245	636
South " "	12	37
South Central "	4	18
North " "	23	109
Western "	4	33
Total	**288**	**833**

During the year 1898–99 the only foreign countries that were represented were Canada, Great Britain, India and Turkey; whereas during the year 1905–06 the following additional foreign countries sent students to Teachers College: Argentine Republic, Australia, Chili, China, Germany, Japan, Russia and Sweden. Figured on the percentage basis, the changes by divisions and foreign countries are represented in the following table, from which it will be seen

Divisions	Teachers College 1898–99	Teachers College 1905–06	Columbia Corporation 1905–06
North Atlantic Division	82.49	73.53	81.20
South Atlantic "	4.04	4.28	2.59
South Central "	1.35	2.08	2.01
North " "	7.74	12.60	6.60
Western "	1.35	3.81	3.14
Insular Territories	—	—	0.17
Foreign Countries	3.03	3.70	4.29
Total	**100.00 %**	**100.00 %**	**100.00 %**

that there has been a considerable reduction in the percentage of students from the North Atlantic division, while each of the other divisions, as well as the foreign countries, show a gain, which is most striking in the case of the North Central and the western divisions. Compared with the regular University corporation, that is,

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all faculties with the exception of Teachers College, Barnard College and the College of Pharmacy, it will be noticed that aside from the insular territories and foreign countries, the percentage is in every case larger in Teachers College than in the corporation, except of course in the case of the North Atlantic division.

The following table shows the increase in the number of officers of instruction, arranged by grades, between 1898–99 and 1905–06:

Grades	1898–99			1905–06		
	Men	Women	Total	Men	Women	Total
Assistants	—	4	4	2	7	9
Tutors	—	—	—	3	5	8
Instructors	8	5	13	10	13	23
Adjunct-Professors	2	1	3	13	—	13
Professors	12	2	14	19	3	22
Total	22	12	34	47	28	75

The staff of the college schools, which includes approximately the same number of persons, has shown a corresponding increase.

In 1898–99, 123 courses of instruction were offered, this number having increased to 183 in 1905–06.

There is every indication that the most satisfactory growth outlined in the above paragraphs will continue in every phase during the immediate future, thus furnishing an eloquent basis for demands for an accompanying expansion in buildings and equipment.

RUDOLF TOMBO, JR.

TEACHERS COLLEGE PUBLICATIONS

THROUGHOUT its history, Teachers College has felt an obligation to make as widely available as possible the results of its study of educational theory and its experience in educational practice. With the earliest of the series of organizations out of which the College grew, there began a system of publications, which has continued down to the present to make available for educators and for the public in general the enlarging ideals and the increasing experience of the institution.

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This combination of theoretical and practical aim was announced by the earliest of the parent organizations mentioned, The Kitchen-Garden Association, in the initial statement of its double purpose: first, "The promotion of the domestic industrial arts" by an adaptation of the kindergarten method of instruction; and second, the promotion of "a wide and correct diffusion of the principles upon which the system has been founded." Throughout its existence, from 1880 to 1884, this organization of New York philanthropists announced and elaborated its purposes in prospectuses and in the current magazines, and recorded in reports and pamphlets the spread of its system throughout the United States, in England, France, Italy, Greece, India, China, and Japan. A text-book on "Household economy" and several minor texts and charts were also issued.

This later development of the organization was recorded in March, 1884, in a study of industrial education, which announced the transformation of the earlier body into The Industrial Education Association, the objects of which also were not only "to study, devise and introduce systems and methods of domestic and industrial training," and to train competent teachers of such subjects, but also to prepare and publish such books and pamphlets as would promote these ends.

This Association's committee on books and printing, besides disseminating information concerning its endeavors, through the public press and in pamphlets, prepared a text-book on "Agriculture for children," and published, in 1885, papers on "Industrial and technical education," a descriptive list of some thirty technical schools, and a brief bibliography of "Industrial education." In 1886 it issued a collection of quotations from authorities on "Manual and industrial training," a catalogue containing descriptions of industrial methods in sixty institutions represented at a children's industrial exhibition, a descriptive list of sixty-five technical schools, and a much fuller bibliography of the entire subject.

In its third annual report issued in April, 1887, the Association announced its occupancy of the Union Theological Seminary's former home at 9 University Place, and its establishment of a college for the training of teachers under the presidency of Nicholas

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Murray Butler, then professor of philosophy in Columbia. The annual report of May, 1888, written by President Butler, records that since the Association had become known as headquarters for information and advice, its trustees had established in November, 1887, a series of frequently issued educational leaflets, and in January, 1888, a series of bi-monthly educational monographs. The report concludes with a summary of the general progress of manual training, and a statement of the success of the Association's campaign for the introduction of the subject into the public schools of New York City.

From November 1, 1887, to March 16, 1889, the Industrial Education Association published thirty-one of these educational leaflets, each of from two to eight pages in length. Numbers thirty-two to eighty-two, appearing between March 23, 1889, and October 27, 1892, bore the imprint of the College for the Training of Teachers.

The issues of the first group include definitions of and arguments for and against manual training; reports of its progress in America, France and Sweden; descriptions of various American and foreign institutions in which it was carried on; together with addresses on the subject by ex-president Hayes at Columbus, Ohio; Sir Henry Roscoe at Oxford, England; and Herr Otto Salomon at Nääs, Sweden. Other papers discussed certain general aspects of public education in Germany and elsewhere on the continent. Others dealt specifically with the study and teaching of history, school music, and agriculture in schools; and yet others considered the qualifications of teachers, the profession of teaching, and the scientific study of education. A few of these leaflets, which were widely circulated without charge, were especially written for the series, but the majority consisted of reprints from reports by school principals, city and state committees, superintendents, and departments of education; or of articles quoted from American and English periodicals.

The second body of fifty leaflets indicated the increasing amount of attention claimed by the New York College for the Training of Teachers over its parent body, the Industrial Education Association, which finally merged its existence in the other. In these later

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leaflets the earlier interest in household science and art and in manual training was by no means forgotten, there being numerous reports on the educational and industrial progress of these subjects in the United States, England, France and Sweden. A reprint of a discussion by the English National Association for the Promotion of Technical and Secondary Education, on the English Technical Instruction Act of 1889, was perhaps the most valuable of these. The related subject of drawing was also considered, in itself and in its connection with manual training, the kindergarten, and public education in general. A broadening of interest, however, is evident in the increased number of leaflets devoted to the theory and practice of the kindergarten and its relation to reformatory, religious and public education; to physical education in itself and in its functions as recreation and play; to newly entered fields such as music, mathematics, and the languages. The relation of education to public libraries, and museums of art and of education; the scope of educational exhibits at international expositions; the various features of French education, especially the training of teachers,—such topics as these are treated with growing fullness, until attention is plainly centered upon methods of instruction, the qualifications and the training of teachers, and the proper basis of such training in experimental and genetic psychology and in the history of education. The comprehensive character of all of these inquiries and answers led logically to the then new contention that education was a proper subject of university study. "An outline of a university department of pedagogy," by Superintendent James MacAlister, of the Philadelphia City Schools; "Researches in experimental psychology," by Professor Hugo Münsterberg, then of Freiburg; "How the child becomes a learner,'" by Dr. James Sully; and "Determining the qualifications of teachers," by State Superintendent Andrew S. Draper, are notable among these later papers.

From January, 1888, to November, 1890, there were also issued under the editorship of President Butler, in three volumes, eighteen educational monographs averaging about thirty-six pages each. More than the leaflets, these dwelt upon manual training, half of the entire number being devoted to that subject. Amongst these issues there were, in the first volume, papers by President Daniel C. Gil-

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man, Director Belfield of the Chicago Manual Training School, Dr. Hamilton Wey of the Elmira Reformatory, and Director Otto Salomon of the Normal School for Sloyd Instruction, at Nääs, Sweden; in the second, two extensive studies of the subject, by Director Sluys of the Normal School at Brussels, Belgium; in the third, four similar discussions by Professor Richards, now of Teachers College; by Superintendent MacAlister of Philadephia; by A. Salicis, Inspector General of Manual Training in France; by Charles H. Ham; and by Dr. Crichton-Browne, vice-president of the Royal Institution of Great Britain. Three of the other nine monographs consider form study and drawing, suggestions for the teaching of color, and graphic methods of teaching. Domestic economy, education in Bavaria, and the training of teachers in Austria are also treated. The remaining three monographs are devoted to the psychology, the history and the biography of education.

In December, 1892, the Regents of the University of the State of New York issued a charter to the institution which was henceforth to be known as Teachers College; and in July, 1893, an agreement was entered into with Columbia University for a mutual crediting of courses and exchange of professors. Such internal development during the presidency of Dr. Walter L. Hervey, from 1891 to 1897, restricted the publications of the College chiefly to a news bulletin, of which nine numbers, of about twenty pages each, were issued between January, 1884, and October, 1897. These included reports of the president and of the treasurer; historical sketches of the College, its equipment, and its work as a professional school; studies of education as a science, of the problems of practice teaching, extension work, and of summer sessions; and notes concerning the progress of the College, and of educational work in general. The issue for January, 1895, recording the opening in September of the new buildings on One Hundred and Twentieth Street, reprints the addresses delivered on that occasion by President Hervey, Bishop Potter, President Low, President Eliot, President Gilman, and President Spencer Trask of the board of trustees. The number for March, 1896, similarly reports the proceedings of a public conference on manual training, held at the College in May, 1895.

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The final issue of the series records the opening of the Milbank Memorial Building, and the appointment as professor of Dr. James E. Russell who, in January, 1898, became dean; the president of Columbia University having become *ex officio* president of Teachers College.

In January, 1900, the *Teachers College Record* was inaugurated under the editorship of Dean Russell, and has since been issued continuously every other month, except July: the five issues for the year making a volume of approximately six hundred pages. The subscription has been fixed at the nominal rate of one dollar a year, or thirty cents for a single copy. In purpose half way between the bulletin of 1894 to 1897 and the monographs of 1888 to 1890, the *Record* has proved, on one hand, a most valuable aid to the College's unity of purpose and spirit, by keeping each officer and teacher fully informed concerning the latest developments in every department,—no small service in an institution with a staff of approximately two hundred persons. And, while, on the other hand, to students of education both within and without the College, and to the public generally, the *Record* has made no endeavor to appeal as other than a report of the College's experiment and experience, its theory and practice, as they are or may be significant for educational progress, it is a tribute that brings a great burden of responsibility to know that unstimulated public demand has increased the edition from twelve hundred to three thousand copies, and that even at these figures a number of the issues have had to be reprinted, some of them twice. The periodical now goes to subscribers in every State, in Canada, in South America, in England, and throughout the continent of Europe; to Syria, Persia, India, China, Japan, and to Australia and New Zealand. It is taken in practically every normal school and teachers' training school in the United States, and in a number of schools and teachers' associations its issues are used as text-books.

In general, the material published in the *Record* may be said to consist of four sorts: the organization and administration of the institution; its studies in the specific field of education; its application of this to the teaching of a score of other subjects; and, finally, its organization of this teaching into school curricula. Notable in

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the first field are numbers devoted to the history and function of Teachers College, by Dean Russell and ex-President Hervey; of the Horace Mann School, by President Gilman, and Superintendent Dutton; of the Speyer School by Dean Russell and Professor McMurry; and of extension teaching, by Professor Sykes. In the second, outlines have been presented of college courses in the history, philosophy and administration of education; in experimental and applied psychology and in child study. The third field, treated the most fully, has dealt with the theory and practice of teaching, both in the College and its schools, of English, Latin and the modern languages; of geography, nature study, biology, chemistry, physics and mathematics; of domestic art, domestic science and manual training; of music, physical education and school hygiene. Numbers bearing upon the teaching of fine arts and of history are announced for early publication. Recently, attention has been concentrated on questions of the curriculum, two numbers outlining that of the Speyer School, with its experimental work; one, that of the Horace Mann Kindergarten; four, the Horace Mann Elementary School; and, two, the Horace Mann High School. These last numbers, presenting the most nearly ideal school curriculum the College is able to devise, will, in response to a general demand, soon be reprinted in book form.

The welcome accorded the publication, in the sixth and seventh volumes of the *Record,* of the results of certain researches conducted by graduate students of the College, indicated a need for a vehicle of publication for such and similar material of interest to school superintendents, and college and university teachers of education, in the same manner as the material usually included in the *Record* has proved to be of interest to school principals, supervisors and teachers, and instructors in normal and teachers' training schools. The trustees of the College, therefore, at the beginning of the last academic year, by establishing a faculty board of publication, with a secretary devoting entire attention to the work, made possible not only the further development of the *Record,* but the inauguration of a Teachers College series of Columbia University Contributions to Education. The title chosen indicates the development of the publications of the College to the point of including all of the Uni-

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versity's publications in the field of education, and, in particular, of continuing the educational numbers of the Columbia University Contributions to Philosophy, Psychology and Education, then in its thirteenth volume. Each number of this new series embodies the results of original investigation by an advanced student or an officer of the College, edited by the dean and the college professors in charge of the subjects treated, and issued under the direction of the faculty board of publication. From four to six numbers will appear each year. They are printed with especial care and bound in cloth, the price varying from seventy-five cents for an issue of seventy-five pages or less, to two dollars for an issue of from two hundred to three hundred pages or more. Subscribers to the series receive a discount of twenty per cent. from the rates for single numbers. Of the nine numbers already issued three are historical: "The seven mediæval liberal arts," "A history of sixteenth century arithmetic," and "The rise of local school supervision in Massachusetts." In one Professor MacVannel discusses the educational theories of Herbart and Froebel; two treat specifically the training of teachers: "Normal school education and efficiency in teaching" and "The public school system in France," with special reference to the training of teachers. The recognition already received by the three others alone, would be sufficient to justify the publication of the series. "Fiscal aspects of public education," by Edward E. Elliott, assistant professor of educational administration in the University of Wisconsin, is a study of the variability of school expenditures in one hundred and thirty-seven cities. "School funds and their apportionment," by Ellwood P. Cubberly, professor of education in Stanford University, is a comprehensive investigation into the relative values of the various bases for the distribution of school funds. "City school expenditures," by George Drayton Strayer, adjunct professor of elementary education in Teachers College, is a study of statistics gathered from thirty cities during successive years, with deductions indicating the necessity for more careful determination of and agreement concerning the ideal amount, distribution and reporting of city expenditures for schools. Each of these volumes was listed by the New York State Library as one of the twenty most important educational publications of the year.

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Eight additional issues of the series are now in press: studies of Rousseau, Bentham, Kant, Herbart and Froebel; histories of "Sixteenth century English grammar schools," of "Education in Canada," of "The college curriculum," and "Common school funds in the United States"; and finally, investigations of "Reform schools" and of "Continuation schools."

The publication board has also added a third item to its activity by the inauguration of a series of "Educational reprints." The first issue, a "Report of the commission on industrial and technical education, submitted to the Senate and House of Representatives of Massachusetts in 1905" has, in less than six months, met with a reception that seems likely to exhaust an edition of one thousand copies. The appearance of the second number, "Idiocy and its treatment," by E. Seguin, the foundation for the modern education of defectives, of which only six copies are known to be extant, is conditioned on the receipt of sufficient advance subscriptions to cover the cost of publication.

There remains but one other important item. Since the inauguration of extension teaching as a department of the College, and its later establishment as a separate university activity administered through Teachers College, some forty syllabi of professional and academic courses of instruction have been issued, each covering from sixteen to thirty-two pages, and usually in editions of one thousand copies.

Without, however, considering these syllabi, or the very large amount of semi-official publication concerning education by individual members of the staff, it will be evident that the College as an institution has contributed to the permanent literature of education nearly ten thousand printed pages, and has so distributed these that each has come into the hands of at least a thousand readers,—a service not incommensurate with its other achievement, or, indeed, with its highest ideals.

CLYDE FURST

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AUDITORIUM, HORACE MANN SCHOOL

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THE SCHOOLS OF TEACHERS COLLEGE

FROM the first, side by side with the college classes of Teachers College, there have been classes of children under instruction to afford opportunity for observation and practice teaching. These classes of children go back continuously to the more purely philanthropic efforts, out of which Teachers College developed, and they exist today in two complete "schools of observation and practice" which form an organic part of Teachers College, the Horace Mann School and the Speyer School.

Horace Mann School

The Horace Mann School is now distinctively "the school of observation" of Teachers College, *i. e.*, teachers in training observe its classes, but do not teach them. Its functions as a practice school were gradually transferred to the Speyer School as that school developed. The Horace Mann School comprehends a complete school system with two kindergarten, seven grammar grades, and a five-year high school course. It began in 1887 with 64 pupils in the kindergarten and elementary department. In 1889 a high school department was started with nine pupils, and the total registration was 129. The more recent growth of the School is shown in a table on p. 323. In 1888 the tuition was four dollars, including books. It is now $75 in the kindergarten, $150 in the primary grades, $200 in the grammar grades, and $250 in the high school. The growth in registration and in amount of fee means more than simply increased membership and revenue; it reflects increasing public confidence in the school on one hand, and on the other hand more liberal provision for the school in housing and equipment, in courses of instruction offered and in the teaching and administrative staffs.

The School occupies a five-story building on Broadway from 120th to 121st Street, especially erected for the purpose through the generosity of Mr. and Mrs. V. Everit Macy and occupied in 1901. The general plan of the building comprises a large auditorium and chapel in the center, with class-rooms surrounding it on three sides.

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The first and second floors are occupied by the elementary school; the third and fourth by the high school; while the fifth floor furnishes admirably lighted studios and manual training rooms. The basement contains a lunch room, and the gymnasium work finds quarters in the completely appointed Thompson Building, whose corridors continue those of the Horace Mann School.

The Horace Mann schools are under the direction of a superintendent, who is also professor of school administration on the Teachers College faculty. In addition each school—kindergarten, elementary school and high school—has its principal charged with direct administration. Vital connection with Teachers College is further effected by a supervisory relationship of the professors of Teachers College, by which each professor becomes an adviser regarding the teaching of his subject in the Horace Mann schools. By this means questions of subject matter and method of instruction in the school receive the immediate attention of a professional expert. The staff of the school comprises three teachers for the kindergarten, thirty-eight for the elementary school, and forty-one for the high school, including special teachers of physical education, art, manual training, domestic science, etc. A feature of the teaching staff is a special teacher for delinquent pupils in the high school and three assistant teachers in the elementry school: these teachers give their time to individual and small-group instruction, aiding pupils who through absence or for other reasons have fallen behind their classes.

The kindergarten, of about fifty children, finds its home in the large, sunny room on the first floor of Teachers College and is thus located apart from the rest of the School. Here the aim is to set in motion those educational processes which are to continue through school life. Visitors to the kindergarten are always impressed with the happy circumstances under which the children live out their first year of school: games that provide exercise for social qualities and leadership alike; songs that develop sympathy and some social understanding; and constructive activities in paper, clay and other materials that please the child's love of activity and react on his whole nature. This first living together in work, play and song, which the kindergarten affords, sets standards for teaching which

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educational thinkers have long been hoping to carry on into the elementary school and the high school.

It is to the peculiar credit of the Horace Mann schools that they have succeeded in a high degree in creating a social situation within the elementary and high school, as well as in the kindergarten, and that the school experiences of their pupils possess a spirit that is at one with all real life. It was the bane of the old school that its pupils lived a double life: their school life was as separate from their non-school life as oil from water; and double lives are no more wholesome in education than in morals. A visit to the general assembly of the Horace Mann elementary and high schools—for the pupils of both divisions meet together a thousand strong each morning, a capital thing in itself—would attest to the reality of the life within these school walls.

It has been aptly said that the "family of every Horace Mann School child can tell the grade at which a child has arrived by the world in which he lives." The first grade child studies the life of primitive man, as told in such tales as Waterloo's "Story of Ab," or in the Hiawatha poem. Out of the crude life of primitive times comes an appreciation of elements fundamental in our more complex life today. The child lives out his ideas, too. He weaves blankets for his hero, and at the end of the year clad in Indian costume and armed with tiny bows and arrows of his own making, goes over the way into the grove and acts out his stories of Indian life. The things of nature receive attention, also, this year, as through the following grades, and every facility is afforded such study in a greenhouse and out-door school gardens. But the more formal school arts, the three R's, are not neglected; in part they are learned as demanded by the child to comprehend his increasing experience, and the interest of immediate utility adds powerful motive; in part they are fixed by practice and drill.

The second grade child finds his world a pastoral and agricultural one. He makes objects, tools, etc., that appear in these stages of life, perhaps constructs a model of a farm, with fields and animals and buildings, and then ends his study by a half-day excursion to a real farm "over in Jersey." His nature-study tells him of common plants and insects and the domestic animals, all in rela-

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tion to the life of man, and his art work finds its subject matter in interests thus aroused.

The third grade child lives through the settlement of Manhattan Island; and with hand work on "objects illustrating the era of early trade and the discovery and life in early Manhattan," and with home or local geography, on one hand, and an elementary development of world ideas, on the other, he comes to find himself within the life of his city, and to find the place of his city in the larger world. The next grade treats of the American continent and, by biographical study, of the people now inhabiting it.

The fifth grade pupil goes back to live with the Greeks and Romans, and in his geography comes to know Europe and Asia. "The Horace Mann child of the sixth grade lives in the middle ages, becomes feudal in very soul. He reads 'Ivanhoe,' writes compositions on mediæval themes, and the pictures in his class-rooms are of life in the middle ages. It is curious and significant that he learns geography and spelling better because of the stimulus to his whole mental activity." The seventh year, with emphasis on United States history, United States geography, and American literature, completes the grammar school course, and the pupil is ready for the high school.

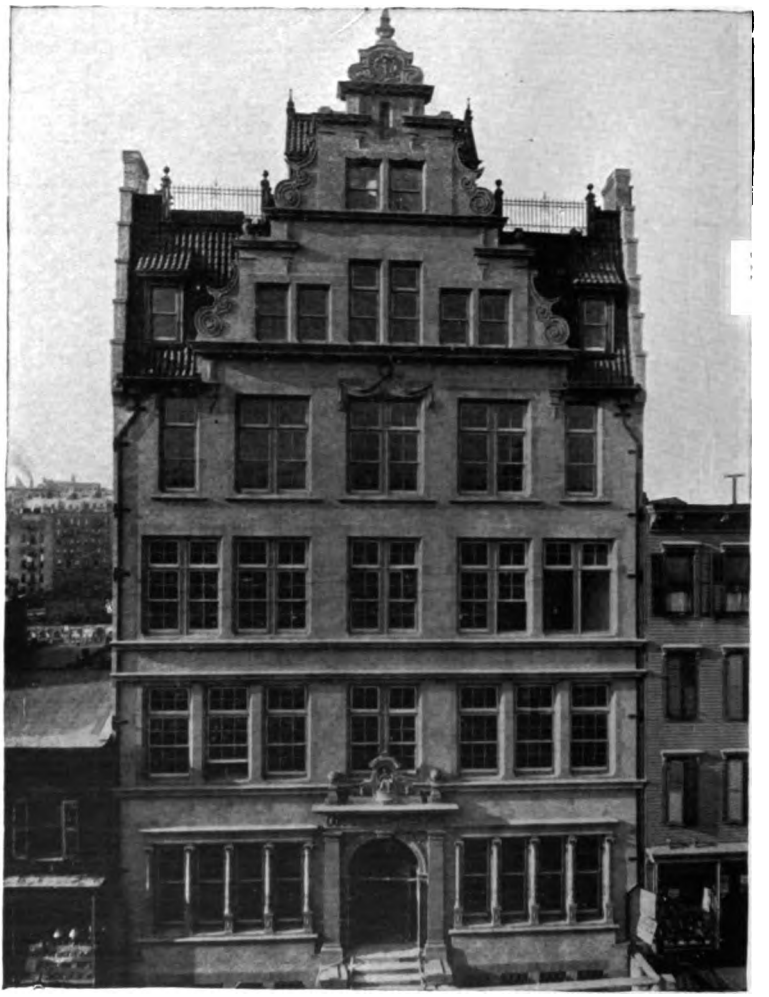
The high school, with its five year course and its four hundred students, makes a specialty of preparing its students for college, and its graduates go to Columbia, Harvard, Yale, Princeton, Cornell and other prominent universities and colleges. The course of study presents a certain amount of required work, thirteen or fifteen hours a week the first year, and eight, five, four, and four hours in the succeeding years. The balance, up to fifteen hours a week, is elective. At least one foreign language must be studied for two years; and English and physical training are required subjects throughout the whole course. The student going to college can prepare for either a college of liberal arts or a scientific course; the one not going to college can arrange the course best suited for his needs and can have experienced advisers to help him make wise selection. A feature of the curriculum is the work in manual training—shop work of various kinds for the boys, and home arts

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SPEYER SCHOOL

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for the girls—and in art work, which may be elected during the whole course.

As Teachers College stands for the training of efficient teachers, the Horace Mann School is set forth as an example of a school under the best conditions obtainable in educational practice. As a result the school is visited annually by a large number of teachers and superintendents from American schools, and as well from almost every land where education is respected, especially from England, Germany, France, the countries of South America, and Japan.

Speyer School

The Speyer School came into existence in the years 1898–1902 to furnish opportunity for practice teaching and for educational experimentation. Student teaching and experiment bring uncertainties and varying conditions which could not well be permitted in a school so large as the Horace Mann, organized as it is, upon a tuition basis. There was needed a small, free school. The germ of the Speyer School existed in a kindergarten in the parish of St. Mary's Church, located opposite the present Speyer School building. Kindergarten students of Teachers College first used this school for practice; in 1899, Teachers College assumed control of it and began the work of organizing an experimental elementary school under Miss Amy Schüssler, a teacher of the Horace Mann School, under whose direction the Speyer School has since been developed. In 1899–1900, there were 54 children in the kindergarten and 18 in the sub-primary grade; in 1900–01, there were 30 in the kindergarten, and 31 in the first three grades of the elementary school. Each year thereafter an additional grade was added, until the School comprised the eight grammar grades and a kindergarten. Meantime, material accommodations improved. The School had been organized in St. Mary's parish-house, but was soon transferred to a dwelling house on West 129th Street. In 1902, the present school building, a five-story structure at 94 Lawrence Street, was erected through the generosity of Mr. and Mrs. James Speyer. The building contains, on the first floor, the office, two library rooms, for children and adults, and a kindergarten room; four class-rooms and a doctor's office on the second floor; four class-

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rooms and two club-rooms, on the third; a school kitchen, dining-room, sewing-room, wood-working shop, and two club-rooms, on the fourth floor; an apartment for teachers and residents on the fifth; and a roof-garden over all. In the basement there is a well-equipped gymnasium with shower-baths. The list of these appointments suggests the unusual uses of the building, for the Speyer School has set for itself the problem of making a school building useful to the surrounding community outside of school hours. That is, the School is not only an elementary day school in which students of Teachers College may learn to teach by teaching, or, if already experienced, may make experiments in the subject matter and methods of teaching; but the building is the home of organized neighborhood and social activities, which make it a community center for young people and adults alike.

The day school division of the Speyer School includes a kindergarten and eight elementary grades. Its chief characteristics perhaps are the wholesome friendly spirit which pervades it, and its curriculum, which goes out into the life of the neighborhood, in shop, flat, and street, for its material, and in turn sends the children back into this life with an appreciation of their surroundings. The atmosphere of the School and the work done in it, mark it as a school by itself; and the stranger coming to Teachers College often remarks upon the suggestiveness of "the little school down the hill."

The neighborhood work of Speyer School makes it unique, too. Here is a school building, which, by the addition of few club-rooms, ample gymnasium space, a roof-garden and apartment for residents, has taken on many of the functions of a social settlement. And this has been done naturally, and therein lies the sense of the suggestion that other schools can copy the model set. This outside use started in mothers' meetings, first in the kindergarten and then in the grades; so naturally there came to be a "mothers' club," now the oldest and staunchest organization "in the house," which holds evening meetings for sewing, talks on homework, or for social purposes. Then the young people needed a place to meet evenings; and so boys' clubs and girls' clubs came into existence. Before the new building was proposed, there was already a demand for these

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extra-school activities and the new building was planned to provide for them. The theory underlying them is that the school period does not end at fourteen years, and that the school as an institution must provide a continuing education, which is none the less truly educational because it is protective, formative and social, rather than organized in terms of a curriculum. The "neighborhood work" or "extension work" of the Speyer School comprehends the following activities: a children's playroom, afternoons, for children under ten years old, which gathers fifty children daily and reaches five hundred different children every year; a library with 2,700 volumes and an average daily circulation of sixty-five volumes; eight clubs of boys and young men engaged in social and athletic activities, four clubs of young women; gymnasium and athletics; classes in cooking, sewing, and embroidery; a mothers' club and a fathers' club; lectures, socials, etc. Membership in the neighborhood department, which is drawn in considerable part from families whose children are in the day school, is secured by a small fee, which in part supports the work.

Viewed from its wider relations, the Speyer School is by no means an unimportant factor in the University. With regard to Teachers College, it presents the necessary complement in practice to theoretical courses in education; for the university, it has provided students with opportunity for experience in work of social betterment, and it has organized a whole section of "evening technical courses," since transferred to the division of extension teaching; out of its use as an educational laboratory, have come contributions to educational science, published in the *Teachers College Record* and elsewhere, which justify the description of the Speyer School as one of America's foremost experimental stations in education.

BENJAMIN R. ANDREWS

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JOHN KROM REES

A.B. 1872, E.M. 1875, PH.D. 1894

IT is not easy, when one undertakes to say a word concerning the life and the work of a departed friend, to separate his estimate of the friend from his estimate of the scientific man. In the case of Rees this sort of differentiation is perhaps unnecessary and undesirable, because his work as a teacher and as a man of science grew so directly out of his personal and temperamental qualities that his work as a whole should be considered in making any estimate of the significance and the value of his life.

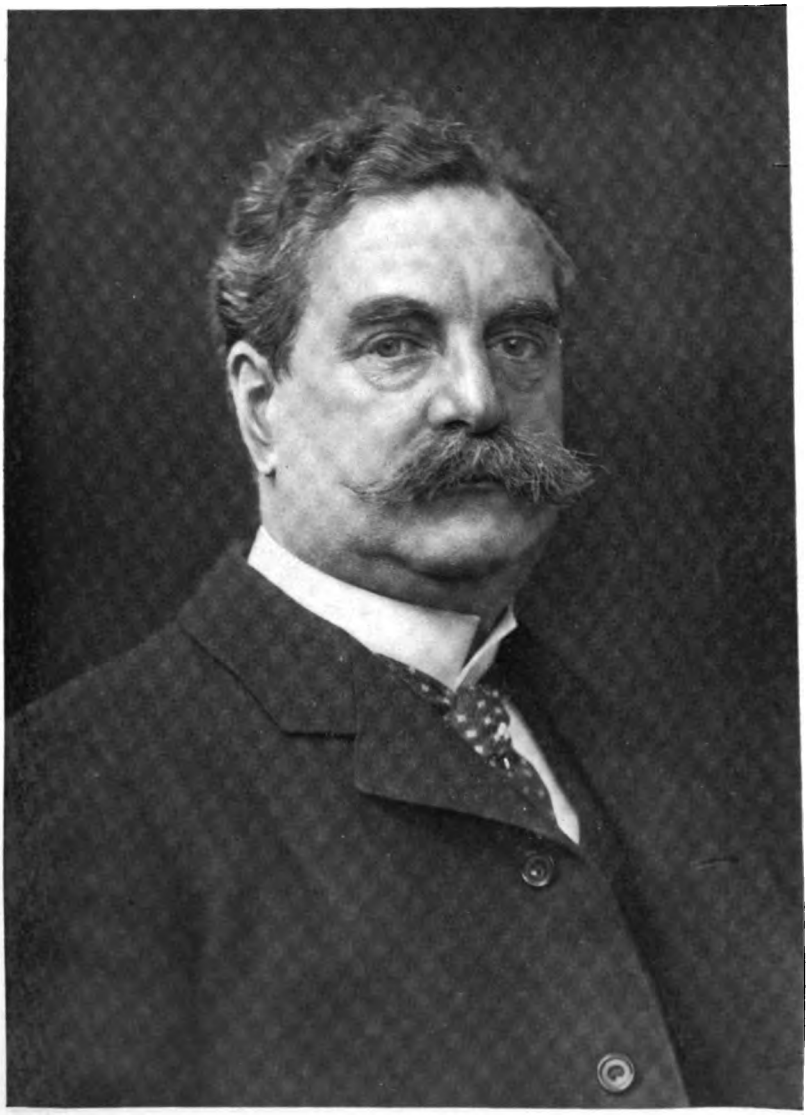
My acquaintance with Rees began when he was professor of mathematics and astronomy in Washington University, in which course I became his successor. He had the chair formerly occupied by Chauvenet and one which had become under his immediate predecessor rather a chair of mathematics than a chair of astronomy. Rees again laid the emphasis on the work of astronomy and the chair became distinguished under his occupancy rather as a professorship of astronomy than of mathematics.

With his enthusiasm for observing, he succeeded in obtaining such help as would enable him to erect a small observatory in connection with the university, which was used for instruction and which became very soon the center of the time service of the city, a project in which Rees was greatly interested. Rees was first of all a teacher and his interest in his students and his desire to serve them was the most prominent characteristic in his whole life. As a teacher he was distinguished by clearness, an admirable grasp of fundamental principles and an excellent power of imparting these fundamental principles to those who worked under him. Among his pupils have been many men who became strong and useful and an unusual number of men who have attained rank in science. Perhaps the best fruits of his teaching were the men whom he taught and sent out into the work of the scientific man and of the engineer.

Rees left Washington University in 1881 to become an adjunct

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JOHN KROM REES, A.B. 1872

PROFESSOR OF ASTRONOMY

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professor in his *alma mater,* where he spent the rest of his life and where his principal work was done.

Here, as in Washington University, he was first of all the teacher with clear ideas of the subjects he taught and firm insistence on good methods of teaching and earnest work on the part of his students and a never-failing readiness and patience in dealing with them.

The object that lay nearest his heart was the establishment of a good working observatory in connection with Columbia University and for this he labored insistently to the end of his life. With every step that was made in this direction his name has been identified and the equipment which has been added to the University was in large measure the outcome of his enthusiasm and his effort.

His most valuable original contribution was the work on "The variation of latitude and the constant of aberration." This work was planned in 1892–3 and actual observations were begun in the latter year. It was an outcome of the suggestion of Fergola in 1883 that the question of latitude variation, then a matter of keen interest, might be best investigated by simultaneous series of observations at pairs of observatories situated near the same parallel of latitude, but widely separated in longitude. He called attention to the fact that the observatory of Columbia University, New York, and the observatory of Naples, of which he was himself director, were admirably situated for such observing stations.

The results of the work thus inaugurated are given in a volume of the publications of Columbia University issued in 1906, containing observations made by Rees, Jacoby and Davis. The discussion which follows the observations leads to definite results of a high order of accuracy in the matter of latitude variation and to a very admirable determination of the constant of aberration. This work, it will be remembered, was begun and practically completed before the inauguration of the international latitude campaign since undertaken. The results are creditable in every way to Rees's grasp of the problem and to the skill of himself and his colleagues as observers and investigators.

To those of us who knew this man as a friend, his figure will always remain as one of those sincere teachers and investigators who give themselves unreservedly and heartily to the work of the

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teacher and of the student, asking no other reward than the work itself. Cut off as he was in early manhood, just as his powers were ripening and becoming most fruitful, he has left, nevertheless, a record of work done which is lasting, and he has left, more than all else, a remembrance of one whom those who knew him will always cherish for the sincere, manly and sympathetic qualities of his nature.

HENRY S. PRITCHETT

GEORGE GILL WHEELOCK
M.D. 1864

GEORGE GILL WHEELOCK, M.D. 1864, trustee of the University, died at his residence in the city of New York, in the early morning of Friday, March 22, 1907; and with his life ended a career of effective devotion to self-imposed public duties fulfilled with no thought of tangible reward—one of the careers which aim to serve and attain to what is highest.

Dr. Wheelock was born in Boston, November 24, 1838. He graduated from the Adams Grammar School in 1851 with the first silver medal, and from the Public Latin School in 1856 with the third Franklin medal. He took his bachelor's degree in arts at Harvard College in 1860, ranking sixth in a class of one hundred and thirteen. In October, 1860, he came to New York and began the study of medicine under Dr. John Watson, attending lectures at the same time at the College of Physicians and Surgeons. In May, 1861, he became a volunteer assistant to the surgeons of the Fourth New York Volunteers, and served till the end of the summer at Newport News in General Butler's department. In the following summer he went with the vessels of the U. S. Sanitary Commission to care for the wounded and sick on the Peninsula under General McClellan. In 1864 he took both his master's degree at Harvard College and the degree of doctor of medicine at the College of Physicians and Surgeons.

After serving as house surgeon at the New York Hospital, Dr. Wheelock went abroad to complete his professional studies, and remained two years. On his return he began the practice of medi-

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cine in New York in association with Dr. George A. Peters. He also began at once to teach at his medical *alma mater* as assistant demonstrator of anatomy and lecturer on physical diagnosis. Later he became a trustee of the college and registrar of its board of trustees, while he served for many years as treasurer of the Association of the Alumni. He became an attending physician at the Presyterian Hospital, Nursery and Child's Hospital, St. Luke's Hospital, and the Colored Home and Hospital. He was a consultant at the Emigrant Hospital on Ward's Island.

With the merger of the College of Physicians and Surgeons with Columbia University in 1891, the office of registrar of the medical corporation came to an end, but Dr. Wheelock was at once elected a trustee of the University. He became also a manager of the Vanderbilt Clinic and of the Sloane Maternity Hospital, succeeding to the presidency of the last named institution. All of these offices he held at the time of his death.

In 1891, he retired from the practice of medicine in order to devote himself exclusively to that incessant public work which ceased only with his fatal illness. This work linked him with important charitable organizations by no means purely medical. He was a trustee not only of the New York Dispensary and of the New York Institution for the Blind, but also of the Children's Aid Society, of the Society for Caring for Juvenile Delinquents, and of the State Charities Aid Association. Of the last he was for some time president, and was president also of its County Visiting Committee.

Dr. Wheelock is survived by his wife,—a daughter of the late William Hawxhurst Townsend,—and by their son, William Hawxhurst Wheelock (A.B. Harvard '98). Numerous colleagues and friends will grieve for Wheelock; but it is the glory of such a life as his that the unknown many whom it has served cannot grieve when it is ended, because they do not know the sources of the good for which they have been grateful.

J. G. C.

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EDITORIAL COMMENT

The Growth of Teachers College

The material concerning Teachers College in this issue of the QUARTERLY will appeal to everyone interested in the progress of education. Although it is just completing its nineteenth year, through its foundation, in 1888, as a college for the training of teachers and its becoming ten years later a university professional school for the same purpose, it is the oldest, as its development has made it the most fully organized institution of its kind. Both inception and development arose from an unusual combination of causes. From the beginning there has been a peculiarly intimate relation between the board of trustees and the work of the institution. With a sensitiveness to new issues and a readiness and adequacy in meeting them characteristically metropolitan, the trustees embodied their ideal that the superior training of teachers would, through improved teaching, be a powerful means for social betterment; and urged it until the inertia both of the profession of teaching and of the world of academic scholarship was overcome. The faculty has carried on the labor of creating rather than following academic traditions with a care evidenced by the fact that no policy has been inaugurated without unanimous agreement. Nor may the influence of a band of students, most of them already experienced teachers, from practically every State of the Union and from a score of foreign countries, be forgotten. Through the intimacy between instructor and student, which the college zealously guards, their spirit, their needs, and their experience have constantly reacted upon the institution in a way to confirm its ideals, enlarge its provisions, and increase its efficiency. It is, therefore, due not to accident, but to a fortunate combination of specific forces, that Teachers College has come to occupy its present place in the world of education.

Professional Interests of our Colleges

Professor Monroe's article in this issue contains a summary of the distribution of Columbia graduates among the professions. Such an analysis for a number of colleges and universities would throw much light upon the problem of elective courses, of required subjects, of the shortening of the college course, of the relations of the professional courses or schools to the traditional college course. Yet, with the exception of two or three

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fragmentary studies, no attempts at such an analysis have hitherto been made. An investigation into the vocations followed by the graduates of the traditional college course would indicate the varying demands of society upon its higher educational institutions. A corresponding analysis of the total graduate body of the university, inclusive of the professional, technical and graduate schools, would reveal the extent to which the various institutions are meeting these new social demands. There is a marked divergence among the various colleges in their dominant professional interests. The law, for example, has always claimed the largest percentage at Columbia. Princeton is the one of our larger institutions in which the ministry has continued to attract the largest element of graduates. At Yale, the most marked recent change is the increase of the group entering mercantile pursuits, until the latter now is greater than either the legal or ecclesiastical group, which formerly predominated.

An analysis by historical periods also shows a marked divergence in professional interests. The dominance of the ministry during the seventeenth century and the early eighteenth follows from the fundamental purpose of our early colleges. After the Revolution the law came to dominate, though its supremacy was threatened by the medical profession throughout the nineteenth century. The most interesting feature of the last quarter of a century is the increase in the proportion of college graduates entering the engineering professions, mercantile pursuits, and teaching. What is more surprising, however, is the fact that the proportion of college graduates entering the learned professions tends to remain the same, even when taking into consideration a large number of colleges; but the distribution among these professions varies in a marked manner. One of the most significant changes is the notable increase among the number of graduates entering the teaching profession. An investigation shows that the proportion at Amherst has reached 25 per cent. for a number of years past. The investigation contained in Professor Suzzallo's article shows that more than 10 per cent. of the entire number of college students is pursuing courses in education, if statistics from twenty-three of our largest institutions may be taken as indicative. Thus both as a social need and as an institutional response, the importance of education as a university subject is demonstrated.

The preceding comment recalls a somewhat elaborate study of the careers of the graduates of American colleges from 1840 to 1895

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The Rise of the Teaching Profession

who were elected to the Phi Beta Kappa society, made several years ago by Professor E. L. Thorndike, which shows clearly the rise of teaching as a distinct profession and its power of attracting superior men at the expense of the law and the ministry. Teaching has been changing from the casual work of young men forced to somehow earn money for professional studies, or the destiny of clergymen who found that their learning was worth more to the world than their piety or sermons, to a distinct profession with secure remuneration, great social advantages, and an opportunity to cultivate one's intellectual interests. This familiar change appears emphatically in the records. During the decade from 1885 to 1895, a Phi Beta Kappa graduate was about two and a half times as likely to become a teacher as he was in the period from 1840 to 1850. The percentages are as follows: 1840 to 1844, 9.4 per cent.; 1845 to 1849, 11.6 per cent.; 1850 to 1854, 13.7 per cent.; 1855 to 1859, 16.4 per cent.; 1860 to 1864, 17.2 per cent.; 1865 to 1869, 13.9 per cent.; 1870 to 1874, 16.4 per cent.; 1875 to 1879, 17.6 per cent.; 1880 to 1884, 21.4 per cent.; 1885 to 1889, 25.5 per cent., and 1890 to 1894, 25.4 per cent.

These figures show a very rapid increase in the popularity of the teaching profession with scholarly men from 1840 to 1850 and again from 1870 to 1895. The years from 1860 to 1869 show an opposite tendency. During this period the law was gaining rapidly and the ministry was holding its own. The natural inference is, that the critical aspect of national affairs during this period attracted attention to public life and also temporarily hindered educational endeavor. Certainly the law then gained at the expense of teaching. However, the exact causation of both this temporary decline in the popularity of teaching and its general rise is a problem for experts in educational affairs.

The Record of Twenty-five Years

Twenty-five years ago this month, Nicholas Murray Butler was graduated from Columbia College. During his four years of student life he had placed himself at the head of his class in scholarship, distinguishing himself especially in Greek, in mathematics and in philosophy, so that at Commencement he received the highest honors and was appointed to a University fellowship in philosophy. This he held for three years, pursuing advanced studies at Columbia and later in Paris and Berlin. When

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the term of his fellowship expired, he was appointed successively assistant, tutor, adjunct-professor, and professor, of philosophy and education, becoming (1890) dean of the faculty of philosophy. When President Low retired in 1901, Dr. Butler served for some months as acting president, and soon after was elected by the trustees to the presidency of Columbia University.

Apart from his immediate relations with the University, he founded in 1886 the institution now known as Teachers College, of which he was the first president (1886–1891); and his practical concern with education led to his appointment as a member of the board of education of the State of New Jersey. He also served as special commissioner from New Jersey to the Paris Exposition in 1889, and was president of the American Educational Association in 1895. To the literature of education he has contributed largely. He founded and has remained the editor of the *Educational Review,* and also directed the publication of the great Educators' Series, and the Columbia University Contributions to Philosophy and Education. He has likewise written many monographs on educational subjects besides his editorial and other contributions to scientific periodicals. Dr. Butler is scarcely less well known in Europe than in his own country, and his services to the cause of education have been recognized by honorary degrees conferred upon him by many of the great universities both here and abroad. He has done much to promote a more definite academic intercourse and an interchange of educational facilities between American universities and those of Europe.

This brief record of the achievements of twenty-five years of academic life is sufficiently significant to need no comment. Nevertheless, it but partially represents the full scope of President Butler's intellectual activity. By his public addresses, by his close relations with eminent men in all countries, and, above all, by his own personality, he has exercised an influence the extent of which can not now be accurately measured or described. And yet it may be said that his career has, in a sense, but just begun; since he is still in the very prime of life and has still to witness the full effect of that intellectual momentum which his earlier labors have created. Because his interests are not exclusively academic in the narrow sense, he represents the Columbia ideal of the scholar—an ideal which combines and links the dynamics of knowledge with the highest aspirations of American citizenship.

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Teachers' Salaries and Minnesota

There has been recently among the alumni in various eastern colleges and universities, notably of Harvard and Princeton, a movement to secure funds to advance the salaries of instructors. The movement has appealed with some success to the loyalty of alumni and the benevolence of interested friends. A similar movement was actively started among the alumni of the University of Minnesota last fall, with the result that the regents of the University now have at their disposal an annual appropriation of $165,000, made by the legislature of the State, available for current expenses. Salaries of instructors have already been materially advanced, in some cases to a level which places the University of Minnesota in active competition with the leading universities of the country so far as the compensation of its instructors is concerned. This must be regarded as a very important advance in the development of State universities. Its economic importance as bearing upon the general problem of the compensation of teachers is even greater, for the alumni of Minnesota appealed not only to loyalty and benevolence, but to a legislature responsible for the proper support of the first educational institution in its State. They carried through their appeal with energy and success, in the face of strong opposition and without the heartiest cooperation on the part of the board of regents. The campaign was conducted by a committee of alumni, ably seconded by the *Minnesota Alumni Weekly*. The sum originally desired was $200,000, but the regents voted to ask for only $150,000. Yet the amount granted was $165,000. The issues of the *Minnesota Alumni Weekly* ever since the movement began have contained a quantity of valuable material bearing on the general subject. Statistics were gathered the country over, and the relation of teachers' salaries to incomes from other professions and to the cost of living was set forth. In addition, the *Weekly* published letters from various sources expressing hearty interest in the campaign. From all parts of the State committees of alumni and individuals addressed the members of the legislature on behalf of the movement. As a result, when the legislature came to make up its appropriations for the University fund, it was confronted not with the question whether salaries should be raised, but with the question to what extent they should be raised. We believe that educators generally have grounds for congratulation on this successful movement. Here is a case where the needs of higher education have been put definitely before the people of one of our most important States, and they have responded in a way which

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indicates a high appreciation of their economic responsibility. Their action is a challenge to emulation.

An Intranational Exchange of Professorships

By the establishment of the Kaiser Wilhelm and Theodore Roosevelt professorships, Columbia University has taken a decided stand in favor of the international exchange of professors. Harvard University had adopted a somewhat similar plan at an even earlier date, and several other institutions, among them the University of Chicago and the University of Wisconsin, have made arrangements to bring German professors to our shores. One or two associations interested in the dissemination of Germanic culture and traditions are likewise providing itinerant lecturers with fair regularity, so that all appearances indicate that the supply of foreign lecturers will be sufficiently ample to meet the demand—at least in the immediate future.

Is it not timely to inquire whether the idea underlying the establishment of international exchange professorships—the promotion of a good understanding and friendly relations with the foreign nation involved—may not be applied with equal promise of success to an intersectional exchange within our own borders? We have made rapid strides during the past decade in the field of student migration, and as a result are gradually drifting away from the spirit exemplified in John, the Orange Man's translation of the *Veritas* of the Harvard motto. At the same time, this migration of the student body is still in its infancy; it is practically confined to non-professional graduate students and its scope limited in the majority of cases to two, or at the most three, institutions. It is clear that under existing conditions the mountain can not be brought to Mohammed; why not, then, bring Mohammed to the mountain? Having made provision for exchanges on international lines, would it not be well to employ a similar agent in an effort to eradicate sectionalism and to develop a better and more accurate mutual understanding on the part of north and south and east and west?

There does not appear to exist any inherent or insuperable obstacle which would interfere with the adoption and execution of the plan here outlined. It would be perfectly feasible, and no doubt highly advantageous to all parties concerned, for a Harvard professor, let us say, to exchange for a half-year or a year with a professor at the University of Chicago; or for a Columbia professor to change places for a

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similar period with a member of the faculty of the University of California. The financial problem would not be especially difficult to solve, and certainly men could readily be found who would be not only willing but eager to embrace such an opportunity for a change of scene, for receiving new impressions, for collecting material and making economic and sociological studies of different sections of their country at close range. We are all aware that the average American professor attached for years to a single institution is apt to get into a rut and to develop a narrow and warped judgment; not possessing a wide range of experience, he is unable to impart it to the student body, with the result that the education of many a college student lacks proper broadness. The adoption of the plan here briefly outlined would certainly make for greater solidarity of higher education in the United States.

Summer Session 1907

The eighth summer session of the University will open on Tuesday, July 9, and will continue until Saturday, August 17. For the first time in its history, the summer term begins in the second week of July and not in the first. This change in date is due to the fact that the fourth of July falls on Thursday, and any other arrangement would place the opening day too early or too late in the week, with the additional objection, in the first case, of an interruption in the middle of the week. By making use of two Saturdays, it will be possible to close the session on August 17, the same date as in 1906. The effect of this postponement of the opening day of the summer term will be observed with considerable interest, as many believe that it will lead to an attendance more prompt, if not more numerous. Teachers coming from a distance usually find great difficulty in completing their regular duties in time to reach New York for the beginning of the summer work.

It may be said in general that the policy of the administrative board has been to increase and vary the courses offered in any given subject, rather than to add largely to the number of subjects taught. This has been necessary because of the return of many students in consecutive years, who do not look for new subjects, but for new courses in the subjects in which they are already enrolled. This is true in particular of those candidates for the degree of master of arts who intend to fulfill the required residence by attendance at four summer sessions. The policy of widening the scope of the various subjects is not only

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necessary, but is unquestionably sound from an educational point of view. The summer term will prove useful to the ever-increasing number of students, the more nearly the subjects approximate in character those of the academic year.

The most important step in advance is the opening of the departments of civil and mechanical engineering to summer students. Two courses and laboratory work will be given in each of these subjects, and the work achieved will count toward the master's degree and toward the degrees in applied science. Students in science invariably find the academic year so crowded, that it is almost impossible to complete the required work in the time assigned. This stress has already been lessened by the summer courses in chemistry, physics and mathmatics, and the introduction of courses in engineering will give additional relief and at the same time afford liberty in the choice of electives or for additional study along lines especially desired.

The Furnald Bequest

Alumni and students of the University, particularly of the College, have been interested, recently, in reading of the bequest of the late Francis P. Furnald for the building of a dormitory in memory of his son, Royal Blackler Furnald. This will be the first hall erected in honor of a young former student and it will, therefore, have a special significance among Columbia buildings. Like Hartley Hall, which owes its existence to the enthusiasm and generosity of a recent graduate, the new dormitory will stress the devotion of the latest generation of students. This side of the matter, sentimental though it may appear, is worthy of consideration.

Royal Furnald, whose name is thus to be perpetuated, was of the class of 1901, the first class to enter Columbia at the new site. At once he became an earnest and loyal member of the College, interested in all forms of activity. He played right end on his Freshman football team, and was very popular with his classmates. After his death —at the end of his Sophomore year—a book of his essays, stories and poems was published by his father; it shows a keen sensibility and the beginnings of a distinctive and charming style. He was unquestionably a youth of promise, and to this day some members of the teaching staff remember him with regret at his untimely death. Representing the best type of college man, he is fittingly to be honored by the college he so dearly loved.

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Administration Building

The proposed plan for utilizing East Hall as a center for various administrative activities of the University is one that should meet with the ready approval of the officers involved. The scheme of consolidation provides that the offices of the registrar and the bursar shall be located on the ground floor of the building, while the second floor is to be assigned to the deans of the three non-professional faculties and of the faculty of fine arts, and to the chairmen of the various admission committees. This concentration will also involve the offices of the bureau of purchases and supplies, of the alumni catalogue, and of the QUARTERLY, so that there will be without question a distinct saving of time to the students and other persons who have dealings with several of these offices. For example, it is quite customary for graduate students to enroll in more than one of the non-professional faculties of political science, philosophy, and pure science, which necessitates calls upon deans who are at present located in different buildings and who arrange for their office-hours independently of one another. The students are often called upon to make similar trips between the office of the registrar and those of the various deans or committees on admission, especially at the beginning and end of the year, and a series of offices located in the same building will do away with considerable confusion. The contemplated move is only one step in the direction of the final consolidation of all the administrative offices in University Hall, and is perhaps the best temporary solution of the problem.

An Alumni Clearing House

This question of the consolidation of the administrative offices suggests the establishment of a central bureau to serve as a general clearing house for all alumni activities. The Alumni Council has done much to unify alumni interests and has demonstrated the necessity of having a central body to carry on university enterprises and to serve as a means of communication between the University and the alumni, and the Council could render no greater service to the University than to establish, or aid in establishing, a bureau of the kind suggested. A bureau of this nature would naturally have in its charge the keeping of the records of alumni and former students of the various faculties and would be the logical place from which to edit succeeding editions of the general catalogue. The bureau could, furthermore, transact much of the work that is now being performed by the secretaries and

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treasurers of the alumni associations of the different schools, and likewise cooperate with the alumni council in its diverse activities, for example, in planning visits to local alumni associations, arranging functions held primarily for the alumni, such as anniversary celebrations, etc. Such a bureau would also naturally assume the duties of an appointment agency, and, moreover, there are certain phases of the work of the QUARTERLY which might readily be transferred to an office of this kind. Finally, it would serve as a bureau of information for the many alumni who are constantly paying visits to their *alma mater* without, in many cases, knowing just where to turn upon their arrival on Morningside Heights. The President has recently appointed a committee of twelve alumni representing the board of trustees and the different faculties to consider the advisability of organizing a bureau along the lines laid down above, and it is to be hoped the committee will have the active cooperation of the Alumni Council.

Teachers College at the Jamestown Exposition

Teachers College and the Horace Mann schools will be represented this summer and autumn by an exhibit at the Jamestown Exposition. The purpose of the authorities of the exposition is to represent not only the general features of present day education in the United States, but also typical industries and educational influences of colonial times. Teachers College is honored by being selected as the leading institution of this country devoted to the training of teachers. The exhibit will be artistically installed, and will include the following features: photographs of buildings and equipment, statements of courses of study, exhibits of departments of domestic science and domestic art, manual training work of students of Horace Mann School, art work of students of Teachers College, exhibit of written work of pupils of Horace Mann School, and books and pamphlets written by officers of Teachers College. While the educational exhibits at the Jamestown Exposition will not be as comprehensive as those at St. Louis, it is hoped that they will be such as will be of especial value to the teachers of the south.

The retirement from active service of Professor Frederick Remsen Hutton on July 1, 1907, means more to the University, both

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officers and students, than is involved in the change in his own department. Professor Hutton's close association with all good works since he entered his *alma mater* as a collegiate freshman in 1869, and his warm personal interest in the students with whom he came into contact, make an enviable record of unselfish service for nearly forty years. We trust that, following the example set by the last department head to leave the University for other duties, Dr. R. S. Woodward, Professor Hutton will retain, in so far as possible, his relations with his old associates and students.

Professor Hutton's Retirement

The fourteenth and last edition of the General Catalogue of officers and alumni of the University, which has recently been issued, is almost monumental in size with its 921 closely printed pages containing the names of 21,989 graduates. Owing to the great increase during the past few years both of graduates and officers of instruction, much condensation and rearrangement had become necessary, entailing a complete revision of the preceding edition and a considerable amount of work. Much care has been exercised in ascertaining and verifying the records and addresses of graduates, the addresses of 12,983 alumni having been secured out of a possible 14,393 who are presumed to be living, that is, over ninety per cent. of the total number. In this edition are included for the first time the names of those who graduated from the College of Physicians and Surgeons between 1811 and 1860, when the college was not officially connected with the University. The college having been merged in the University, all who have received its degrees are now treated as graduates of Columbia. A new system has been adopted for classifying officers of instruction, in accordance with which the names are arranged in alphabetical order, each name being followed by the academic record of the individual. Masters of arts and doctors of philosophy are now catalogued in separate lists, instead of collectively, as heretofore, and the original lists have all been reverified and corrections made where necessary. The names of the recipients of degrees are indexed alphabetically and also, where addresses are known, according to place of residence, so that, including duplications, the catalogue contains almost sixty thousand names. About 2600 subscriptions for the catalogue have been received, and it is hoped that alumni who have not yet sent in their names for a copy of the volume will make use of the form included in the advertising pages of this issue.

The General Catalogue

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THE UNIVERSITY

The work of the first Roosevelt professor at the University of Berlin, which began at the close of October, ended at the beginning of March. In his principal course of lectures, Professor Burgess outlined the constitutional development of the United States from the colonial period to the present time, when the United States has colonies of its own. This course was attended by about two hundred students. For a smaller number of advanced students, Professor Burgess conducted a seminar in which the text of our laws and judicial decisions were examined and discussed. During the winter he also gave a course of six lectures on American constitutional history to an audience largely composed of Prussian administrative officials, in the *Staatswissenschaftliche Vereinigung*. In addition he delivered to the teachers of Berlin a lecture in lighter vein, entitled "Onkel Sam," in which he undertook to present the chief characteristics of the American people. This lecture was also delivered to the general student body at the University and to a popular audience at Cologne.

Activities of the first Kaiser Wilhelm and Roosevelt Professors

Professor Burgess's closing lecture at Berlin on March 2, like his opening lecture in October, was made a university "function." It was attended by representatives of the Prussian ministry, by the rector and many professors of the university, by the former ambassador of the United States, Mr. von Holleben, and by the American ambassador to Germany, Mr. Charlemagne Tower. At the close of the lecture Professor Burgess spoke again, as in October, of the importance which he attached to the international exchange of professors; of his own feelings towards Germany; and of the necessity of friendship and cooperation between the two peoples. Speeches of appreciation and of farewell were made by the rector and by Mr. Von Studt, of the ministry of education. The last formal celebration of Professor Burgess's activities in Berlin was a dinner, given March 7, by Mr. Tower, at which the Emperor and the Empress were present.

The official organ of the university, the *Berliner Akademische Wochenschrift*, in which Professor Burgess's inaugural lecture had been published, gave on March 11 the text of his concluding address and of the other speeches made on that occasion. It published also a eulogistic article upon Professor Burgess and his work, written by Professor Paszkowski.

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From Berlin Professor Burgess went to Vienna, where he delivered an address before the *Juristen-Verein* and also repeated his lecture on "Onkel Sam." Both lectures were attended by large audiences; that assembled at the first including the most prominent savants of the Austrian capital.

By the terms of his appointment, the Roosevelt professor is held to lecture at Berlin only, and only during the winter semester; but in response to the urgent request of the Prussian ministry, Professor Burgess is giving a shorter course of lectures, in May and June, at the University of Bonn, and will give a similar course in June and July at Leipzig.

Because of the arrangement of the academic terms in Germany, the Kaiser Wilhelm professor has scant time at his disposal to prepare himself for his work in the United States, and is unable to prolong his stay here beyond a single half-year. The German professor lectures in his own university until nearly the middle of July and returns to take up the work of the second semester in April. Professor Schumacher, however, not only delivered at Columbia a valuable and interesting course of lectures on German industry and banking, conducting at the same time a very successful seminar, but also found time and energy to deliver a number of special lectures and addresses within and without the walls of the University. He spoke or read before the *Deutscher Verein* of Columbia University, the *Deutscher Gesellig-Wissenschaftlicher Verein,* the *Liederkranz,* the *Verband deutscher Schriftsteller.* the Academy of Political Science, the League of Political Education, the Institute of American Bank Clerks, the Schoolmasters' Club, the Association of American Teachers of German, the Phi Beta Kappa Society, the Philosophy Club of Barnard College, and the University Club in Newark. He was also one of the speakers at the Schurz memorial exercises in New York City. Before returning to Germany, Professor Schumacher made a flying trip across the continent; and although he was unable to accept a tenth part of the invitations that were extended to him, he delivered an address before the professors and students of the University of California, spoke in the Berkeley Club, read a paper on "Industrial insurance in Germany" to the members of the Industrial Club in Chicago, spoke at the "Bismarck-Feier" of the Germans in that city, and delivered at the University of Chicago five lectures on "Large-scale enterprises in Germany." If the chief object of the exchange of professors is to interpret each of the two great nations to the other and

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to establish between them durable bonds of sympathetic intelligence, the first Kaiser Wilhelm professor has assuredly rendered as much service of this sort as it is humanly possible for one man to accomplish in six months.

* * *

The New College Faculty

At the May meeting of the trustees important action was taken, on the unanimous recommendation of the committee on education, reconstituting the faculty of Columbia College. For some years past, the faculty has consisted, in addition to the president and the dean, of the heads of sixteen specified departments and such other professors as were from time to time assigned to this faculty by the trustees. As a result of the development of the past fifteen years, this provision had resulted in leaving upon the College faculty a number of professors whose main or only duties lay in connection with the graduate schools, while many other professors having duties of the same kind but giving more or less instruction to College students, were not members of the College or undergraduate faculty. The trustees were faced by the alternative of either enlarging the College faculty so that it should include all professors and adjunct-professors who gave any instruction whatever to undergraduates (in which case the faculty would consist of more than 100 members), or of reconstituting it, in accordance to some fixed principle, as a more specifically collegiate faculty. The latter course is the one that has been taken, and, after July 1, the College faculty will consist, not of the heads of sixteen specified departments and such other professors as may be assigned by the trustees, but only of such professors as the trustees may designate for membership in this faculty, whether heads of departments or not. Moreover, the faculty will be divided by lot into three classes as nearly equal as may be, the terms of one class expiring each year. Vacancies arising by the expiration of term will be filled by the trustees for a term of three years by new assignments to the faculty, or by reassignments of some or all of those whose terms expire.

With the faculty of Columbia College so reconstituted and consisting only of professors and adjunct-professors who have large personal relationship to College problems and to College teaching, it is the hope of the trustees that there may be instituted something like the preceptorial system, which is reported to be working well at Princeton. The end in view is to bring the undergraduate students, particularly those in the Freshman and Sophomore years, into close personal relationship with members of the College faculty, in order

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that they may receive not only instruction but personal guidance and advice.

Instead of the present College faculty of fifty members, the reconstituted faculty will consist, in addition to the president and the dean, of thirty-five professors and adjunct-professors and of two instructors without a vote. The professors and adjunct-professors assigned to the faculty from July 1, 1907 are the following:

1.—Seligman, economics; 2.—Peck, Latin; 3.—Perry, Greek; 4.—Dunning, history; 5.—Cohn, Romance languages; 6.—Kemp, geology; 7.—Hallock, physics; 8.—G. R. Carpenter, English; 9.—Egbert, Latin; 10.—Thomas, German; 11.—Canfield, Library; 12.—Lord, philosophy; 13.—McCrea, Latin; 14.—Young, Greek; 15.—Farrand, anthropology; 16.—Maclay, mathematics; 17.—Bogert, chemistry; 18.—Odell, English; 19.—Seager, political economy; 20.—Woodbridge, philosophy; 21.—Calkins, zoology; 22.—Keyser, mathematics; 23.—Meylan, physical education; 24.—Hervey, German; 25.—Tombo, German; 26.—Shepherd, history; 27.—Tufts, physics; 28.—Shotwell, history; 29.—Botsford, history; 30.—Woodworth, psychology; 31.—Mitchell, mathematics; 32.—Page, French; 33.—Jordan, French; 34.—McGregor, zoology; 35.—Beard, politics. And the following instructors without a vote: Curtis, botany; Mitchell, astronomy.

Of the thirty-five voting members of the faculty, thirteen are representative of the languages and literatures, eleven of mathematics and the natural sciences, nine of history, economics and philosophy, one of the library, and one of physical education.

* * *

The Modern Language Conference

A new institution of much interest is the Modern Language Conference, established by the division of modern languages and literatures at its annual meeting of January 26. By vote of the division three meetings are to be held each year at which at least two papers are to be read and discussed. Membership in the conference comprises all instructors in the division, all scholars and fellows of the division, and such other graduate students as are recommended by the various departments represented.

The first meeting was held on Saturday afternoon, April 6, in the auditorium of Earl Hall. Professor Todd, the chairman of the division, presided, and about ninety instructors and students were present. Professor Brander Matthews read a paper entitled "French poets and English readers." This was followed by "A new theory

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of the pastourelle," by Mr. F. W. Snow, a graduate student who had prepared his paper under the direction of Professor Fletcher. The last number on the program was a discussion of the degree of doctor of philosophy in modern languages, by Professors Todd, Thomas, Fletcher, and Cunliffe. Discussion followed each part of the program. The meeting was in nearly all respects a successful beginning for the new conference. The next will be held about Thanksgiving.

* * *

University of Aberdeen Quatercentenary

The following letter was recently received in acknowledgment of the congratulatory address sent to the University of Aberdeen on occasion of the celebration of its quatercentenary:

Sir:—On behalf of the University of Aberdeen, I desire to offer to your illustrious University our warmest thanks for the great honour which you conferred on us by sending a Congratulatory Address on the occasion of our Quatercentenary Celebrations.

In the midst of our festivities, we were unable to bestow our attention on the several messages of goodwill which we received. But, being now relieved from the stress of the festal days, we have been able to peruse them. Pray accept the assurance of our admiration of the form and the literary style of the address of your University, and our most grateful acknowledgments of the fraternal spirit and sentiments with which it is charged.

You added to the favour shown us by permitting us to have the joy of welcoming a representative of your University. The presence of our distinguished guests was to us an inspiration, and was to the whole community an evidence of the sympathies which link together Scholars and Schools of Learning throughout the world. We wish to be specially remembered to your honoured Delegate—our Comrade in the bright September days, the recollection of which, we trust, will be a pleasure to him, as it is to us.

As an expression of our gratitude, and as a Symbol of Academic fellowship, we ask you to accept, for the Library of your University, the Volumes which we have the honour of forwarding.

With the cordial greetings of the University of Aberdeen to you and to the University over which you preside, I have the satisfaction of subscribing myself,

Yours faithfully and gratefully,

(Signed) J. MARSHALL LANG

Vice-Chancellor and Principal of the University of Aberdeen

January, 1907

The President of Columbia University

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Endowment for a School of Domestic Economy

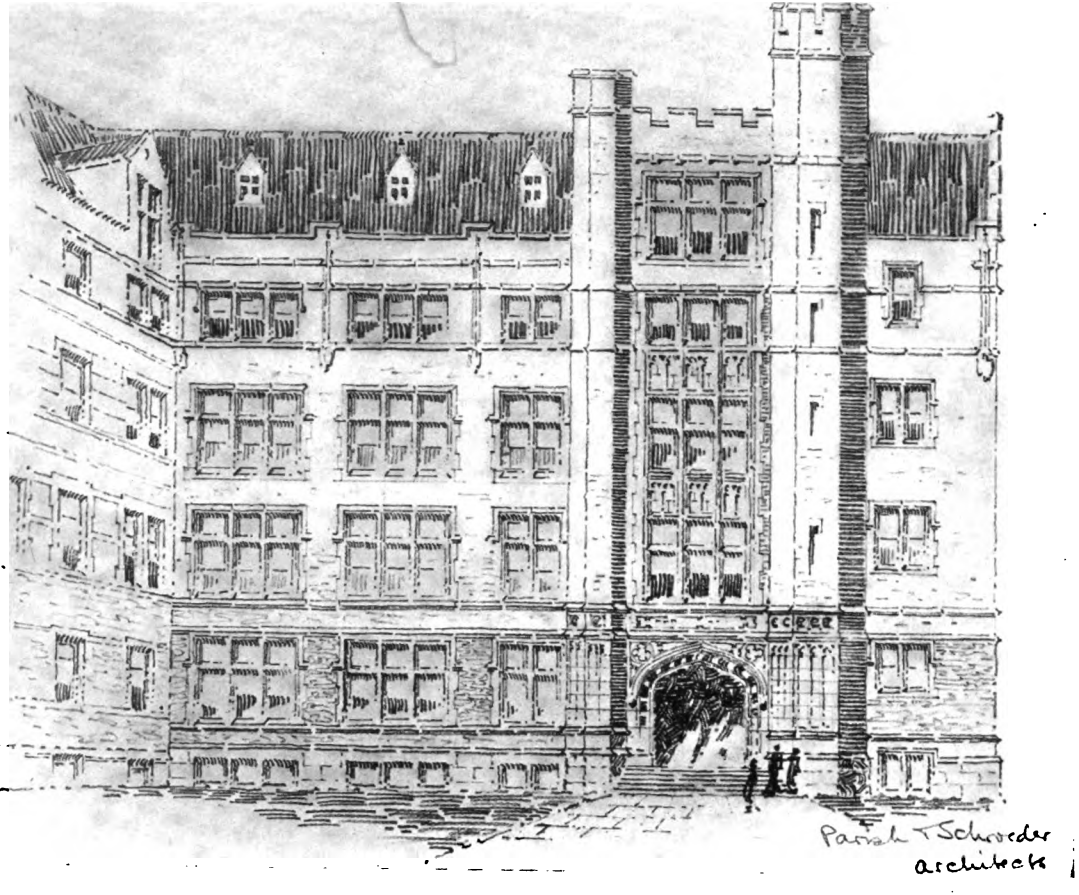
The recent gift by an anonymous donor of $400,000 to Teachers College for the development and support of a school of domestic economy has called forth a large number of editorial comments from all over the country. Most of these speak in appreciative terms of the design of the College to expand this phase of its work and formulate for it a truly academic basis and procedure. Only thus can teachers be trained to introduce into our public schools new elements of this character that are so persistently demanded by the problems of present social life. The following excerpt from an editorial in the *New York Tribune* is an indication of the attitude of the press of the country at large:

> With the gift of nearly half a million dollars for the establishment of a well equipped school of domestic science, Columbia University finds itself enabled to make one more long stride toward the goal set for it by its guiding spirits and its intensely modern, metropolitan environment. This goal is the perfecting of an educational institution which shall give men and women the special training, and also the broader culture, demanded by the novel, complex conditions of twentieth century life. No other study breaks more violently with old ideas of what a university should teach than does the study of housekeeping. But only a superficial observer can jest at this frill. . . .
>
> The school of domestic science on Morningside Heights has several important duties to perform. It must make housekeeping a fine art, as it is in Europe after a fashion. In order to do this it must make household tasks as easy as possible by scientific study of means and methods, and it must lend to housework a higher attractiveness by filling the house with the labors of the arts and crafts. Finally, it must help break down the dangerous prejudice against domestic service by educating the daughters of cultured and well-to-do families in housewifery, thereby giving the work its true status. There is no denying that this program is a vast one. It cannot be carried out by any one school. Columbia's unknown benefactor will, we hope, stimulate men in other parts of the country to make like provisions for local universities. . . .
>
> We hope that the young women of America will crowd the new laboratories to the doors, gain inspiration from their teachers and have their eyes opened to the opportunities for wide-spread social betterment which lie within the four walls of home. If they do, we shall all be healthier, wealthier and wiser for it.

* * *

The March issue of the *Westminster Review* contains an article by Professor Strong of the University of Edinburgh on "The univer-

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SKETCH OF NEW SCHOOL OF DOMESTIC ECONOMY

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sity and education." The general thesis advanced by the writer is, that the University must include within the scope of its activities the scientific study of all those phases of life associated with the well-being and progress of the nation, that are capable of higher intellectual formulation and treatment. "Whatever demands concentrated thought, whether in the form of historical inquiry, systematic development, critical interpretation, or laborious research, with the ultimate aim of raising the standards of the intellectual or moral life of the community, will rightly demand some representation or other in the scheme of University study." Upon this basis he demands that attention be paid by the English and Scottish universities to both the theoretical and practical study of education. In this connection Professor Strong refers to Columbia University and Teachers College in the following terms:

"The University and Education"

> Already the Americans have begun to realize the necessity of giving some such distinction to education. Many of their large universities have initiated separate departments, faculties, or schools of education, taking rank with the departments or faculties of medicine, law, philosophy, etc., and those universities not so provided are rapidly coming into line.
>
> Recently, with a view to making a special inquiry into their work, I paid a visit to two of the most progressive and distinguished of these schools of education. Without doubt their influences are very great, and are tending to create a more favorable public opinion regarding education. In my report, I stated that Teachers College, the school of education of Columbia University, New York, approximated more nearly to the realization of the ideal in education than any other attempt yet made. As an institution for the training of teachers, it is unique. We have no institution in Great Britain in any degree approaching it. The best of the German methods of training the teacher have been adapted, modified and adjusted to their new environment, and the result has been admirable; but whether an institution on precisely the same lines would succeed in this country would be a question for careful consideration. Be this as it may, Teachers College, practically unknown ten years ago, now attracts students from all parts of the world. Experienced teachers, administrative officers, and representatives from all the ranks of education, are to be found among its students. Its success is largely due to its early recognition of the necessity of the training of teachers for all grades of work, from the kindergarten to the university; for the training of the elementary teacher to that of the highest specialist and educational expert. In no other profession but teaching is the necessity of the highest training for experts unrecognized, and the administrative board of Teachers College, shrewd enough to note this anomaly, advanced education

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to a rank coordinate with other professional departments. The superiority of the training of the secondary teacher in Germany has long been acknowledged; but in view of the great advance in training in recent years in the United States, this supremacy is hardly likely to be maintained. One does not require to be a pro-American to recognize that in the matter of the higher training of teachers, in the sympathetic attitude towards education and its problems in elementary, secondary and higher work, the large American universities show an enlightenment far in advance of any of our British universities.

* * *

The meeting of the University Council on April 16 was prefaced by the presentation to Professor Franz Boas, by the President of the University, of a volume of anthropological papers written in his honor.

Festschrift for Professor Boas

The occasion was the twenty-fifth anniversary of Professor Boas's doctorate, which he holds from the University of Kiel.

The preparation of the volume was in the hands of a committee of arrangements of which President Butler was chairman and which included Ambassador White, Dr. Jacobi, Professors Seler and McGee and Messrs. Jacob H. Schiff, Morris K. Jesup, Edward D. Adams and Harlan I. Smith. The secretary and editor was Dr. Berthold Laufer of Columbia University, and it is to him that credit is largely due for the high scholarly quality of the volume and its handsome appearance. A *Festschrift* of this character should not be so rare at Columbia. The honor to Professor Boas is, so far as we can remember, the first of this kind since the edition of the Classical Studies in honor of Professor Drisler in 1894.

* * *

The following is an extract from the last will and testament of Francis P. Furnald. After making certain specific bequests, the testator leaves his residuary estate to his executors in trust, to pay the income to his wife so long as she shall live.

The Furnald Bequest

I desire to perpetuate the name and memory of my son, Royal Blackler Furnald, now deceased, and I direct my executors and trustees, from and out of my residuary estate after the decease of my wife, to pay to the Trustees of Columbia College in the City of New York, the sum of $300,000, wherewith to erect on the grounds of said University, in memory of my son, Royal Blackler Furnald, a dormitory, to be called "Furnald Hall." with a suitable tablet to be placed in a conspicuous place on the wall of said building, recording the fact

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that said building has been erected in memory of Royal Blackler Furnald, my son.

As to any and all balance of said bequest, if any, remaining after the erection of said "Furnald Hall," it is my wish and will that the same shall be kept invested and the net income arising therefrom used and applied in keeping "Furnald Hall" in good repair.

* * *

Columbia and the Peace Conference

The University, through various officers and alumni, participated actively in the National Arbitration and Peace Congress that met in New York City, April 14 to 17, 1907. President Butler was a member of the university committee and presided and spoke at the university meeting, which, by reason of its representative character, was one of the most important meetings of the congress. Professor John B. Moore served on both the executive and the university committees, and did important service as a member of the committee on resolutions. He also made an address at the Waldorf-Astoria dinner, and spoke at several meetings held preliminary to the congress. Dean Kirchwey was chairman of the university committee, and a member of the executive committee. He took part in the exercises at the Hotel Astor dinner, connected with the bestowal of the cross of the Legion of Honor upon Mr. Carnegie. Professor S. T. Dutton was chairman of the executive committee and a member of the dinner committee. He took an active part in shaping and directing all the affairs of the congress. Professor Felix Adler made an address at the university meeting. Professor Arthur W. Dow was chairman of the committee on decorations. Ex-president Low was vice-president of the congress, presided at its last great meeting, and also at the Waldorf-Astoria dinner. Bishop Potter, a trustee of the University, spoke at the opening meeting. Professor John B. Clark was a member of the local committee, and spoke at preliminary meetings. Dr. Ernst Richard was a member of the executive committee and spoke at the international meeting. Professor E. T. Devine was a member of the press committee, representing *Charities*.

Hon. Oscar S. Straus, College 1871, secretary of commerce and labor, spoke at the meeting on Monday evening, and on Tuesday afternoon at the business men's meeting. Charles E. Hughes, law 1884, delivered an address at the Monday afternoon meeting, and was also a member of the legislative committee. Rabbi Stephen S. Wise, College 1892, spoke at the young people's meeting on Tuesday

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afternoon. Judge George C. Holt, law 1869, was a member of the committee on resolutions, and was also chairman of the judiciary committee. John Crosby Brown, College 1859, was a member of the finance committee. William Jay Schieffelin, science 1887, was a member of the dinner committee. LeBaron C. Colt, law 1870, and Edgar M. Cullen, College 1860, were members of the judiciary committee. Colonel William Jay, College 1859, president of the Huguenot Society of America, and Edmund Wetmore, law 1863, president of the New York Society of the Sons of the Revolution, were members of the committee on patriotic societies.

Religious Interests

The place and value of St. Paul's Chapel, and its general influence upon the life of the University, have been disclosed even more rapidly and more happily than the warmest friend of this movement anticipated. Heretofore, all the conditions of daily service have been such as to make the task of the chaplain exceedingly burdensome, the student body have had a feeling that the chapel hour was simply "impossible," and with the exception of special Lenten services the attendance has long been at minimum.

But with the opening of the new chapel and the change of the chapel hour to the first part of the leisure hour or noon hour—by no means an ideal arrangement, but better than at the opening of the daily schedule—a very great change in the attitude of the University public is noticeable. While the attendance upon the daily chapel service has not been all that can be wished, it has shown a gratifying increase from week to week, and from the start has been far in advance of anything known since Columbia removed to the present site—in fact, since the days of required attendance.

The special Lenten services, opened by Bishop Potter, and including such speakers as Dr. Abbott, Dr. Batten, Dr. Stires and acting-chaplain Oldham, brought together congregations varying from five hundred to seven hundred, congregations in which all schools and colleges of the University were well represented. The short addresses on Vocations, on Mondays, under the auspices of the University Christian Association, were also well attended, the speakers being President Butler, Professor Devine, Dr. Holt, Dr. Fisher (of the International Committee, Y. M. C. A.), Superintendent Maxwell, Dr. Knox (acting-president, Union Theological Seminary), Mr. Sage (of the New York Bar), Bishop Courtney, and Mr. Sawyer (of the *Evening Post*).

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The special Sunday afternoon services, beginning on March 3 and ending on May 19, have practically filled the chapel each Sunday. The speakers have been Dr. Huntington, Dr. Buckley (of the *Christian Advocate*), Dr. Stimson (of the Manhattan Congregational Church), Dr. Vincent (a University trustee and of Union Theological Seminary), Dr. Coe (a University trustee and senior minister of the Collegiate Reformed Dutch Church), Rev. Hugh Birckhead, Rev. P. F. Sturges (of Morristown), Dr. Richards (of the Brick Presbyterian Church), Dr. Manning, Dr. Edward Judson, Dr. Grosvenor, and the Rev. Anson Phelps Stokes, Jr., secretary of Yale University. The musical portion of these services has been peculiarly acceptable, carried under the direction of Mr. F. T. Herrot, organist of the Church of the Intercession, who has brought with him his large and well-trained choir of male voices.

A series of public organ recitals has brought to the campus every week a large number of the friends of the University. The power and general capacity of the organ, and the remarkable tone results secured by the "quick walls" of the chapel, have been most satisfying. Of these recitals, Mr. Samuel A. Baldwin, organist, Church of Holy Trinity, Brooklyn, gave the first four. He was followed by Gaston M. Dethier, of St. Francis Xavier's Church; S. Archer Gibson, of the Brick Church; W. C. Hammond, professor of music, Mount Holyoke College; Hamilton C. Macdougall, professor of music, Wellesley College; Horatio Parker, professor of music, Yale University; Henry Dike Sleeper, professor of music, Smith College; Richard Henry Warren, long organist and choir-master of St. Bartholomew's and now director of the Church Choral Society; and Felix Lamond, organist of Trinity Chapel.

The Library

Through the generosity of Mrs. Henrietta Brühl the University is now in possession of a file of the *New York Times* from its inception as a weekly, September 27, 1851, to December 31, 1901, with the exception of the numbers from May 2, 1858, to February 19, 1863. It is hoped that alumni of the University may from collections of their own or in other ways fill this gap. Correspondence concerning this should be directed to the Librarian.

The exhibit of Russian cartoons, etc., held during March, was exceedingly successful from every point of view. More than four thousand visitors examined this collection, several of the leading papers and periodicals wrote it up in special and illustrated articles,

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and both by quotations from these and by direct notice the press of the country at large gave the exhibit much publicity. The most satisfying feature of the exhibit was the unusually large number of Columbia students and officers who availed themselves of this opportunity for first-hand knowledge of what is going on in Russia today.

The next exhibit, and the last for the current academic year, will consist of various editions of Shakspere, loaned by one of the most scholarly and successful collectors of this city. It will contain several very unique features, and will be well up to the standard established by the Library in connection with its various exhibits.

Department of Physical Education

The gymnasium has been taxed to its full capacity during the winter months. Besides the twenty-two regular classes a week, and the large attendance of students, officers, and alumni who come for individual exercise, the candidates for the crews, the basketball, track, gymnastic, baseball, wrestling and lacrosse teams have practiced regularly on the gymnasium floor.

A marked increase of interest and regularity in attendance has been evident in the regular classes for first-year and second-year men since the physical education courses were given academic credit. The practical examinations in these courses were held the last week of April. The freshmen and sophomores will attend lectures on hygiene during the last three weeks of the academic year.

An elective course in methods of life-saving was offered during the second half-year, and elected by about twenty students. Sophomores may substitute this course for a portion of the required work in physical education B.

Another new feature inaugurated this year is a scheme of credits for athletic training towards the required work in physical education, which is expected to encourage much wider participation of the students in the various athletic activities of the University.

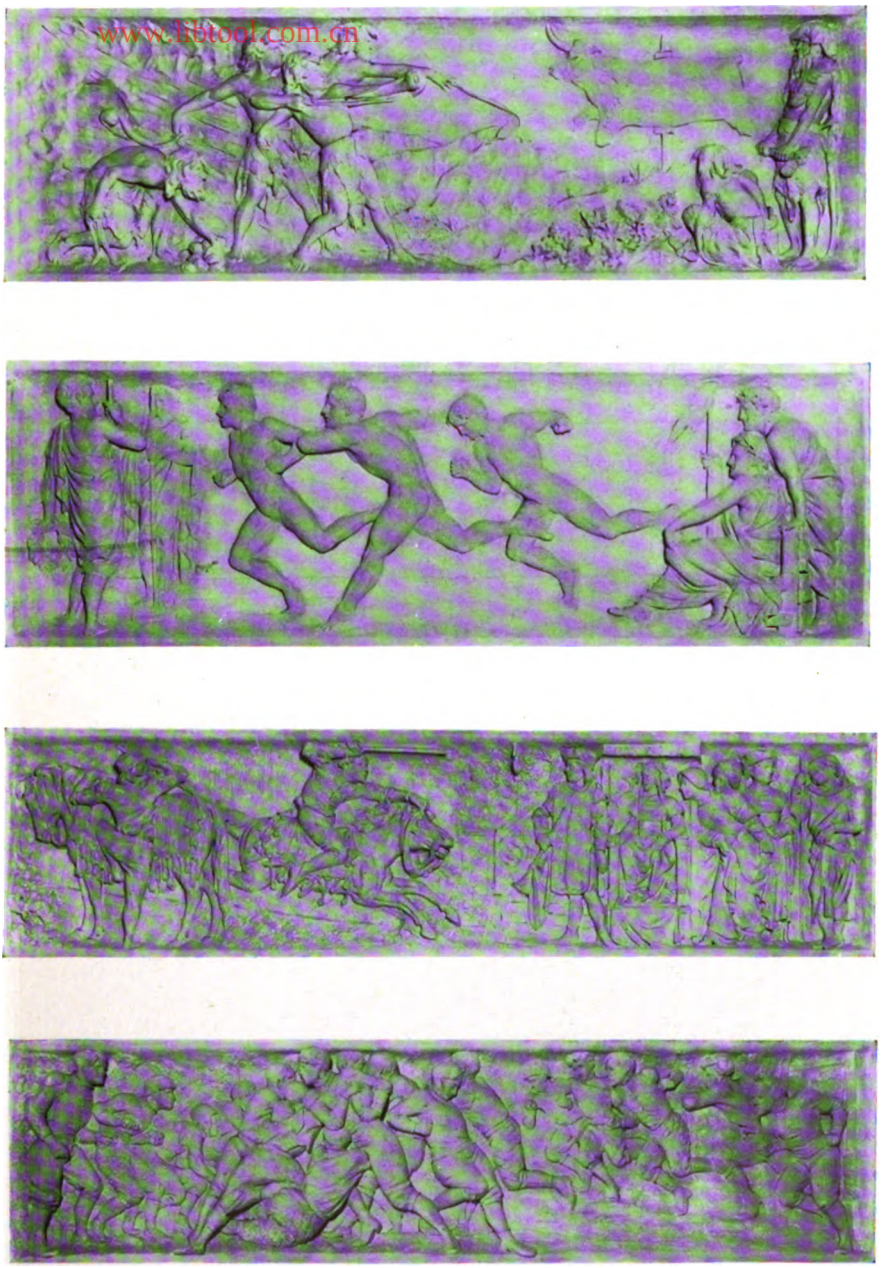
Faculty of Medicine

General.—During the year 1906–07, forty-seven partial scholarships were awarded.

The gradual increase during the last six years in the percentage of students holding college degrees, is as follows: 1901–02, 35.59; 1902–03, 38.42; 1903–04, 41.52; 1904–05, 46.36; 1905–06, 51.40;

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HISTORY OF PHYSICAL EDUCATION, PANELS IN THOMPSON BUILDING, TEACHERS COLLEGE

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1906–07, 64.30. Two hundred and eighteen students with degrees have been in attendance during the present session.

During the coming summer session, thirty-nine courses will be offered by thirty-one instructors, thirteen more courses than were given last year. The subjects represented are as follows: applied therapeutics, clinical pathology, dermatology, genito-urinary diseases, gynecology, laryngology, medical diagnosis, neurology, obstetrics, ophthalmology, orthopedic surgery, otology, physical diagnosis, physiology, and surgery. The courses will be given in the college buildings, Vanderbilt Clinic, Sloane Maternity Hospital, Roosevelt Hospital, Bellevue Hospital, Presbyterian Hospital, and the New York Eye and Ear Infirmary.

During the past session, a number of special lectures have been delivered to the students. These include one on "Tuberculosis" by Dr. Trudeau; one on "Epilepsy" by Dr. Spratling; one on "Somnambulism" by Professor Janet of Paris; one on "Locomotor ataxia" by Professor Fraenkel of Berlin; one in the course on diseases of children, by Professor Rotch of Harvard; one on "Medical ethics" by Dr. A. Brayton Ball; and several on "Medico-legal topics" by Dr. Pearce Bailey.

The record of cases treated in the Vanderbilt Clinic during 1906 is as follows:

Department	Number of Patients	Number of Visits
Medicine	14,620	44,305
Surgery	4,564	21,886
Orthopedic surgery	1,256	7,442
Neurology	2,308	10,532
Gynecology	2,813	10,064
Ophthalmology	5,018	15,848
Laryngology	4,771	13,063
Otology	1,766	6,574
Dermatology	3,959	11,775
Diseases of children	4,233	11,362
Genito-urinary diseases	2,633	10,882
Total	47,941	163,733

This represents an increase of 2,586 in the number of patients, and of 6,941 in the number of visits, as compared with 1905.

The list of the successful candidates from this school at the spring examinations for hospital positions is appended. Unless otherwise stated the hospitals mentioned are in the City of New York.

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Bellevue Hospital—First medical division: Francis Tweddell, L. S. Bartlett, J. B. Powers, D. H. More, W. K. Terriberry; alternate: J. P. Wall. Fourth division: H. V. Guile, J. I. Fort, A. L. Slocum, E. W. Erler.

Bridgeport Hospital, Bridgeport, Conn.—W. Lamberson.

City Hospital, Blackwell's Island—R. B. Mixsell, G. E. Miller, E. S. Krans.

French Hospital—R. E. Knapp, Jules Baechler.

General Memorial Hospital—C. Dederer, P. T. Harper.

German Hospital—R. L. McCready, C. F. A. Eggers, H. C. Hoff. Externe: R. M. Cohn.

German Hospital, Brooklyn—W. H. Slaughter.

Gouverneur Hospital—G. W. Faber, Rolfe Kingsley, R. H. McBaine, H. F. Kramer.

Harlem Hospital—C. R. Moeckel.

Hartford City Hospital, Hartford, Conn.—J. B. Cross.

Hudson Street Hospital—R. G. Stillman, C. W. Norton.

Jersey City Hospital, Jersey City—J. P. Trotter.

Lebanon Hospital—Samuel Forstot, Abraham Goldberg.

Lying-in Hospital—Maynard S. Owen, A. F. McDonald, A. L. Hutton, H. E. Ricketts, A. C. Margulies.

Methodist Episcopal Hospital, Brooklyn—M. L. Funk, R. G. Holt, C. A. Anderson.

Mt. Sinai Hospital—M. J. Munker, M. H. Bass, B. B. Crohn, H. D. Mandelbaum, A. O. Wilensky. Externes: H. M. Jaffe, E. D. Oppenheimer.

New York Hospital—N. C. Foot, F. H. Foucar.

New York Infant's Asylum and Maternity Hospital—G. W. Partridge.

Norwegian Hospital, Brooklyn—H. T. Spelman, L. LeR. Norton.

Post-Graduate Hospital—C. B. Keeney.

Presbyterian Hospital—F. B. Utley, A. R. Lamb, H. R. Decker, J. C. Vaughan.

Roosevelt Hospital—A. W. Swann, Richard Derby, W. S. Sutton, Henry James, G. M. Phelps, Alfred Stillman, 2nd, T. M. Cartmell, W. M. Mills.

St. Francis Hospital—E. B. Woods, A. G. Larkin.

St. John's Hospital, Brooklyn—A. E. Soper.

St. John's Hospital, Long Island City—Thomas S. Keating.

St. Joseph's Hospital, Paterson, N. J.—C. J. Murn.

St. Luke's Hospital—J. P. Hoguet, F. M. Class, T. H. Allen, Walter Phillips, W. R. Janeway.

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St. Mary's Hospital, Brooklyn—R. P. Sullivan.
St. Vincent's Hospital—J. J. Dorsey, H. N. Moeller.
Sydenham Hospital—Louis Miller, Jacob Heiman.
Woman's Hospital—Pathological Interne: J. D. Gaskins.
J. Hood Wright Memorial Hospital—F. S. Weingarten.

Department of Genito-urinary Diseases.—Several changes have been made in the staff of this department. Dr. J. R. Whiting has resigned as chief of clinic and instructor, and Dr. W. S. Reynolds has been appointed as his successor. Dr. J. F. McCarthy has been appointed assistant attending genito-urinary surgeon at Bellevue Hospital in the first surgical division, *vice* J. R. Whiting resigned. Dr. C. G. Bandler has been promoted to the positions of adjunct-assistant attending genito-urinary surgeon in the first surgical division, and chief of the genito-urinary clinic of the out-patient department of Bellevue Hospital. Both of the above surgical appointments are in the P. & S. division of the hospital.

Department of Laryngology.—Laryngology has this session, for the first time in its history, been placed in the curriculum of the third year, instead of giving its instruction to the fourth year students, as formerly. The clinical lectures by Professor Simpson have occupied both the first and second halves of the year, the number of lectures being increased from fifteen to twenty-two, which number will be further increased next year.

During the month of November, 1906, there was an extensive laryngological exhibit in Berlin, Germany, in honor of the seventieth birthday of Professor Bernhard Fraenkel, the noted German laryngologist. Part of the American exhibit was from this department and consisted of lecture charts on intubation of the larynx, a complete set of tubes illustrating the development of intubation, a number of other rare instruments from the Lefferts teaching collection, and a large photograph of Dr. Joseph O'Dwyer. The exhibit from the department was highly spoken of and received due appreciation.

Department of Pharmacology, Materia Medica, and Therapeutics.—A number of changes in the character and amount of instruction in these subjects have been put into effect during the past year. The object has been to provide the student with training in therapeutic practice which should be more intimately based upon scientific conceptions of the physiology of disease.

In the second year the work is entirely devoted to the study of materia medica and pharmacology. Instruction based upon Cushny's

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text-book is given in two recitations weekly throughout the year, supplemented by a course of lectures in which the physiological action of the drugs used in medicine is outlined, and the forms in which they are administered and their general therapeutic uses are indicated. In the laboratory training is given in weekly exercises throughout the year in making pharmaceutical preparations and in writing and compounding prescriptions. A special, short course of lectures deals with the chemical characters and methods of administration of drugs.

Opportunity is given during the third year to amplify this instruction by means of an optional course in experimental pharmacology in which the action of drugs may be observed. The required work of the third year consists of two lectures and two recitations each week. The lectures have been devoted to a variety of topics. In one course the results of some of the more recent work in experimental pharmacology have been presented, with demonstrations of the experiments where this has been feasible. In another, the relation of the bacterial flora to the production of common acute and chronic infections of the alimentary tract has been taken up, with a view to pointing out the considerations that should influence treatment, as well as some of the methods by which our knowledge of these subjects is to be enlarged in the future. The physiology of fever and its rational treatment have been exhaustively discussed in its relation to the acute and chronic infections. Other lectures have covered the subjects of organo-therapy, the treatment of diseases of the blood and of the ductless glands, and diseases of the digestive tract. The recitations have included a systematic study of therapeutics, using Forcheimer's text-book as a guide, and a discussion of the lectures.

In the fourth year the work is more purely practical. The class is divided into small sections and each student receives daily instruction at the Vanderbilt Clinic for six weeks. Special attention is given to therapeutics, and the students are encouraged to observe the results of the treatment by visiting the patients at their homes. During a portion of the year informal, weekly conferences are conducted by the professor of applied therapeutics, in which questions of treatment may be discussed more intimately than in the lecture room.

Within this department a course has been established in hydrotherapeutics, and will be given for the first time during the next academic year. Dr. Simon Baruch has been appointed professor of hydrotherapy, and Dr. A. M. Shrady an instructor in the same subject.

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Department of Surgery.—For the coming year two courses, which have been given heretofore to undergraduates, are established as graduate courses. These are 59–60, Operative surgery upon the cadaver, by Professor Hartley and assistants; and 71–72 Practical instruction in surgical technique, by Dr. Maury.

Faculties of Applied and Pure Science

Department of Astronomy.—On March 9 the department lost its former chief, Professor John Krom Rees, who passed away after an illness of more than four years.

Construction work has continued in the new Wilde observatory. Early in the winter the six-inch equatorial was mounted, but it was found that the supports were not sufficiently free from vibration. The telescope was therefore again dismounted, in order that a heavier foundation may be supplied.

The department presented two papers at the meeting of the Astronomical Society held at Columbia in December: Formulas for the comparison of astronomical photographs, by Jacoby; and Wave lengths of flash spectra taken in Spain, 1905, by Mitchell.

Research work was continued as usual in our laboratory for the measurement and computation of astronomical photographs. In addition to the regular work, extended measurements of solar spectra have been made for Dr. Mitchell and of solar diameters for Professor Poor. Photographs for the latter purpose were taken at the Yerkes observatory with the new long-focus Easton lens, specially ground for this investigation.

Department of Civil Engineering.—During the coming summer session the department of civil engineering will offer two courses, as outlined below, the one, on structures, to be given by Professor William H. Burr, the head of the department, and the other, on hydraulics, by some prominent hydraulician not yet selected.

The following outline shows the scope of each course:

Structures, 5 hours lectures.

General considerations affecting the design of long span steel bridges. Ordinary trusses. Cantilevers. Suspension bridges.

Ordinary masonry arches for vertical and inclined loads. Elastic arches or arch ribs. General considerations regarding concrete and concrete steel structures. Concrete-steel theories. The design of concrete-steel structures. Long span concrete-steel arches. Concrete-steel buildings, including forms and erection. Surface finish of concrete structures.

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Hydraulics, 5 hours lectures.

Hydraulics, including pumps and pumping engines. Flow of water through orifices. Time required for discharge of canal locks and similar volumes. Weir discharge and gauging by weirs. Gauging of water for systems of irrigation. Flow through and discharge of pipes. Design of pipe systems for city water-works. The Venturi meter. Flow in and discharge of open canals and rivers. Gauging of streams by current meters, floats and other means. Backwater. Impulse of streams.

Department of Metallurgy.—The advanced courses in metallurgy, established in 1905 (see QUARTERLY, June, 1905, page 352) especially for students in metallurgy, have now been tested and the result has justified the hopes entertained for them. Besides being required of students in metallurgy, they have been elected in many instances by students in other departments. This is especially true of the advanced courses in iron and steel and metallography. Two new courses have been established this year: Metallurgy 58, the metallography of iron, steel and other industrial alloys, a minimum of nine hours' laboratory and three conferences, under Dr. Campbell, required of second-year students in civil engineering and optional for all second, third and fourth-year students in applied science. Metallurgy 29, the science of metallurgical investigation, fifteen afternoons conference, under Professor Stoughton. The lectures in electrometallurgy, given by Dr. Kern, have been increased to ten, in view of the constantly increasing importance of this branch of industry. The number of non-ferrous lectures has been increased by fifteen, by adding one hour per week in the fourth year.

Dr. William Campbell has been made adjunct professor of metallography.—The Czar of Russia has created Professor Howe Knight of St. Stanislas, and conferred upon him the cross of the second order and the star of the first order.—Professors Howe and Campbell are members of the committee on corrosion of iron and steel of the American Society for Testing Materials, and together form the sub-committee on microstructure.—Professor Campbell has been elected secretary of the section of Astronomy, Chemistry and Physics of the New York Academy of Sciences, and has been appointed metallographer of the division of structural materials of the U. S. Geological Survey.

A laboratory of electrometallurgy has been established under Dr. Kern. Besides the apparatus for electric smelting, refining and testing already owned, the following has been added: Six 144-ampère-hour "Bijur High Duty" storage cells; switch board for connecting these

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in any desired combination to give current of 10 to 100 ampères at 2 to 12 volts; four Weston standard ammeters for 5 to 50 ampères capacity, and two voltmeters of varying delicacy; rheostats, etc. Current up to 500 ampères at 220 volts can be drawn from the University power circuits. Several microscopes, galvanometers, pyrometers, etc., have been added to the metallography laboratories. Two complete experimental cyanide plants have also been installed.

Professor Howe is continuing his investigation of the segregation and piping of steel ingots under the auspices of the Carnegie Institution of Washington, and, with Professor Stoughton, the segregation and piping of wax ingots and the relative corrosion of iron and steel. With Professor Stoughton and Mr. G. Rocour, candidate for the degree of Met.E., he is investigating the heat treatment of a 0.50 per cent. carbon steel, and, with Dr. Kern and Mr. A. W. Newberry, candidate for the degree of Met.E., he is investigating the expulsion of arsenic from arsenopyrite by roasting. Professor Stoughton superintended the first operations of a steel plant designed by him at McKeesport, Pa. With Mr. G. L. Fliessner, candidate for the degree of E.M., he has been investigating the mutual solubility of Fe, FeS, Cu, Cu_2S. Professor Campbell has been investigating the structure of mattes, speisses and other furnace products and the heat treatment of steel, the latter being for the Carnegie Institution, Washington. With Mr. F. Lage, candidate for the degree of Met.E., he has investigated the rolling temperatures of rail steel, and with Mr. G. H. Kingsbury, candidate for the degree of A.M., alloys of copper and copper sulphide. Dr. Kern has investigated the electrolysis of metallic sulphides in fused electrolytes, the electrolytic refining of iron, the electrolytic treatment of lead-zinc ores for the recovery of their metallic content, and the production of copper-vanadium alloys. With Mr. F. G. Fabian, candidate for the degree of E.M., he is investigating the electrolytic precipitation of nickel in a solid and coherent form, and, with Mr. R. P. Jarvis, candidate for the degree of Ph.D., the influence of the presence of certain reagents upon the density and coherence of electro deposited copper, lead and silver.

Professor Stoughton has twice delivered his course of extension lectures on metallurgy of iron and steel under the auspices of the department of education in the City of New York. Professor Campbell gave an exhibit of microscopic metallography with illustrative enlargements at the twentieth annual exhibition of the department of microscopy of the Brooklyn Institute of Arts and Sciences. Messrs.

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Frank Firmstone and F. Louis Grammer, consulting engineers, Mr. Robert A. Hadfield, president of the Iron and Steel Institute of London, and Dr. R. W. Raymond, secretary of the American Institute of Mining Engineers, lectured recently before the iron and steel metallurgy class.

Department of Physics.—Last year efforts were directed toward making the study of physics more available, and perhaps more attractive, to students in the college and the results have been gratifying. An additional step in this direction is to be taken by the introduction of a new general course in physics for college students, to be given by Professor Hallock.

It may be taken as indicative of the amount and direction of the activities of the staff and advanced students of the department that experimental investigations are at present in progress on the subjects of color vision, spectrophotometric comparison of illuminants, optical properties of salts with respect to long waves as related to chemical composition, distribution of energy in the spectrum of incandescent filaments, absorption of light and ionization of gases, forces resulting from radiation, energy of radioactivity, influence of a magnetic field on conductors, electric arcs, the action of telephone receivers, electric waves and wave detectors, fluorescence of gases, and certain fundamental problems in the theory of conduction in metals. For carrying out this work, and that of the other students who have advanced beyond the general undergraduate laboratories, considerable space is required; in fact, the research rooms have become too crowded, so that the recent acquisition of two rooms on the third floor of the building, left vacant by removals to Hamilton Hall, has come as a welcome relief.

As the result of several years of close study and experimenting on the problem of a more efficient source of light, Professor Parker and Mr. Walter G. Clark have developed in the physics laboratory a new incandescent lamp filament that bids fair to more than treble the efficiency of the ordinary carbon filament and equal the new metallic filaments, over which it has advantages in other ways.

The foreign lecturers on mathematical physics have this year again proven a source of instruction and inspiration to the members of the staff and students of the department, as well as to many guests from other institutions. Professor Otto Lummer, director of the physical institute of the University of Breslau, a foremost experimental physi-

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cist of Germany, treated in his lectures the subject of radiation, especially the radiation from a black body, but in addition to setting forth the present state of our knowledge of this subject and the history of its development, Professor Lummer made interesting digressions into the matter of color vision, the constitution of the sun, and spectrum analysis. In connection with this last subject the Lummer-Gehrcke plane parallel plate spectroscope was exhibited. This instrument makes possible a much closer analysis of spectrum lines than is possible with any other spectroscope.

During March and April, Professor Joseph Larmor, D.Sc., LL.D., D.C.L., Lucasian professor of mathematics in Cambridge University and secretary of the Royal Society, gave eight two-hour lectures on the "Development of dynamical principles, and their application in the various fields of physics, treated historically and critically." Besides giving these lectures, Professor Larmor met those of his hearers who were able to attend, in a colloquium, held in the seminar room of the department, for the discussion of some of the pressing questions that confront physicists. At one of these discussions a large number of physicists from other institutions were present.

Those of Professor Larmor's former students who are now in this country entertained him and other guests at dinner at the Hotel Manhattan on April 5. Those present from out of town were Professors Cox, Rutherford, and Harkness of McGill; Dean Sabine and Professor Lyman of Harvard; Professors Bumstead and Boltwood of Yale; President Woodward and Dr. Bauer of the Carnegie Institution of Washington; Dean Fine and Professors Jeans, Richardson, Cook, and Adams of Princeton; Professor Webster of Clark, and Professors Hull and Gilbert of Dartmouth.

Professor Keyser of the department of mathematics has given a course of six lectures before the department of physics on the geometry of hyperspace, with a view to its application to the theory of gases.

Professor Nichols recently lectured before the American Academy of Arts and Sciences in Boston and received on that occasion the Rumford gold and silver medals for his researches in radiation phenomena.

The lectures of Professor Bjerknes, in 1905, on "Fields of force," have been published as Publication No. 1 of the Ernest Kempton Adams fund for physical research. Publication No. 2 will consist of the lectures of Professor Lorentz, delivered here in the spring of 1906, and will appear from the press of Teubner in Leipzig.

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Faculty of Political Science

An unusually large number of monographs have been published in the Series in History, Economics and Public Law during the year 1906–07. The titles and authors follow: Vol. XXV, 1. Municipal control of public utilities, by Oscar Lewis Pond, Ph.D.; 2. The budget in the American Commonwealths, by Eugene E. Agger, Ph.D.; 3. The finances of Cleveland, by Charles C. Williamson, Ph.D. Vol. XXVI, 1. Trade and currency in early Oregon, by James H. Gilbert, Ph.D.; 2. Luther's Table Talk, by Preserved Smith, Ph.D.; 3. The tobacco industry in the United States, by Meyer Jacobstein, Ph.D.; 4. The taxation of corporations in Massachusetts, by H. G. Friedman, Ph.D. Vol. XXVII, 1. The economic policy of Robert Walpole, by Norris A. Brisco, Ph.D.; 2. The United States Steel Corporation, by Abraham Berglund, Ph.D.; 3. Development of the legislature of Virginia, by Elmer Isaiah Miller. Vol. XXVIII, 1. The socialization of ownership, by Joseph Harding Underwood; 2. The enforcement of the Statute of Laborers, by Bertha Haven Putnam. There is also in press a second and revised edition of Vol. IV, No. 2, of the Series: The inheritance tax, by Max West.

A Spanish translation of Professor Seligman's "The economic interpretation of history" is soon to appear. The translator is Professor Adolfo Posada, the leading Spanish economist, and head of the Institution of Social Reform.

Faculty of Philosophy.

Department of English.—In 1907–08 Professor Trent will be away on leave of absence. The graduate course on English literature of the nineteenth century will be given by Professor A. H. Thorndike; the seminar course will be given by Professors Krapp and Lawrence in middle English field. A course on Spenser will be given by Professor Fletcher. With the exception of the course on Molière, all the graduate courses for the next year will be open to women, including Professor Brander Matthews's course on the drama.

Dr. G. P. Krapp and Dr. W. W. Lawrence have been promoted to adjunct-professorships of English and assigned to seats in the faculty of philosophy, and Miss Grace Hubbard and Miss M. F. Weeks have been appointed adjunct-professors of English in Barnard College.

Department of Germanic Languages and Literatures.—On April 24, Professor W. H. Carpenter addressed a meeting at the Hotel Astor,

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which had been called to consider the perpetuation of the German Theater in New York. In his speech he emphasized the significance of the German stage in this city as an instrument of culture and its close interrelation with the University. Professor Calvin Thomas spoke before the New York *Deutscher Sprachverein* on "Goethe" at the celebration of the seventy-fifth anniversary of Goethe's death. He also addressed the Association of Doctors of Philosophy of Columbia University on "The evils of overcrowding in universities" and the Germanic Journal Club, the *Deutscher Verein* and the students of Teachers College on "Reminiscences of a Sabbatical year." At the farewell dinner given to Professor Eugen Kühnemann, he responded to the toast "*Biograph und Dichter.*" On January 5, Professor W. A. Hervey lectured before the *Verein Deutscher Lehrer von New York und Umgegend* on "Ludwig Fulda," and on April 20, he addressed the Newark High School Alumni on "A liberal education." Professor Tombo delivered his course of lectures on "Representative Germans" under the auspices of the Board of Education twice in the Borough of Manhattan and once in Long Island City. During January he lectured at the University of Wisconsin (2), University of Nebraska (2), University of Missouri, and in Louisville, and spoke before the students of the East and West Division High Schools in Milwaukee, the University of Nebraska, and Colorado College. On January 12 he addressed the Faculty Club and Regents of the University of Minnesota on "Some problems of higher education," and on April 13 spoke at the Civil Engineering dinner on "Faust as a civil engineer." On March 22, the pupils of the De Witt Clinton High School listened to a talk by Dr. A. F. J. Remy on "Goethe as a world-poet." On March 26, Dr. W. A. Braun gave an address at the regular meeting of the *Deutscher Verein* on the topic "*Der richtige Berliner.*" Three illustrated lectures, on "German student life," "Goethe," and "Schiller," respectively, were delivered before the Brooklyn Institute of Arts and Sciences by Mr. F. W. J. Heuser. On March 2, he spoke before the *Verein Deutscher Lehrer von New York und Umgegend* on "*Auf Heines Spur im Harz*" and on March 20, before the students of German in Barnard College on "Heine's *Harzreise.*" Under the auspices of the department, Professor Eugen Kühnemann, professor of philosophy at the University of Breslau, lectured on "Gerhart Hauptmann," and Otto Hötzsch, professor of history at the Academy of Posen, on "Bismarck." On the afternoon of March 20, the students of German in Barnard were entertained

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by the German department of the College. After a lecture by Mr. F. W. J. Heuser, an adjournment was made to the theater for refreshments and German songs. The cordial interest of the students was evidenced by an attendance of nearly two hundred, so that the department purposes making the affair an annual one.

The following changes in the teaching force will take effect with the beginning of the new academic year: Dr. A. F. J. Remy is promoted to the rank of adjunct-professor and Mr. A. O. Bechert to that of tutor. In place of Miss Annina Periam, resigned, Mr. A. W. Porterfield has been appointed tutor in Barnard College. Mr. Porterfield took the degrees of A.B. and A.M. at the University of West Virginia and was Carl Schurz fellow at Columbia University 1905–06.

The new courses offered for 1907–08 are: an advanced course in "Germanic mythology" by Professor W. H. Carpenter; an undergraduate course on "The life and works of Goethe" by Professor Hervey, and a course on "Current bibliography with special reference to periodicals" by Professors Carpenter, Thomas, Bagster-Collins, Hervey, Tombo and Remy. This course is compulsory for all students with a major in German and is designed to acquaint them with the most recent contributions and the tools of Germanic scholarship.

The work in the summer session will be conducted by Professors Hervey and Remy and Messrs. Heuser and Porterfield of Columbia, and by Professor Fife of Wesleyan University. Professor R. H. Fife holds the degrees of A.B. and A.M. from the University of Virginia and that of Ph.D. from the University of Leipzig. "Advanced grammar and composition" and "The Romantic School in Germany" are the new courses offered by him.

Department of Indo-Iranian Languages.—During the year the Indo-Iranian Club has held its three regular meetings, at which, as usual, papers on Oriental subjects were read and discussed. The last meeting was also the occasion of a farewell dinner to Professor Jackson before his departure on a second journey to Persia and Central Asia, where he will continue his antiquarian researches, visiting, among other places, the native cities of Omar Khayyam and Firdausi.

The department was well represented at the meeting of the American Oriental Society held at Philadelphia in Easter week. Papers were presented by Professor Jackson, Dr. Yohannan, Mr. Moore, Mr. Ogden, and Mr. Quackenbos. The activity of the department is also to be seen in the number of papers prepared by its students and officers for the memorial volume in honor of the distinguished

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Orientalist Friedrich Spiegel. In this volume, which is soon to be published at Bombay, Columbia will be represented by ten contributions, the authors of the papers being Professor Jackson, Dr. Yohannan, Dr. Gray, and Messrs. Dhalla, Frachtenberg, Haas, Hori, Moore, Sapir, and Schuyler.

Professor Jackson has been chosen to deliver the Turnbull lectures on Poetry at Johns Hopkins University during the coming year, his subject being "Persian poetry." Through the kindness of the Parsis of Bombay, fourteen valuable Avestan and Pahlavi manuscripts have been loaned to Professor Jackson, for the preparation, by Ervad Dhalla, a Parsi priest now studying at the University, of an edition of the Khordah Avesta.

Departments of Philosophy and Psychology.—There have been several changes in the personnel of the teaching staff during the year. Professor Tawney, formerly of Beloit College, who was reappointed to offer Professor Fullerton's courses, resigned on March 1. His courses have been distributed as follows: Professor Montague has taken the work in the history of modern philosophy, Dr. Felix Arnold the course in types of epistemological theory, and Mr. W. F. Cooley a section of philosophy A. Mr. Walter B. Pitkin, tutor in philosophy, also resigned, on the first of February, to join the editorial staff of the *New York Tribune*, and his work was taken by Dr. Harold Chapman Brown, formerly assistant in philosophy. Dr. Miller has been advanced to the rank of professor, Dr. Montague to that of adjunct professor, and Dr. Brown to that of tutor. Mr. Max Eastman, a graduate of Williams College, was appointed assistant in philosophy in place of Dr. Brown. Dr. Henmon left in the middle of the year to take the professorship of psychology in the University of Colorado; his place here was filled by the appointment of Dr. Wells as lecturer in psychology in charge of the experimental course at Barnard. Dr. Wells's place as assistant was in turn filled by the appointment of Mr. H. L. Hollingworth, formerly of the University of Nebraska.

Two new courses will be offered next year, one by Professor Miller on "Thomas Aquinas," and one by Professor Woodbridge and Dr. Bush on "Plato and Aristotle."

During the year Professor Woodbridge has given lectures at the Brooklyn Institute of Arts and Sciences on the "History of Greek philosophy," and also, since the death of Professor Garman, to the junior and senior classes of Amherst College on Saturday mornings. Professor Dewey was lecturing to the graduate students of Johns

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Hopkins University on "Greek philosophy" during the months of November, December and January, and has since completed a series of six lectures before the normal department of Pratt Institute upon the "Philosophy of education." Professor Montague addressed the Liberal Culture Club of Brooklyn on "Science and religion" on April 20 and the Columbia Ethical Society on "Some practical problems in ethics" on March 7.

At the annual meeting of the American Psychological Association, which was held at the University during the holidays, papers were presented by Dr. Wells on "A scientific criterion of literary merit"; by Dr. Gordon on "A classification of perceptual processes"; by Professor Woodworth on "Non-sensory components in sense perception"; and by Professor Thorndike on "The mental antecedents of voluntary movements." Among the communications presented to the New York Academy of Sciences have been: "Knowledge and judgment," by Professor Dewey; "Imageless thought," by Professor Miller; "Linguistic ability and intellectual efficiency," and "On the validity of individual judgment as measured by its departure from an average," by Dr. Wells; "Individual variations in the area of distinct vision" and "The period of mental reconstruction," by Mr. Ruediger; "A method of measuring differences in order, and its use in studying correlation," by Professor Woodworth; "Experiments in memory for paired association," by Professor Thorndike; "Reaction time as affected by the intensity, area and duration of the stimulus," by Mr. Froeberg; "Æsthetics of simple color arrangements," by Dr. Gordon; "Perceptions, images and illusions," by Professor Cattell; "Truth as compossibility," by Professor Montague. Professor Keyser of the department of mathematics also presented to the Academy an interesting address on "Some relations of geometry to psychology and philosophy."

Courses in the summer session of 1907 are offered by Professors Woodbridge, Montague and Woodworth, and by Professor Lindley of the University of Indiana.

The non-resident lecturer in psychology for this year, Professor William James, delivered a course of lectures on "Pragmatism: a new name for an old way of thinking," which was extraordinarily well received. The titles of the individual lectures were: "Philosophy and life—The Pragmatic method—Examples of its application to old philosophic questions—Pragmatism and commonsense—Pragmatism and truth—Pragmatism and Humanism—Pragmatism and religion."

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It is expected that the lectures will be printed in book form within a few months.

Department of Semitic Languages.—Professor J. Dyneley Prince has been appointed one of the advisory board of editors of *The American Journal of Semitic Languages.* The other members of this board are Professors George F. Moore of Harvard, Francis Brown of the Union Theological Seminary, Paul Haupt of the Johns Hopkins University, and C. C. Torrey of Yale. The managing editor is Professor Robert F. Harper of Chicago.

Faculty of Fine Arts

School of Music.—During the year 1906–07, the first in which candidates for the degree of bachelor of music have been received, there have been three such candidates—an encouraging registration, in view of the high standard adopted in formulating the requirements for this degree. The general registration in the school of music has been similar to that of the preceding year. The University orchestra has given two concerts at the University, under the direction of Professor Rübner, besides playing outside the University. The University chorus held its annual concert in March, Professor Rübner directing. During the second semester the department of music arranged fifteen public concerts, of which eight were organ recitals on the new chapel organ, five were concerts of chamber music, and two were pianoforte recitals. A concert of original compositions by students in the department was given in May. The University Orchestra will furnish the music for Commencement.

Besides giving two pianoforte recitals in Earl Hall, one in Barnard College, and one in Teachers College, and participating in two concerts of chamber music in Earl Hall, Professor Rübner played at several recitals and concerts in New York, as well as in nearly a dozen neighboring cities.

Professor McWhood delivered an address before the 1906 meeting of the Music Teachers National Association on "Music in college and secondary school." He spoke also before the Columbia Ethical Society on "The ethics of music." He has been an officer of the Eastern Educational Music Conference; and one of the examiners to prepare, for the College Entrance Examination Board, its first examination in music. He was in charge of the program of a meeting of the New York Round Table, at which "Music as an educational asset" was

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discussed by distinguished speakers. The West End Glee Club has given three concerts during the year, and the Symphony Orchestra of Vassar College, one concert, under his direction. Because of the increasing pressure of his work in New York, he has been compelled to withdraw from his position at Vassar College, where he has been an instructor for five years.

Teachers College

The final summary of registration figures for the year shows a total of 1,137 candidates for diplomas and degrees—742 primarily registered in Teachers College, 138 in the summer session, and 257 from other parts of the University. In addition there are 1,558 non-matriculated extension students taking courses at the College; and there are 1,297 pupils in the college schools. The grand total of 3,969 persons receiving regular instruction at the College marks an increase in attendance of 522 per cent. in ten years.

Attendance

The one hundred and fifty-two candidates for advanced degrees with a major subject in education have chosen minor subjects in seventeen other departments of the University, the favorites being English, philosophy, sociology, and psychology, in the order named. The major subjects of students who are taking education as a minor are distributed among twelve departments, those having the largest numbers being also English, philosophy, and sociology. Education continues to be the most popular subject of graduate study in the University, the departments most nearly approaching being economics and sociology (114), English (106), and philosophy (56). It continues to be second in popularity as a minor subject, being exceeded by economics and followed by history, philosophy, and psychology in the same order as hitherto.

Among the professional students there is a notable increase in attendance, especially in the departments of domestic science, fine arts and German, that much more than makes up for the number of students lost by the withdrawal of the college's academic classes. Of the graduate students two-thirds are men, of the undergraduates three-fourths are women.

Three-fifths of the total number of students came from one hundred and twenty other universities, colleges and professional schools, Smith and Vassar, the University of Michigan and Harvard taking the lead. There is an especial increase in the number of college graduates in the departments of kindergarten, elementary education and domestic science. One-third came from one hundred and fifty normal and teachers training schools. After the North Atlantic division, the middle west is best represented.

In the last ten years the College has provided instruction for more than 25,000 resident and extension students and school pupils. Of

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RELIEF PORTRAIT OF FREDERICK FERRIS THOMPSON BY AUGUSTUS ST. GAUDENS, THOMPSON PHYSICAL EDUCATION BUILDING, TEACHERS COLLEGE

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these 6,000 have been teachers in the schools of New York or its vicinity.

Gifts

The trustees of the College received during the month of February gifts amounting to one million dollars—the second $250,000 of Mr. Rockefeller's $500,000 for endowment, $300,000 from trustees and friends for the same purpose, and $450,000 for new buildings. These gifts increase the assets of the college to three and one-half millions. Of this, two-thirds is in equipment: $500,000 in grounds, the remainder in the cost and equipment of seven buildings, including $400,000 given for the new school of domestic economy. Of the first million of endowment, now completed, three-fourths is assigned for general purposes, one-fifth for the manual arts, and the remainder for library, kindergarten and scholarships. The income from the new endowment and from tuition fees will leave only $25,000 of the current expense of $400,000 to be provided annually by the trustees and their friends, whose past gifts of this sort bring up the total expended in the work of the college to more than $5,000,000.

Other money gifts during the year have been $1,000 for special scholarships from Mrs. George W. Jenkins, a trustee; the founding by the alumnæ of Winthrop College at Rock Hill, S. C., of an annual scholarship to be held by one of their number; the founding by the trustees of Salem College at Winston-Salem, N. C., of a similar scholarship to be held by a member of their teaching staff; and a substantial addition by the class of 1906 to the College loan fund for needy students.

During the year the tubular brass chimes, the gift of the Kindergarten Association of the College and its friends as a memorial to Professor Runyan, were installed near the chapel; and the department of fine arts, the Bryson Library, and the educational museum received considerable additions to their collections.

The final touch of completeness has been given to the Frederick Ferris Thompson Memorial Physical Education Building by placing in the entrance lobby a portrait of Mr. Thompson in marble relief by Augustus St. Gaudens, and the redecoration and refurnishing of the first-floor corridors in harmony with the material and style of the portraits. Among the new fittings are four relief panels by Domingo Mora, illustrating the history of physical education; an admirable life-size Discobolus, after a Roman original; and a pair of carved marble Italian garden benches. At the unveiling of the portrait, Dean Russell delivered an address on Mr. Thompson and his relation to Teachers College, as typical of the practical idealism of the modern man of affairs with regard to the better education of teachers as a source of better teaching and therefore of social betterment.

Since the gift of $400,000 for a domestic economy building, the heads of the departments of biology, domestic art and domestic science, with a special officer appointed for the purpose, have thoroughly

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canvassed the literature of the subject and have visited and studied the equipment for such work, in a score of other institutions. The resulting suggestions and the growing needs of the departments have been organized, and the plans of the building are being drawn by Parish and Schroeder, the architects of the Thompson Building. It will stand on 121st Street, the façade, which is illustrated, forming the north side of a new quadrangle of which the main building and Whittier Hall constitute the east and west sides. The building will be entirely occupied by the departments mentioned, and that of hospital economics.

The Work in General

An interesting summary of the work of the College from the point of view of an outside observer was published in December by the Scotch department of education, in the form of a comprehensive study of Teachers College, recently made by a member of its committee for the training of teachers, who came to America for the purpose. Descriptions of curricula, courses, degrees, diplomas, and university relations, lead up to an analysis of the accomplishment, and a series of suggestions for similar work for Scotland. Six elements in the work of the College are especially commended: the recognition of education as a university faculty, attracting able men to teaching; the establishment of higher degrees in education, prolonging and intensifying the study of the subject; the admission of subjects like kindergarten and nature study to academic standing, developing these subjects and broadening the College curriculum; the basing of courses in such special fields as domestic science, fine arts and manual training, on a broad general knowledge and culture; the system of extension teaching, enabling teachers in service to keep in touch with university ideas and methods; and, finally, the personnel of the staff.

Changes of Staff

Changes in staff first operative during the year were the coming of Professor Henry Johnson from the Charleston, Illinois, State Normal School to be head of the department of history; of Dr. David S. Snedden from an adjunct professorship in Leland Stanford to be adjunct professor of educational administration; of Dr. Kate Gordon from Mt. Holyoke College to be instructor in educational psychology; and Miss Jean Broadhurst from the Trenton, N. J., State Normal School to be instructor in biology and nature study.

With the coming year Dr. Julius Sachs will devote his entire attention to his professorship in secondary education at Teachers College. Three years ago he relinquished his active principalship of the boys' preparatory school he founded in 1872. He has now similarly terminated his connection with his school for girls, founded in 1891. Miss M. A. Nutting, principal of the Johns Hopkins Training School for Nurses and president of the American Federation of Nurses, who has been appointed professor of institutional management, will also begin in September to give her full time to Teachers College. Ad-

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junct professors Bigelow and Sherman have been advanced to professorships of biology and the chemistry of nutrition, respectively. Dr. G. D. Strayer has been promoted from instructor to adjunct professor of elementary education. Mr. B. R. Andrews, director of neighborhood work at the Speyer School, has been made secretary of the departments of domestic art and domestic science, as they will be connected in their new building.

Changes in Courses

During the present year the new requirement that all students preparing to teach in high schools specialize in the teaching of two subjects instead of one, has been carried out with success. The same is true of the new semi-professional courses, which sum up for the prospective teacher the subject matter to be taught, as a preparation for the courses in the theory and practice of teaching. The large increase in staff in the department of kindergarten and the inauguration of a graduate as well as an undergraduate curriculum in that department have been more than justified by the increased attendance of students in that field. Similar developments in the curricula for teachers of domestic science and fine arts promise similar results.

For the coming year the College offers to professional students the possibility of specializing in five new fields, and opens fifteen new courses of instruction. The new fields of specialization include the supervision of domestic art and domestic science, of fine arts, of music and of physical education. For admission they have the requirement of special knowledge and successful experience in teaching in the field to be supervised. A new major subject is offered in the teaching of nature study and elementary agriculture, the subject matter in agriculture to be given with the cooperation of Cornell University. Among the new courses of instruction are the psychology and education of exceptional children, secondary education in Germany, the kindergarten and the home, applied bacteriology, and man and his geographical environment. In the department of domestic art a new course is offered in household art and interior decoration. In the department of domestic science there is offered a new course of research in the teaching of that subject, and a laboratory course in metabolism and dietetics, the latter with the cooperation of the department of agriculture at Washington. In the department of fine arts new courses are offered in the supervision of fine arts, in design, and in interior decoration. A new course in the department of physical education will deal with historic forms of dancing.

In addition to the many courses offered through the department of extension teaching, the College has placed for next year thirty of its regular courses at afternoon and Saturday hours convenient to teachers in the city and its vicinity.

The new evening technical courses, which two weeks after their announcement had an enrollment of three hundred and fifty students,

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Evening Technical Courses

are one of the first conspicuous results of the experiments of Teachers College in the field of school extension. In developing the work of the Speyer School to include afternoon and evening clubs and classes for members of the families of day pupils, so large a demand for technical instruction was found, that these classes were moved to the buildings of the College and their administration transferred to the University's board of extension teaching. They are now under the combined direction of Professor Rautenstrauch, of the faculty of applied science; Professor Sykes, the director of extension teaching; and Mr. B. R. Andrews, director of neighborhood work at the Speyer School.

The Bryson Library

The Bryson Library now contains 33,000 volumes, 15,000 of which deal specifically with the subject of education. During the year it has received by gift some five hundred volumes relating to education in France, from James D. Phelan of San Francisco; and, from a group of publishers, a collection of contemporary text-books dealing with commercial history, organization, methods and law. The most notable purchases have been of material for the comparative study of education in continental Europe. From Holland there are government educational reports and collections of school text-books in all elementary subjects; from Switzerland similar collections, both for the federal and cantonal educational systems. The material dealing with education in France is said to be the most complete anywhere available. The volumes from Germany, besides illustrating the Dresden Industrial Art Exhibition and the Munich School Exhibition, both of 1906, deal with teachers' salaries, school gardens, the teaching of religion in public schools and the teaching of secular subjects in Sunday schools. From Denmark there are year books and texts from the University of Copenhagen and reports and texts from public and private high schools. Each volume in the Swedish collection has been annotated in English by a graduate of the Swedish school system, now a student in Teachers College. There are also large collections of material from Italy and Austria.

The Educational Museum

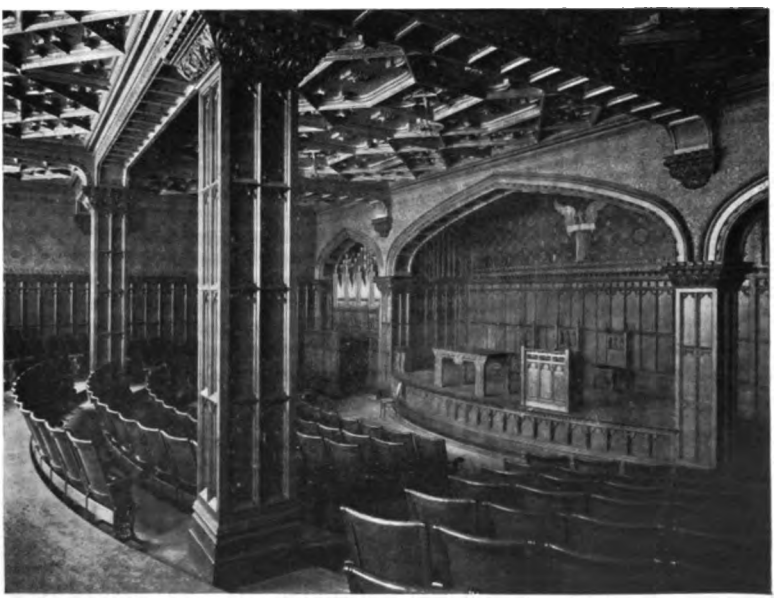
The educational museum has held six special exhibits during the year, illustrating the contemporary progress of education in continental Europe; the arts and crafts of the Philippines; material used in the teaching of history; similar material used in the teaching of geography; book typography, illustration and binding; and book-plates and literature bearing upon them. It has also shown the travelling exhibit of the Society for the Prevention of Tuberculosis, and has lent an exhibit of photographs of school architecture to the public library of Newark, N. J. It has received from the Imperial University at Tokyo the gift of an extensive collection of lantern slides illustrating school and university education in Japan. And it has made arrangements to supply other institutions at cost with duplicates of its unique collec-

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tion of lantern slides illustrating the history and teaching of mathematics.

The College and its schools held in May the usual annual exhibit of equipment and work, and the College and the Horace Mann School sent a comprehensive exhibit to the Jamestown Exposition.

Publications

The publications of the College are treated in detail in another part of this issue of the QUARTERLY. Five numbers of the *Teachers College Record*, a total of 512 pages; five numbers of the Teachers College series of Columbia University Contributions to Education, 750 pages; and one Educational Reprint, 196 pages, have been issued by the publication bureau. Three numbers of the Contributions and one reprint are now in press. The departments of secondary education, Latin, mathematics, nature-study and physical education have also issued publications dealing with their fields. Professor Bigelow continues to edit the *Nature-Study Review*, and Professor Dodge the *Journal of Geography*. The latter will in the future be published by the College.

Academic Meetings

During the year the College has, as usual, been the meeting place of a large number of academic bodies. The chief meetings were those of the New York Library Club, the New York State Science Teachers Association, the Association of Teachers of History of the Middle States and Maryland, the Association of Teachers of Mathematics of the Middle States and Maryland, the Eastern Art Teachers Association, the Eastern Manual Training Association, the Eastern Public Education Association, and the International Kindergarten Union.

Officers of the College have participated in many similar meetings elsewhere: Dean Russell as president of the Society of College Teachers of Education, Professor Meylan as president of the American Physical Education Association, Professor Richards as secretary of the National Society for the Promotion of Industrial Education, Professor Thorndike as secretary of the American Society of Naturalists, Professor Smith as librarian of the American Mathematical Society, Professor Johnson as secretary of the Association of Teachers of History of the Middle States and Maryland and member of the Illinois State Historical Commission, Professor Woodhull as president of the New York State Science Teachers Association, Professor Dutton as chairman of the executive committee of the National Arbitration and Peace Conference and of the American Social Science Association, Professor Munroe as secretary of the latter, Professor Woolman as director of the Manhattan Trade School for Girls, and Professor Kinne as chairman of the teaching section of the Lake Placid Conference on Home Economics.

Among the students, work and recreation have been combined in many meetings of the Graduate, the Secondary Teachers, the Home Economics, and the Arts and Crafts Clubs, and in a series of excursions for the purpose of studying the bearings of settlement work in New York upon educational problems.

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Appointments

At the last commencement there were granted to candidates from Teachers College five degrees of Ph.D., forty-six of A.M., one hundred and seven of B.S., one hundred bachelor's and twenty special diplomas. The numbers for this year promise to be slightly larger in each group. Of these graduates three hundred and seventy-three received appointments through the College: forty-one in universities and colleges, twenty in normal, one hundred and fifty-two in high, and seventy in elementary schools. Last year the appointment committee received more than fourteen hundred requests for teachers.

Alumni Statistics

Graduates and former students are now settled in forty-one States and territories. One-third are school superintendents, principals, or supervisors, or instructors in three hundred universities, colleges, normal or training schools. At least three are presidents, and three deans of colleges. More than twenty are professors in universities, and as many in colleges. At the new College for Teachers, at the University of Cincinnati, the dean and two other professors and four other members of the staff are graduates of Teachers College. Among foreign appointments are the presidency of a missionary college in India, an inspectorship in Burmah, the principalship of the new provincial higher normal school in Canton, China, and professorships in teachers' training schools in Japan, Brazil, Mexico, Porto Rico, the Philippines, and New Zealand. Twenty graduates of the department of kindergarten training are kindergarten supervisors or instructors in colleges or normal school departments of education. From the department of fine arts fifty graduates are now teaching in seventeen States and territories. Six are in colleges, eight in normal schools, and fourteen are public school supervisors.

The College's endeavor to apply modern educational principles and practice to the field of religious instruction has been met by a demand from many quarters for teachers capable of giving such instruction. One church in the city has installed an entire corps of paid Sunday-school teachers trained at Teachers College, and a number of other churches have appointed one or more. A number of applications have now been received for teachers to give their whole time as superintendents of the educational and allied work of large churches. It is likely that the College will expand its work in this direction, in order to meet such an obvious public need.

History and Philosophy of Education

The department has gathered under the direction of Professor Monroe what is considered the largest collection in existence of material illustrating this field. Photographs of mural paintings, inscriptions and ornaments show the daily life of Greek schools, pupils and teachers. For Roman education there is similar material, along with reproductions of many illuminating "graffitti" or casual scribblings on house and street walls, and a large number of illustrations of paintings and implements found at Pompeii. For the mediæval and Renaissance

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periods, illuminated manuscripts, the seals of educational institutions, and schoolmasters signs, one of them painted by Albrecht Dürer, furnish a wealth of material. Illustrations from early text-books and other pictures carry the collection through the period of grammar, academy, charity and infant schools in America, down to the present day. The College is planning arrangements to make, by means of lantern slides, nearly a thousand of these illustrations available for other institutions.

The historic research work of the department during the year has been directed toward the origin of the public school system in the United States. In the philosophy of education researches have been carried on in the concepts of education of Rousseau, Bentham and Kant; in educational implications of the theory of knowledge; and in attempting a synthesis of the educational ideas of Herbart and Froebel.

Professor Monroe has devoted a portion of his time during the year to the organization and direction of the new department of education at Yale. He will spend the first half of the coming year in Germany.

Educational Psychology

Investigations are being carried on in the department by Professor Thorndike, concerning the scope of memory for simple associated pairs and the influence of training upon such memory; concerning the interrelations of different forms of memory; concerning the influence of vividness and fidelity of imagery upon efficiency in thinking; and concerning the rate of elimination of pupils from public schools. Dr. Norsworthy has been carrying on work in individual psychology in the form of records of mental tests given Barnard College freshmen and to the same individuals four years later. This work is in continuation of that done by Professors Cattell and Farrand and Dr. Wissler with Columbia students. Dr. Norsworthy is also investigating the intellectual capacities of morally deficient children, and is making a study of the accuracy of judgments of character and their amenability to exact statistical treatment. Dr. Gordon is continuing her investigations in the psychology of æsthetics. She recently addressed the Chicago meeting of the Collegiate Alumnæ Association. Researches in correlation, in the statistical study of text-books, and in the critical examination of various tests of mental faculties are being made by advanced students in the department.

In connection with the course in child study, arrangements have this year been made for class observation not only of the regular school activities of the Horace Mann and Speyer schools, but also in city institutions for the blind and the deaf, in certain grades of the New York City public schools, in classes for defectives and backward children and for children unacquainted with the English language, and in the Reform School on Randall's Island.

At the Christmas meeting of the American Association for the

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Advancement of Science, Professor Thorndike was elected as a member of the executive committee of the new section of education.

Educational Administration

A large room has been set apart and furnished as a departmental seminar. The results of two studies of reform schools and of the public schools and juvenile delinquents, by Professor Snedden, have been published in the Teachers College series of the Columbia University Contributions to Education and in the *Educational Review*, respectively. Professor Snedden will continue this summer his European investigations, begun last year, of current problems in school administration. Professor Dutton's volume on "Social phases of education" has been translated into Japanese.

Secondary Education

The number of students in the department of secondary education has necessitated an enlargement and reorganization of its work, under the direction of Professor Sachs. Five courses in this special field are announced for the coming year; two dealing with the general constitution of the secondary school curriculum and its adjustment to the special problems of such schools in America; and one on the nature and development of German secondary schools and their suggestiveness for our own. A research course for advanced students will investigate such subjects as the relation between ancient history and Latin and Greek classics; the modern languages as substitutes for the ancient; the respective values of descriptive and of observational methods; the question of individual instruction and of home work; and the place of vocational studies and of moral instruction. There will also be a seminar for candidates for the doctor's diploma and degree.

The department has issued for free distribution as a plea for the careful use of educational statistics, a study by Professor E. L. Thorndike, of the latest report of the United States Commissioner of Education, showing that the variability in the size and staff of high schools is a much more important element in the discussion of secondary school problems than has been generally recognized. The typical secondary school curriculum, for example, is quite impossible for the majority of the high schools of the country, since these have only one or two teachers.

In the several courses considerable attention has been given to the equipment that is desirable for instruction in various secondary branches, especially the pictorial matter and charts that bear on history and that could be made available in ancient and modern language teaching. As a basis of comparison in modern language study, there have been procured for the reference library of the department a number of series of readers that represent the latest German methods.

An interesting feature of the work has been the large number of inquiries addressed to the department from various parts of the country on problems of the school program.

Within the year there has been effected an organization of all the students in secondary education into a club, whose influence is to be

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social as well as intellectual. Several meetings have been held, with two addresses by J. G. Croswell of the Brearley School, and President Taylor of Vassar.

Among recent students in the department whose influence on educational questions has become conspicuous may be mentioned Professors Cubberley and Suzzallo, of Leland Stanford University; Professor Merriam, of the University of Missouri; Professor Farrington, of the University of California; and Principal J. H. Denbigh, of the Morris High School, New York.

There is now in preparation for high school teachers in New York and vicinity, an announcement of the types of the work carried on in the department. To this there is appended a reprint of a study by Professor E. L. Thorndike on "A neglected phase of the public high school."

Professor Sachs elaborated at the Christmas meeting of the American Historical Association, the scheme of history teaching for the elementary schools proposed by that body's national committee of eight, of which he is a member. Professor Sachs also spoke before the Brown University Teachers' Association on "The departmental organization of the high school."

Elementary Education

The department has collected and classified the recent announcements and reports of a large number of normal schools, teachers training schools and city school systems as a basis for a comparative study of similar work in Europe to be begun the coming summer in Germany and in France, by Professor Strayer. Investigations have been carried on under Professor McMurry of methods of study for children and of the teaching of arithmetic in the upper grammar grades.—A number of students in the department have organized an Elementary Education Club, for the discussion of problems in the field.

Kindergarten

Special investigations have been recently carried on in the department on "Dynamic factors in kindergarten education," and "A study of the original kindergartens."—Miss Patty S. Hill, instructor in kindergarten, has lectured at Hartford and New Haven, Conn.; Springfield, Mass.; Newark, N. J.; Toledo, Ohio; Detroit, Grand Rapids and Kalamazoo, Mich.; and Chicago.

Biology

During the past year the department has added to its staff two former students, Miss Jean Broadhurst, instructor in biology and nature-study in the New Jersey State Normal School, and Miss Caroline Stackpole, assistant in biology and nature-study at the Plattsburg State Normal School. Miss Anderson, a graduate student in the New York Botanical Garden and in this department, has been appointed instructor in biology and supervisor of nature-study in the Horace Mann School, and critic teacher in connection with the courses in the theory and practice of teaching biology and nature-study.

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The most important items of equipment added this year are many specimens of common birds and insects for nature-study work; apparatus for plant and animal physiology; a complete set of sections of American woods; and apparatus for projecting opaque objects and microscopic objects. The departmental card-index to selected literature relating to biology and nature-study is being brought down to date by Mrs. Ada Watterson Yerkes, formerly instructor in biology; and will soon be published in book form. Thereafter supplements will be distributed regularly to former students of the department and to others who apply for them. Professor Bigelow, as chairman of the American Society of Zoologists, has been appointed to join with a committee of the Botanical Society of America in considering a college entrance option in a combined year course in botany and zoology for high schools. Miss Broadhurst has been investigating problems concerning the classification of a group of American ferns. Miss Stackpole is making a survey of the teaching of biology and nature-study in the leading normal schools and planning new courses of study with reference to the preparation needed by teachers in public schools. Miss Anderson is making a comparative study of American and Japanese ferns with the hope of finding some suggestion of a common origin, and also studying some problems of the educational organization as distinguished from the scientific organization of nature-study. Miss Anderson read before the convention of the New York Botanical Garden a paper on "Nature-study as an education." At the annual meeting of the New York State Science Teachers' Association, Professor Bigelow read a paper on "The established principles of nature-study."

Several changes in courses have been announced for next year. Most important is the change of the education course in nature-study so that it will be open to both seniors and graduates. By combining this with the practicum in this department, it is possible to make a major for the master's degree in the advanced educational problems of nature-study. Other additions are the announcement of a major in nature-study and agriculture, including at least twelve points in agriculture taken at Cornell University or at other approved colleges; and a course on bacteria, yeasts, and moulds, considered with direct reference to problems of home economics.

Plans for new biological laboratories in the building to be erected next year are being completed. There will be well equipped laboratories for general work in biology and physiology, and on the top floor a large greenhouse with a nature-study laboratory adjoining. A course in horticulture as a preparation for school-garden teaching has been planned and will probably be offered as soon as this new equipment is ready for use.

At the beginning of the year the department was moved from the

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fourth floor of the main building to enlarged quarters on the third floor of the Macy building. The need of a new building has, however, been greatly felt, the museum having so outgrown its space that much of its material cannot be displayed. The collections of pictures and general literature belonging to the department have been greatly increased and have proved of value not only to the College, but also to many other persons who are working in this field. A number of costumes and shoes of historic interest have been presented to the departmental museum by Mrs. Alice Brown of Princeton, N. J.

Domestic Art

The number of students registered for regular domestic art work has so greatly increased, that an enlargement of the departmental staff had to be made in the middle of the year. Students in advanced classes have had the advantage of doing some work at the Manhattan Trade School, of which Professor Woolman is director. During the year Professor Woolman has given more than a score of addresses on domestic art work in colleges and on industries for women, chiefly in New York, Boston and Chicago, and during an extended visit to the various western institutions that conduct work in the field. Mr. La Monte Warner, instructor in design and household art, formerly with the *Craftsman,* will spend the summer investigating the progress in his field in France and Belgium. Miss Kari Butveit of Stockholm, Sweden, has been conducting a course in weaving.

The course in dietaries will be extended next year to include a study of school luncheons, institutional and hospital dietaries. Two graduate courses have been added, one in nutrition and metabolism, conducted by Professor Sherman; and a course that will deal with the investigation of problems in the teaching of domestic science.

Domestic Science

Two members of the staff have been engaged in investigations of laundry conditions in New York City. One of the graduate students, in cooperation with the United States department of agriculture, is engaged in an investigation into the courses of study in home economics in those institutions throughout the country that train teachers of this subject. A member of the staff is also engaged in a special study of domestic science equipment. The director of the department has delivered a series of addresses and investigated the teaching of home economics in several southern colleges. The department prepared exhibits for an Industrial Exhibit in Boston, in April, and also for the Jamestown Exposition.

Professor Vulté was a delegate to the New York City Milk Conference, and is a member of the committee on milk supply of the Association for Improving the Condition of the Poor, and Commissioner of Sewers for New Rochelle, N. Y. Professor Kinne has lectured on the "Twentieth century housekeeper," before the Brooklyn Academy of Arts and Sciences. Professor Vulté has lectured before the New Rochelle Medical Society on "Milk supply of cities." Miss Barrows

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has given courses of demonstration lectures at Simmons College, and Wells Memorial Institute in Boston; at the College of Agriculture, at Ithaca, N. Y.; and before Women's Clubs in Haverhill, Roxbury, Stoneham, Walpole, Kingston, South Weymouth, Mass.; St. Johnsbury, Vt.; Tilton, N. H.; and Hartford, Conn. In the winter course in home economics, at the college of agriculture, at Ithaca, Miss Colwell also gave lectures on practical physiology, personal hygiene, sanitation, and food nomenclature; Miss Day lectured on "The scientific side of laundry work," and "Household bacteriology"; and Miss Rose gave lectures on foods and cookery.

A travelling fellowship has been assigned to Miss Mary D. Swartz, who will pursue investigations in physiological chemistry under Professor Chittenden and Dr. Mendel in the Sheffield Scientific School, Yale University.

English

A new course during the year has treated the material suitable for presentation in secondary schools as it illustrates typical forms of literature.—Recent investigations in the department have resulted in the publication by students of papers on the place of grammar in the various portions of the school curriculum. An elaborate annotated bibliography of literature for children is also being prepared.—Professor Baker has lectured many times during the year in New York and vicinity on the teaching of English. He will visit a number of summer schools for the same purpose.

Fine Arts

The new clay modeling studio has had arranged upon its walls a collection of architectural casts and sculpture. The department has acquired some of the pieces of brass and copper from the A. W. Drake collection. It has also received recently a collection of original Japanese designs for silk and wall-paper. A cast of an acanthus leaf from the capital of one of the columns in the Piazzetta, Venice, has been made and colored like the original for the department by special permission of Queen Margherita. The collection of textiles recently presented to the department by Dr. Ross of Harvard is being classified and dated by the curator of textiles of the Boston Museum of Fine Arts. It contains material paralleled only by that at the Boston Museum of Fine Arts and at the South Kensington Museum in London. A complete card catalogue of all casts, textiles and museum material belonging to the department is being prepared.

The department is preparing for the International Congress of Art Teachers in London in the summer of 1908, an exhibition of the fine arts work of the College and the Horace Mann and Speyer School classes.

Two new courses have been established during the present year—Advanced design and interior decoration under Mr. La Mont Warner, and Design in construction and decoration under Mr. Edward Thatcher.

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Professor Dow has been elected first vice-president of the National League of Handicraft Societies, and reelected to the executive board of the Council of Supervisors of the Manual Arts. During the year he gave a series of lectures in the University's free public courses, and an address at Wellesley College upon "Painters of the early Renaissance." His summer school will be closed during the coming summer in order that he may devote his entire time to painting. Mr. Charles F. Marple of the Pennsylvania Academy of Fine Arts has entered the department as instructor in drawing and painting. Miss Grace A. Cornell has taken a year's leave of absence for study and travel in Europe.

German

The department is offering a new course dealing with the subject of phonetics in its general aspects as well as in its particular applications to Germans; and a semi-professional course on the texts, the accidence and the syntax suitable for teaching in secondary schools. Professor Bagster-Collins has read papers on "An experiment in first year German," before the modern language section of the New York City High School Teachers' Association, and before the *Verein deutscher Lehrer von New York und Umgegend* on "Mündliche und schriftliche Übungen im neusprachlichen Unterricht." He will, as for a number of years past, spend the coming summer in Germany.

History

With the coming of Professor Johnson at the beginning of the year, the department resumed the full activity that it was obliged to limit during the illness of Professor Castle. Four courses have been given during the year—on the theory and practice of teaching history in elementary, in high, and in normal schools; and on typical problems in American history. Next year courses will be given in the teaching of high school history, in the investigation of special problems in such teaching, and on the literature of American history.

Latin and Greek

As the result of investigations extending over two years, of the vocabulary required for the easy reading of secondary school Latin, a list of two thousand words occurring five or more times in the usual secondary school texts has been compiled. On the presentation of the result before the Latin division of the New York High School Teachers Association, that body recommended to the College Entrance Examination Board the giving in examinations for sight reading only such texts as could be translated by means of such a vocabulary. The recommendation by Professor Lodge to the Middle States and Maryland Classical Association and through the press, of familiarity with this list as the best means of attaining an ability to read easy Latin at sight, has drawn expressions of interest from many parts of the United States and Europe. The list, together with suggestions for its use, is being printed by the department for free distribution, and Professor Lodge has completed for publication, by the College, an exhaustive

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annotated vocabulary not only of these two thousand, but of all the words used in secondary school Latin texts.

Mathematics

The equipment for the use of graduate students has been greatly increased by purchases made by Professor Smith during his last summer's work in Europe. Several hundred volumes have been added to his library, which is open daily to students, and which now numbers several thousand bound works, besides containing a very extensive collection of pamphlets bearing upon the teaching and history of mathematics. A considerable number of mathematical instruments of the Renaissance period have recently been purchased and are available for study. The equipment of the department has recently been the subject of interesting commendation in the columns of *Science, L'Enseignement Mathématique,* and *Bibliotheca Mathematica.* A third portfolio of representations of its portraits of mathematicians has recently been published; and the department has arranged with the educational museum to duplicate the most important of its stereopticon slides illustrating the historical development of mathematics, and some two hundred are now offered for sale at the cost of reproduction. As a result there have been a number of orders from universities and normal schools, so that this valuable material will soon be available for use in various parts of the country. Professor Smith will use his sabbatical year, beginning July 1, in visiting the historical centers of mathematical activity in India, Egypt, Greece, and Italy, and in investigating the teaching of mathematics in Japan and one or two other countries in which there is noteworthy progress at the present time. He expects to secure further valuable material for the mathematical museum and library, which he is placing at the disposal of his students. He will read a paper at the International Congress of Mathematicians in Rome in 1908.

The Association of Teachers of Mathematics in the Middle States and Maryland, founded four years ago at Teachers College, held its semi-annual meeting here on April 6, 1907, the department being represented by two papers on the program. Professor Smith delivered an address at the establishing of the Rochester section of this Association in February.

Recent studies published by students of the department have included "The educational significance of sixteenth century arithmetic," by Dr. L. L. Jackson; and "The development of algebraic symbolism from Paciulo to Newton," by Miss S. R. Benedict.—Of the recent students, seven have received college appointments, and one has taken charge of the educational department of one of the large publishing houses.

Music

During the past year a number of new practice pianos have been added to the equipment; and new sets of the vocal scores of Wagner and other standard operas and a set of Beethoven's symphonies in score have been added to the library.

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TEACHERS COLLEGE, MATHEMATICAL SEMINAR ROOM

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The department, under the direction of Professor Farnsworth, has published a collection of songs, which in the judgment of musicians and singers are most suitable for schools. One-half of the number, which is limited to one hundred in order that each piece may become familiar, are famous hymns and sacred songs; the remainder are national anthems; American, English, Welsh, Scotch, Irish, German and French folk tunes; and about one dozen college songs. The music is presented so as to encourage a hearty and united rendering of words and melody, rather than attempts at part singing, which are seldom effective and sometimes dangerous with youthful voices. New accompaniments have therefore been arranged for many of the pieces by well-known composers.

The department cooperated with that of physical education in a special course illustrating the historical relations of dancing to musical forms, particularly those included in this year's series of symphony concerts for young people. The waltz, choral dances, old French dances like the minuet, old English dances like the Sir Roger de Coverley, and the various forms of the processional were emphasized.

Through the extension department Mr. Calvin B. Cady, of Boston, formerly of Ann Arbor, has offered courses in piano harmony, and Miss Mari R. Hofer courses on Folk and national songs and Songs for school use.

A series of public recitals has been given at the College by Miss Zerbe on Mendelssohn, Schumann and on recent composers, accompanied by lectures by Professor Farnsworth on Wagner, and Professor Rübner on Schumann. A festival of historic Christmas music was given at the College; and a spring festival presentation of the folkstory of "The sleeping beauty," illustrating the work done in school music classes, was given at the Speyer School.

Professor Farnsworth has lectured on "Music as taught at Teachers College," before the Institute of Musical Art, and on "The teaching of sight singing," before the music supervisors of New York. Miss Hofer has given several series of the New York City free lectures to the people, and has also lectured during the year before the Florida State Teachers Association, before various public school and kindergarten associations in Denver, Pueblo, Greeley, Colorado Springs, and Omaha; and in Chicago. She will lecture before the summer school of the south and at the American Playground Association's meeting in Chicago.

Physical Education

A special laboratory has been equipped for instruction in the physiology of muscular exercise, and a course on this subject is offered. The department has issued for free distribution a description of the aim and scope of its work, to which is appended an abstract of a lecture before the department by Dr. Abraham Jacobi on "The prevention of tuberculosis in school children." It has also held a number of public meetings in the interest of its propaganda for a proper physical basis for the school program.

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Professor Meylan is carrying on investigations on the effects of muscular exercise on the heart, and on the significance of the time of appearance of the wisdom teeth as an epoch in development. In December he presented a paper on "The assigning of marks in physiral education" before the Society of College Gymnasium Directors. In March he was elected president of the American Physical Education Association and member of its committee on organization of the American School Hygiene Society.

The College of Pharmacy

As a result of recent legislation establishing standards of purity for foods and drugs, there has already arisen a keen and extensive demand for the services of competent chemical and microscopical analysts, services for which the ordinary graduate in pharmacy is not qualified. It has recently been declared by the chief chemist of the U. S. Department of Agriculture that the present demand for such analysts is ten times as great as the supply. This demand is certain to increase rapidly, as similar legislation is enacted by the several States and larger cities. Not only will men be required to fill regular positions as analysts, but work will be demanded in many pharmacies.

The regular graduate course of the College of Pharmacy leading to the degree of doctor of pharmacy, was devised, and is admirably adapted to afford a preparation for work of this kind, but this course is now open only to those who possessed a high school education or its equivalent at the time of beginning their undergraduate pharmacy course, which course must have comprised two full academic years, from October to June. Although the percentage of such graduates is steadily increasing, their present number is relatively small, and a course of instruction, to extend from September 30 to June 1, open to graduates of this College or of other colleges, who have received a suitable preparation for the responsible work demanded in the proposed course, has therefore been arranged. The instruction, in most of its features, will be identical with that of the regular graduate course. Successful candidates will be awarded a certificate of proficiency as food and drug analyst.

The certificate will be awarded only to those who clearly demonstrate that their subsequent work will reflect credit upon the instruction and the certificate. The work, of a most practical character, will be exacting, and will require that the student have clearly in mind the information gained during his undergraduate course, especially in chemistry and microscopy. Those not so qualified, while they may

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succeed in gaining admission to the class, cannot reasonably expect to succeed in their work.

Believing that many graduates, especially those from other schools, will feel it necessary to refresh their memories by reviewing the work of their undergraduate course, a summer preparatory course, extending from June 8 to September 15, with an intermission of one week during the middle of the term, has been provided. This preparatory course may also be utilized by graduates desiring to enter the graduate class for the degree of doctor of pharmacy, but who are debarred therefrom by the fact that their undergraduate course consisted of two "short" years (but of not less than 25 weeks each), provided that they had the necessary high school qualification at the time of their matriculation.

Miscellaneous Notes

The following resolutions were sent in behalf of the University to the Engineers' Club on occasion of the dedication of their new club house:

Columbia University tenders warmest congratulations to the Engineers of America upon the occasion of the dedication of their new home and pledges her cooperation in the great work of maintaining and increasing the dignity and usefulness of that profession in which the genius of the American people is perhaps most typically exemplified.

Nicholas Murray Butler,
President

* * *

The two fountains in South Court, which were included in the original plans of Messrs. McKim, Mead and White ten years ago, but for which no funds had been forthcoming, are at last in their place. The fountains, which are of Stony Creek granite, are the gift of anonymous friends of the University, and were designed after the fountain in front of St. Peter's at Rome. The two bronze torchères presented to the University some time ago were recently placed in position on the two buttresses at the sides of the Library steps.

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UNIVERSITY LEGISLATION

The Trustees

March meeting.—It was resolved, that a committee of five, including the President and the chairman of the board, be appointed to consider and report on a plan for giving to the Associated Alumni of Columbia a direct and responsible representation in the board of trustees; and also as to the expediency of such action. The Chairman appointed as such Committee Mr. Carpentier, Mr. Bangs and Dr. Cheesman, to serve with the President and chairman.

The thanks of the Trustees were voted: To the class of 1882, Science, for a pair of bronze torchères to be placed in front of the School of Mines Building.

To Dr. William J. Gies, professor of biological chemistry, for his library of works on biological chemistry and kindred subjects.

To the anonymous donor of the sum of $30,000 to be expended at the discretion of the President in meeting the needs of the University.

To the anonymous donor of $400 given through the professor of psychology.

To James Speyer, and John Dynely Prince, of the class of '88, for gifts toward the annual subscription made on behalf of Columbia University to the American School of Archæology in Palestine.

To Mrs. Henrietta Bruhl for her gift to the Library of the University of a complete file of the New York *Times*, bound, from 1854 to 1904.

The resignation of Mr. Cutting, as a member of the committee on education, was accepted with regret and the Rev. Dr. Vincent was elected to fill the vacancy.

The report of the Sloane Maternity Hospital for the year ending December 31, 1906, was presented, showing a total of 1,648 patients treated; a balance from the previous year of $2,183.36; receipts, $50,790.53; expenditures, $50,958.95; balance in hand, $2,014.94.

The following sums were appropriated for the maintenance and operation of the corporation for the fiscal year ending June 30, 1908, as follows:

For educational administration and instruction, buildings and grounds, the library, and business administration	$1,231,035.73
For annuities.....	47,420.00
For taxes and other charges, exclusive of interest, upon the Williamsbridge and Loubat properties	91,390.00
For interest on the debt.	112,930.00
Making in all a total of..	$1,482,775.73

It was resolved, that the sum so appropriated be paid (1) out of the income and accumulation of invested funds applicable to such expenditures; (2) out of gifts for any of the purposes mentioned in the schedules; (3) out of the general income of the corporation; (4) out of special sources of income mentioned in the schedules; (5) out of interest receivable; (6) out of any funds that may be contributed for the purpose of guaranteeing or making good deficiencies; (7) out of moneys paid by Barnard College and Teachers College; (8) if necessary, by borrowing.

Frederick Remsen Hutton was appointed emeritus professor of mechanical engineering from July 1, 1907, during the pleasure of the Trustees.

The following promotions were made: Earl B. Lovell, C.E., now adjunct professor of civil engineering, to be professor of civil engineering; William Campbell, Ph.D., Sc.D., now instructor in metallurgy, to be adjunct professor of metallography, and assigned to a seat in the faculty of applied science; George Philip Krapp, Ph.D., now instructor in English, to be adjunct professor of English, and assigned to a seat in the faculty of philosophy; William W. Lawrence, Ph.D., now instructor in English to be adjunct professor of English, and assigned to a seat in the faculty of philosophy; Arthur F. J. Remy, Ph.D., now instructor in the Germanic lan-

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guages and literatures, to be adjunct professor of Germanic philology, and assigned to a seat in the faculty of philosophy; Daniel Jordan, B.S., Pd.B., now instructor in the Romance languages and literatures, to be adjunct professor of the Romance languages and literatures, and assigned to a seat in the faculty of Columbia College; J. Howard McGregor, Ph.D., now instructor of zoology in Barnard College, to be adjunct professor of zoology, and assigned to a seat in the faculty of Columbia College.

The following appointments were made from February 15 to June 30, 1907: Malcolm Goodridge, M.D., assistant in diseases of children; Walter S. Reynolds, M.D., instructor in genito-urinary diseases, *vice* James R. Whiting, M.D., resigned.

The following appointments for the summer session in medicine were confirmed: *Applied therapeutics:* Henry S. Patterson, M.D.; *clinical pathology:* D. Stuart Dodge Jessup, M.D., Peter Irving, M.D.; *dermatology:* Charles Townshend Dade, M.D., John H. P. Hodgson, M.D.; *genito-urinary diseases:* Walter S. Reynolds, M.D.; *gynecology:* William P. Healy, M.D., Frank R. Oastler, M.D., Charles I. Proben, M.D., George H. Ryder, M.D.; *laryngology:* Richard Frothingham, M.D., Samuel W. Thurber, M.D.; *medical diagnosis:* William K. Draper, M.D., Charles S. Fischer, M.D.; *neurology:* Edward L. Hunt, M.D.; *obstetrics:* George H. McFarland, M.D.; *ophthalmology:* Ward A. Holden, M.D., Henry H. Tyson, M.D.; *orthopædic surgery:* Charles H. Jaeger, M.D.; *otology:* Robert Lewis, Jr., M.D., Franklin M. Stephens, M.D.; *physical diagnosis:* Edmund L. Dow, M.D.; *physiology:* Haven Emerson, M.D.; *surgery:* James C. Ayer, M.D., William Darrach, M.D., Forbes Hawkes, M.D., Lucius W. Hotchkiss, M.D., J. W. Draper Maury, M.D., Clarence A. McWilliams, M.D., Percy R. Turnure, M.D., John B. Walker, M.D.

April meeting.—The Clerk announced the death of Dr. George G. Wheelock, a member of the board of trustees, on Friday, March 22, 1907.

The President announced the death of Professor John Krom Rees, E.M., Ph.D., emeritus professor of astronomy, on March 9, 1907.

It was resolved, that the trustees learn with great satisfaction of the bequest of Francis P. Furnald of the sum of $300,000, to build and endow a dormitory as a memorial to Royal Blackler Furnald of the class of 1901, to be known as "Furnald Hall" and that the Clerk be requested to express to Mrs. Furnald their appreciation of this munificent benefaction.

The thanks of the trustees were also tendered to the members of the division of classical philology, who have contributed the sum of $65, to be added to the Earle Memorial Fund for establishing the Earle Prize in Classics; to William A. Spencer, for his gift to the department of physics, through his nephew, Lorillard Spencer, Jr., of the class of 1907, of a valuable set of standard tuning forks and other apparatus for research in the physics of sound; and to H. W. Carpentier, of the class of 1848, for his gift of $100, to meet the cost of the necessary printing in connection with the work of the special committee on alumni representation in the board of trustees.

Porter F. Chambers, M.D., a graduate of the Bellevue Hospital Medical College in 1876, was appointed clinical professor of gynecology, and Simon Baruch, M.D., professor of hydrotherapy.

The following new appointments and promotions were made upon the nomination of Barnard College; Tracy E. Hazen, Ph.D., instructor in botany; Marion E. Latham, A.M., tutor in botany; Grace P. Reynolds, A.M., assistant in chemistry; Grace A. Hubbard, A.M., adjunct professor of English; Mabel F. Weeks, A.B., adjunct-professor of English; Allen W. Porterfield, A.M., tutor in Germanic languages and literatures; William P. Montague, Ph.D., adjunct professor of philosophy; Harold C. Brown, Ph.D., tutor in philosophy; F. Lyman Wells, Ph.D., lecturer in philosophy; Samuel R. Williams, Ph.D., tutor in physics; Raymond C. Osburn, Ph.D., instructor in zoology; Pauline H. Dederer, A.B., tutor in zoology.

William P. Montague, Ph.D., adjunct professor of philosophy, and Grace A. Hubbard, A.M., and Mabel F. Weeks, A.B., adjunct professors of

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English, were assigned to seats in the faculty of Barnard College.

May meeting.—The thanks of the trustees were tendered:

To Samuel Sloan for his gift of $6,000 for the torchères which have been erected on the buttresses of the Library, in memory of his son, the late William Simpson Sloan, of the class of 1882.

To Edward Severin Clark of New York for his proposal to present to the University a bronze statue of the "Great God Pan," by George G. Barnard, designed to surmount the basin of a fountain, and to provide a stone basin therefor.

To the directors of the Germanistic Society of America for the gift of $1,200 toward the salary of a lecturer on the history of German civilization for the academic year 1907–8.

To Charles S. Bartow of the class of 1874, Columbia College, and a graduate in law of the class of 1878, for a gift of $1,000 for equipment in mathematics.

To Homer E. Sargent for a gift of $500 for researches in anthropology.

To Dr. N. B. Leggett for a gift of $500 for additional equipment in the department of surgery.

To Professor J. E. Spingarn of the class of 1895 for a gift of $150, to establish prizes in belles-lettres in Columbia College.

To Felix M. Warburg for the gift of a collection of books, newspapers, magazines and pamphlets relating to social and political movements in Russia.

Appropriations were voted as follows: $1,000 from the income of the Phœnix Fund for the purchase of research apparatus for the department of physics; $100 from the income of the Phœnix Fund for the purchase of research apparatus for the department of metallurgy.

The President reported the election by the faculty of pure science of Cassius Jackson Keyser, Ph.D., Adrain Professor of Mathematics, as a representative of that faculty in the University Council for three years from July 1, 1907.

It was resolved, that from and after July 1, 1907, the materials testing laboratory be transferred from the care and jurisdiction of the department of mechanical engineering to that of the department of civil engineering.

It was resolved, that at the first meeting of the College faculty in the academic year 1907–8, the appointed members of the faculty be requested by the President to divide themselves by lot into three classes as nearly equal as may be, the terms of one class to expire June 30, 1908, the terms of a second class to expire June 30, 1909, and those of a third class to expire June 30, 1910.

Frederick R. Bailey, M.D., adjunct professor of histology and embryology was assigned to a seat in the faculty of pure science, and James T. Shotwell, Ph.D., adjunct professor of history, and J. E. Spingarn, Ph.D., adjunct professor of comparative literature to seats in the faculty of fine arts.

The following promotions were made: Frederick Peterson, M.D., to be professor of psychiatry; Andrew J. McCosh, M.D., to be professor of clinical surgery; and Pearce Bailey, M.D., to be adjunct professor of neurology.

The title of Ira H. Woolson, E.M., was changed from adjunct professor of mechanical engineering to adjunct professor in civil engineering; that of James S. Macgregor from assistant of mechanical engineering to assistant in civil engineering; and that of W. K. Gregory, Ph.D., from assistant in zoology to lecturer in zoology.

The resignation of George H. Fox, M.D., professor of dermatology, to take effect June 30, 1907, was accepted.

University Council

February meeting.—The following were appointed a committee on commencement, 1907: The secretary of the University (Mr. Keppel), chairman; the superintendent of buildings and grounds (Mr. Norris); Professor James T. Shotwell.

The following appointment was made to a University scholarship, for the second half of the academic year 1906–07:

Francis Wolson Snow, Romance languages. New York, N. Y.

Equivalent to A.B., Harvard University, 1903.

Frank Ernest Thompson was appointed to a Teachers College fellowship for the unexpired term of Her-

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bert T. J. Coleman, resigned.

April meeting.—Professor G. F. Sever was made a member of the committee on commencement, 1907, to succeed Professor J. T. Shotwell, resigned.

To take effect July 1, 1907, academic exercises were made to begin at 9, 10 and 11 a. m., and the period from 12 o'clock noon until 12:20 was set apart for chapel service, during which period no assignment of rooms is to be made for academic purposes or for student meetings.

The following fellowships were awarded for the academic year 1907–08:

University Fellowships

George Byron Louis Arner, Jefferson, Ohio, sociology; John Maurice Clark, New York City, political economy; William Watson Davis, Oak Grove, Ala., American history; Thomas Green, Toronto, Canada, philosophy; Jesse Earl Hyde, Lancaster, Ohio, geology; David Kelley Lambuth, Nashville, Tenn., English; Albert Arthur Livingston, Attleboro, Mass., Romance languages; Daniel Ralph Lucas, Lafayette, Ind., physiological chemistry; Clarence Earl May, Bloomington, Ind., organic chemistry; Arthur George Thomas, Sioux City, Iowa, international law; Axel Reynold Wallin, Kenilworth, N. J., Latin; Leon Elmer Woodman, Claremont, N. H., physics.

Honorary Fellowships

Robert Emmet Chaddock, Wooster, Ohio, sociology; Carl Frederick L. Huth, Milwaukee, Wis., ancient and mediæval history.

Endowed Fellowships

Tyndall Fellowship: George Braxton Pegram, New York City.—*Barnard Fellowship:* Harold Worthington Webb, Glen Ridge, N. J.—*Curtis Fellowship:* Thomas Reed Powell, Burlington, Vt.—*Garth Fellowship:* Louis Dwight Harwell Weld, Hyde Park, Mass.—*Gottsberger Fellowship:* Meyer Jacobstein, Rochester, N. Y.—*Proudfit Fellowship in Letters:* Ernest Hunter Wright, Lynchburg, Va.—*Schiff Fellowship:* Edward McChesney Sait, Oakville, Canada.—*Drisler Fellowship:* Nomination postponed.

Teachers College Fellowships

Travelling Fellowship: Mary Davis Swartz, Fond du Lac, Wis.—*Fellowships in Education:* Bailey Barton Burritt, Le Roy, N. Y.; Gerhard Richard Lomer, Montreal, Canada; Clarence Hall Robinson, Piqua, Ohio; Cliff Winfield Stone, Oshkosh, Wis.

John Maurice Clark, appointed University fellow, was made honorary fellow in political economy for 1907–08.

Bailey Barton Burritt, appointed Teachers College fellow in education, was made honorary fellow in education for 1907–08.

Warren B. Catlin, first alternate under the faculty of political science, was appointed to the University fellowship left vacant by the resignation of J. M. Clark.

STUDENT LIFE

The production of the **Varsity Show**, "The Ides of March," at the Waldorf this year was a success from every point of view. The play was much better staged than any of its predecessors and its financial success was also far beyond previous records. The tentative report, which was issued during April, shows net profits of $2,159.32.

Especial interest has been taken in **Kings Crown** within the past few months and it is now being looked up to as the only means of bringing the students together and creating a stronger college spirit. Mr. Francis S. Bangs spoke at a recent meeting, on April 4, on the athletic situation in general and the football situation in particular. He thoroughly explained his position and the position of the faculty toward the resumption of intercollegiate football at Columbia and gave a detailed account of the abuses which led to its prohibition. At the conclusion of his address, Mr. Bangs stated that he was in favor of the game at the University provided that the students would undertake the responsibility of keeping it free from abuses. His views, and particularly his last statement, met with the approval of the students present. A movement has been started to raise

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funds for a permanent Kings Crown building on the campus to serve as a headquarters for all undergraduate gatherings and activities. President Palmer of the Crown appointed a committee composed of W. G. Brady, Jr., '08, H. Fowler, '08, H. A. Content, '08, H. T. Aplington, '07, F. W. Kobbé, '08, F. Ware, '08, and H. P. Banks, '08, to devise plans for the furtherment of the movement and to secure the necessary funds.

After the interscholastic track meet on May 11, the Crown gave a smoker in the evening in Earl Hall for the preparatory school athletes. The affair was very well attended and the crew victory over Harvard added greatly to the gaiety of the occasion. All those present joined in a parade around the campus and then down Broadway to 101st Street, cheering all the way.

Another celebration of the crew victory took the form of a bonfire on South Field on May 13. A great number of the students were present and the festivities continued until a late hour.

Within the last few weeks, a new plan has been launched of electing a **Student Board** of Representatives of nine members from the Senior class and the various graduate schools, to take the place of the present Board composed of the class presidents of the four classes of the College and Applied Science. A general election was held on May 20, 21, 22 and 24 in Earl Hall, the polls being open from 11 a. m. to 1 p. m., and from 2 to 4 p. m.

The **St. Paul's Society**, which was organized this year to stimulate student interest in the chapel and chapel gatherings, has begun its activities by taking in a large number of new members. At a recent meeting the following officers were elected: A. A. Van Tine, '08, president; J. Mackenzie, '09, first vice-president; Acting-Chaplain Oldham, second vice-president; H. Perrine, '07, treasurer; H. W. Taylor, '09, secretary; T. M. Alexander, and W. G. Brandley, members at large.

The annual **Barnard-Philolexian debate**, which was held on May 1, resulted in a victory for the latter society for the first time in several years. The question debated was: "Resolved, that a national income tax would be beneficial to the country at large." The Philolexian team, which was selected from the winners of the annual prize debate several weeks previous, supported the affirmative, and was composed of V. K. W. Koo, '09, McA. Coleman, '09; F. A. Higgins, 08, and W. A. Paul, '09, alternate. The Barnard representatives were H. L. Egbert, '07, G. W. Jacques, '08, E. F. Griffin, '08, and J. F. Stayton, '08, alternate.

On April 12 the committee in charge announced the names of the winners of the three undergraduate **prizes in belles lettres** offered by Professor J. E. Spingarn. Much interest was shown in this new contest and a considerable number of poems, essays, and stories were submitted. Rhys Carpenter, '09, secured the prize in the poetic contest by a long poetic drama entitled "Medea," written in the classic style. He also was a winner in the essay contest, dividing first honors with Leon Fraser, '09. Frederick Jackson, '07, received the unanimous decision of the judges for the best short story.

Another production beside the Varsity Show which has attracted considerable attention has been the **French Play**, which was performed by members of the *Société Française* at the Brinckerhoff Theater on April 16 and 17. The play selected was "*Le Voyage de Monsieur Perrichon*," the cast being as follows:

Perrichon.....H. C. Olinger, '08
Le Commandant Mathieu,
R. L. Roeder, '10
Majorin.....A. A. Wickenden, '10S
Armand Derroches,
A. M. C. MacMaster, '09
Daniel Savary.....G. Rocour, '08S
Joseph.....A. A. Otis, '08
Jean.....R. F. Bach, '09
Madame Perrichon,
Miss MacLaughlin, '10, Barnard
Henriette...Miss DeBoer, '07 (T. C.)
Un Aubergiste.....R. L. Fowler, '09
Un employé du chemin de fer,
G. C. Loening, '09

One of the latest social events of the campus was the **Musical Clubs'** concert in Earl Hall on the evening of May 3. Special efforts were made

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to insure the success of the concert and several specialties were introduced in the program. The Musical Clubs gave all their receipts above $100 to the support of the various athletic sports about the campus, the largest share going to the crew.

W. G. B.

ATHLETICS

The **crews** started practice on the Harlem on March 16, while ice was still in the river, and since that time they have steadily improved. Although no fours have as yet been boated, three Varsity eights are boated daily, as well as several Freshman eights.

On Saturday, May 11, the Varsity eight met Harvard on the Charles, this being the first time that crews representing the two universities had met since 1896, the last year that Harvard entered a crew in the Poughkeepsie regatta. The race was over a mile and seven-eighths course and tide and wind favored the crews. Neither crew led for the first hundred yards, Columbia, however, gradually drew ahead and at Harvard Bridge open water was visible between the boats. Here Harvard spurted and reduced the lead to half a length at a half mile from the finish. In the final spurt, Columbia slightly increased her lead and won by three-quarters of a length, the time being 9: 16. Harvard finished in 9: 18. The crew was boated as follows: bow, Snevily; 2, Jordan; 3, Spalding; 4, Gillies; 5, von Saltza; 6, G. Mackenzie; 7, Boyle (captain); stroke, Cerussi; coxswain, Winslow.

In addition to the intercollegiate regatta at Poughkeepsie in June, in which the crews will compete, a race has been arranged with Annapolis, to be rowed on the Severn May 18.

In spite of the fact that the Freshman crew still lacks a sufficient number of heavy candidates, the work of the boat has materially improved since the Easter holidays. The boating is: Bow, Steinschneider; 2, Hamann; 3, Hauser; 4, Dellenbaugh; 5, Renshaw; 6, Saunders; 7, Keator; stroke, Weeks; coxswain, Rockwood.

Not for several years has such a keen interest been taken by the student body in **track** work as at present, and a large squad is regularly practicing on South Field.

Throughout the winter weekly handicap races have been held in the gymnasium and considerable new material has been developed.

Columbia was the only eastern university to win a championship at the Pennsylvania Relay Carnival, held at Philadelphia April 27. The Varsity relay team, composed of G. Hoyns, '07S, B. Sanders, '09, F. S. Hetherington, '07, and A. Zink, '09, won the intercollegiate two-mile championship from Yale and from Dartmouth, last year's intercollegiate champion.

The Sophomores won the annual interclass track meet, which was held on South Field April 30, by a score of 55½ to 40. 1907 secured second place, while 1908 and 1910 finished third and fourth, respectively.

An interscholastic track meet was held on South Field May 11, invitations having been sent to many of the larger preparatory schools. The meet, which was a success from every standpoint, was won by Newark Academy.

Neither the Varsity nor the Freshman **baseball** teams has been particularly successful to date. The Varsity has felt severely the loss of several strong players, including Captain Collins, who was declared ineligible shortly before the Southern trip.

The record thus far made is as follows:

Columbia 7, C. C. N. Y. 0.
Columbia 4, Navy 4.
Columbia 6, Georgetown 4.
Columbia 4, Washington and Lee 10.
Columbia 3, Virginia 16.
Columbia 6, Virginia 7.
Columbia 1, Princeton 13.
Columbia 14, N. Y. U. 2.
Columbia 0, Pennsylvania 2.
Columbia 3, Cornell 10.
Columbia 0, Yale 9.
Columbia 2, Seton Hall 6.
Columbia 4, Cornell 3 (12 innings).
Columbia 2, Brown 8.
Columbia 4, Lafayette 6.
Columbia 2, Pennsylvania 3.
Columbia 2, N. Y. Athletic Club 1.

The most important game still to be played is the one with Harvard at Cambridge, June 8.

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In the intercollegiate **wrestling** championships, held at Princeton March 21, Columbia tied Princeton for second place, while Yale was first. F. Narganes, '10, won the 158-lb. championship, while A. Lindo, '07S, secured the 145-lb. Shortly after the meet, A. S. Shimmon, '08, was elected captain of next year's team.

The season for the **gymnastic** team closed with the intercollegiates at Rutgers March 22, and although Columbia secured only third place, H. S. Schoonmaker, '09S, won the all-around individual championship.

After having tied Yale for the intercollegiate **basketball** championship, the Varsity was defeated in a close and exciting game by Pennsylvania at Philadelphia. J. J. Ryan, '09S, has been elected captain of next year's team. At a meeting of the Intercollegiate Basketball League, held at the Murray Hill Hotel April 22, the schedule of games was arranged for next season, and the resignation of Harvard from the league was accepted. The withdrawal of Harvard was made necessary by the new faculty regulation that the team should not play more than three games requiring over-night absences.

Following is a schedule of the league games Columbia will play:

Dec. 18, Princeton at New York.
Jan. 11, Cornell at Ithaca.
Jan. 17, Pennsylvania at Philadelphia.
Feb. 5, Yale at New York.
Feb. 12, Princeton at Princeton.
Feb. 14, Cornell at New York.
Feb. 19, Yale at New Haven.
Feb. 26, Pennsylvania at New York.

The **tennis** team started its season on May 1, with a match with the West Side Tennis Club. Although the team was defeated by a score of 7 to 2, most of the sets were closely contested. On May 11 the team tied Cornell in a series of matches at Ithaca.

A. S. M.

THE ALUMNI

Graduate Civil Engineers

The third annual dinner of the graduate civil engineers of Columbia University was held Saturday evening, April 13, at the Hotel Astor. The men gathered together represented graduates of the various classes from the earliest to 1906, and numbered not less than 125. The toast-master of the evening, Mr. Daniel E. Moran, class of '84, of the Foundation Company of New York City, introduced the following speakers of the evening: Professor Rudolf Tombo, Jr., Mr. Nelson P. Lewis, C.E., chief engineer of the Board of Estimate and Apportionment, New York City; the Hon. David J. McClure, the Hon. Job Hedges, and Professor William H. Burr.

Probably the most important and interesting event of the evening was Professor Burr's announcement to the effect that the testing laboratory would, after July 1, 1907, be transferred to and form a part of the department of civil engineering. He stated that a committee of the civil engineering graduates, of which Mr. Moran was chairman, had been formed to devise ways and means for securing the sum of fifty thousand dollars for a much extended equipment of the testing laboratory and for its reinstallation in the vault space immediately south and adjacent to the basement of Schermerhorn Hall. This space covers an area of 113 feet by 35 feet and can be extended at the westerly end to any extent that may hereafter be needed. This sum would enable a number of new machines to be secured, one being a 500 ton machine for tension and compression members up to 25 feet in length and beams to a still greater length. It is the hope and purpose of this increased equipment to afford the widest possible scope for both University investigation and engineering testing of the widest range for the public.

School of Mines Alumni

At the annual meeting of the Alumni Association of the School of Mines, held on the evening of April 25 in Havemeyer Hall, addresses were made by Dean Goetze, Professor Kemp and Professor Peele. The reports of the secretary and treasurer were accepted and the following officers elected:

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President, J. P. Channing, '83; vice-president, C. B. Going, '82; secretary, Professor R. E. Mayer, '79; treasurer, W. F. Morgan, '84.

Ph.D. Association

The Association of Doctors of Philosophy has held two successful meetings during the winter, both of which were well attended. The first meeting was held at the Columbia University Club on December 14, 1906, the speakers and their subjects being Professor E. D. Perry of Columbia, "The degree of Ph.D. in the United States;" Professor W. R. Shepherd of Columbia, "The relations of the United States with Latin America, the Spanish Archives, and the Hispanic Society collection;" Dr. A. L. Jones of Princeton, "The preceptorial system;" Naohidé Yatsu of Japan, "The recent eruption of Vesuvius" (of which he was an eye witness).

The second meeting was held at the Faculty Club on the evening of April 12, 1907, at which the following talks were given: Professor Calvin Thomas, "Sabbatical year reminiscences of European universities;" Professor Henry E. Crampton, "Life in the South Seas" (illustrated by lantern); Professor Dickinson Miller, "Pragmatism and its preacher."

President Luqueer has announced the appointment of the following committees: Committee on dissertations, Doctors Beard, Crampton, Downer, Shepherd, and Thorndike; committee on Ph.D. literature, Doctors Spingarn, Chandler, MacVannel, Moody, and Shotwell.

At the meeting of April 12, the following members were elected as a committee on nominations: Doctors Beard, Crampton, Cushing, Keyser, and Tombo. This committee will report at the annual meeting of the Association, which is to be held on the afternoon of Commencement Day, June 12, in the School of Mines building. All holders of the doctorate are invited to join the association and to furnish information as frequently as possible for the Ph.D. notes in the QUARTERLY.

Los Angeles, Cal.

On March 13 sixteen Columbia men at Los Angeles, Cal., sat down to luncheon with President Butler, who gave an exhaustive account of what the University is doing. After his address the matter of forming an alumni association was broached. This was not deemed advisable. However, it was decided to appoint Hugh W. Adams, Jr., 1902L, an informal secretary for the Columbia men in Southern California.

California Alumni Association

The annual dinner of the Alumni Association of Columbia University in California was held at the University Club, San Francisco, on March 28, 1907. This date was selected in order to entertain President Butler. The president of the Alumni Association, Dr. Harry M. Sherman, presided at the dinner, with Dr. Butler on his right, and President Wheeler of the University of California on his left. A pressing eastern engagement prevented President Jordan of Stanford University from attending. Thirty-eight of the Alumni, from the various schools of the University, were present. At the conclusion of the dinner, Dr. Sherman spoke a few words of welcome and introduced Dr. Butler. The President in the course of his address stated that the university represented the inspiration of the nineteenth and twentieth centuries. Men assembled there to increase the world's knowledge and apply the same to the practice of life. The university works for the uplifting of standards; for the increase of human comfort and health. He touched upon the dependency of medicine upon the practical evolution of theories; upon the scope of chemistry, in its search for new compounds; of engineering and mechanics in the search for new and improved methods to be applied to problems. He referred to Columbia, crowning Morningside Heights, as a national university, in touch with the aspirations of an entire people. He then outlined the plans for the Theodore Roosevelt and Kaiser Wilhelm professorships, and held that it was extremely important for the American democracy, in its training of men and women, to render their outlook sufficiently broad and useful. Reference was also made to the reorganization of the medical faculty, and the

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approaching one hundredth anniversary. Dr. Butler in conclusion emphasized the fact, that Columbia is bound together in a fellowship truly academic, covering all periods and nations.

President Wheeler was the next speaker and described our country as being Janus-faced, looking toward the two great oceans, with Columbia at the eastern gate, and Berkeley at the western. He maintained, that the only true liberty was at the university. Universities must dictate absolutely the thought of the country. Concluding, he promised that what Columbia has done for the east Berkeley would do for the west.

Reminiscent remarks were made by Duval, '65, Scoonover, '69, Gamble, '58, and Spencer, '82. The gathering was voted the most successful one held since the organization of the Association in 1901.

The officers of the California Association are Harry M. Sherman, president; Benjamin R. Swan, vice-president; George R. Murphy, treasurer; John C. Spencer, secretary.

Illinois Alumni Association

The Illinois Alumni Association of Columbia University gave a dinner at the University Club, Chicago, on the evening of April 1, in honor of President Butler. Unfortunately through delay to his train Dr. Butler was unable to be present, but the dinner was largely attended and was a distinct success. The general topic for discussion during the evening was the subject of representation by the alumni on the governing board and in the councils of the University, and all the speakers dealt with the subject at more or less length.

The opening address was made by John A. Ryerson, '85, president of the Association, who introduced the toastmaster, Judge Dickinson. The latter was followed by President Judson of the University of Chicago. Dr. Judson paid a warm tribute to Dr. Butler, both personally and in his representative capacity and stated that to a very large extent the problems confronting the two universities of Columbia and Chicago were identical. The next speaker was President Harris of the Northwestern University, who told how greatly that University had increased in numbers, in spite of the attractions of the University of Chicago. General A. W. Greely, U. S. A., spoke of the American university from the standpoint of one who had not enjoyed its experiences, but had intimate acquaintance of the military system of training. Lloyd W. Bowers, '79L, spoke as general counsel to defend the railroads, who had been accused by Judge Dickinson of conspiring to make President Butler late for the dinner. He failed to prevent the conviction of his clients. Finally Victor Elting, '91, on behalf of the western alumni, brought the discussion to a close and presented the following resolution, which was duly adopted:

Resolved, that it is the belief of this Association that at least one of the trustees of Columbia University should be resident in the middle west, and should be chosen by a direct vote of the graduates of the University resident in that section of the country.

Resolved further, that the secretary of this Association be requested to forward a copy of this resolution to the secretary of the board of trustees of Columbia University.

Indiana Association

The Columbia University Club of Indiana gave a luncheon for Professor Brander Matthews at the University Club, Indianapolis, on April 20. This meeting of the club was entirely informal, and those of its members who were fortunate enough to be present were delightfully entertained by Professor Matthews's talk on matters pertaining to the University. Among those present were Russell T. Byers, 1901L, Louis A. Bacon, T.C., F. S. Hoyt, A.M., 1905; Doctors Daniel W. Layman, '98M, C. F. Neu, and A. L. Leatherman, '93M, T. J. Moll, Pol. Sc., Oscar L. Pond, 1902L, Alvah J. Rucker, 1904L, Lester Smith, R. J. Roberts, Alexander Johnson, T. C. Howe, C. B. Coleman, Ralph E. Carter, and F. R. Kautz. On the previous evening a number of Columbia men had the pleasure of hearing Professor Matthews lecture on "The problems of the playwright," and his visit aroused a very substantial interest in Columbia.

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Cleveland Alumni Association

The second annual dinner of the Cleveland Alumni Association was held on the evening of May 2 at the Union Club. Among those present were Dr. Henry Handerson, '67M, president of the Association; George Henry Danton, 1902, of the Western Reserve University, secretary; Dr. Harris G. Sherman, '80M; Dr. Paul Leland Haworth, Ph.D., 1906; Samuel P. Orth, Ph.D., 1903; William R. Watterson, Arch. '93; Lynn Thorndike, Ph.D., 1905, all of Cleveland, and E. W. Brouse, 1905L, of Akron. At the business meeting held after the dinner the officers of the Association were re-elected for another year. Mr. F. P. Keppel attended the dinner as representative of the University.

1874.—The thirty-seventh annual con- in January at the Union Club and as usual was well attended. On this occasion it was resolved to invite to the next annual dinner all the men who have ever been connected with the class. Some of these have never dined with the class since college days, but their records are known and the class hopes to arouse their interest.

1877L.—Benno Lewinson, C. C. N. Y. 1873, has been appointed by Mayor McClellan a trustee of the College of the City of New York. Mr. Lewinson is the author of "Beneficial and burdensome covenants," and was elected a vice-president of the New York Law Institute in 1899, of which he is now a trustee.

1878.—Francis S. Bangs, LL.B. 1880, and Howard Van Sinderen, Ph.B. 1881, LL.B. 1883, have formed a partnership for the general practice of the law under the firm name of Bangs and Van Sinderen, with offices in the Mills Building, No. 15 Broad Street, and No. 35 Wall Street, New York.

1882. — President Nicholas Murray Butler was married to Miss Kate La Montagne in New York City on March 5, 1907.—The twenty-fifth anniversary dinner of the class of 1882, College, was held at Delmonico's on April 23. There were present at the dinner Dean Van Amringe as guest, J. L. Banks, Drayton Burrill, Nicholas Murray Butler, F. B. Crocker, '82S, E. C. DeLancey, B. Drachman, E. J. Gillies, C. B. Going, '82S, E. R. Greene, F. S. Halsey, W. T. Lawson, F. H. Lee, W. A. Moore, Deas Murphy, Thomas Nash, J. B. Nies, H. deB. Parsons, L. D. Ray, Girard Romaine, C. H. Simonds, F. B. Smidt, R. B. Van Cortlandt, John Webber, Jr., W. O. Wiley, B. S. Wise, and N. B. Woodworth.

Reports were given by the secretary and the historian, and addresses were made by President Butler, Dean Van Amringe, and H. de B. Parsons, and an ode in memory of Dr. W. K. Otis was read by the Rev. J. B. Nies.

The class decided to present a window at Commencement, to be placed in the study in Hamilton Hall in commemoration of the twenty-fifth anniversary of its graduation. W. T. Lawson was elected grand marshal for Commencement. The class officers are W. T. Lawson, president; Robert Arrowsmith, first vice-president; W. A. Moore, second vice-president; E. R. Greene, secretary; Girard Romaine, treasurer; and W. O. Wiley, historian.

1888.—The twenty-third annual dinner of the class of 1888, College, was held at the New York Athletic Club on February 26, 1907, and, though the number present was somewhat smaller than usual, the reunion was a most enjoyable one. Following its usual custom, the class will hold another reunion at college on the afternoon of Commencement Day. — The Bronx Savings Bank, which opened its doors last year, may almost be regarded as an '88 institution, for the president is William B. Aitken and several other '88 men are directors.—Henry A. Sill, professor of history in Cornell University, has recently become engaged and will be married in June.—Frank Moore Colby has been the American editor for Nelson's Encyclopædia, which was published during 1906.

1888M.—The engagement is announced of Miss Harriot McLean Fowler of Babylon, L. I., to Dr. Sinclair Tousey, A.M. 1885.

1892.—Frederick W. Keasbey is secretary and treasurer of the Corporation Legal Manual Company of 5 West 31st Street. This firm publishes the *American Lawyer*.

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1893.—Starr Taintor, who since his graduation has been a member of the N. Y. State Naval Militia, is now in command of a division, holding the rank of lieutenant.—Herbert T. Wade was managing editor for Nelson's Encyclopædia, published in 1906 by Thomas Nelson and Sons under the editorial direction of Frank M. Colby, '88, as American editor.

1894.—Archibald Douglas and Paul Armitage have formed a partnership for the practice of law with offices at 280 Broadway, New York City.—Rev. F. H. Sill, who is an active worker in the order of the Holy Cross, is secretary of the Kent School at Kent, Conn.—J. P. Benkard is a major commanding a batallion in the Twelfth Regiment N. G. N. Y.—Russel E. Burke, LL.B. '97, has formed a partnership for the general practice of law with Norman M. Burrell, LL.B. 1902, under the firm name of Burke and Burrell, with offices at 76 William Street, New York City.—Shepherd Ivory Franz is psychologist for the Government Hospital for the Insane, Washington, and professor of physiology in the medical school and professor of experimental psychology in George Washington University.

1898.—The firm of Truax, Watson, and Roberts having been dissolved, Gerard Roberts, A.B. 1898, and Alois J. Keogh, formerly members of that firm, and Thomas A. Brennan have formed a partnership, under the firm name of Roberts, Keogh and Brennan, for the general practice of the law, with offices at No. 38 Park Row, New York.

1898 C.E.—Each year since graduation, the members of the civil engineering department of the class of 1898 have held a reunion dinner in April. The meetings have been well attended, having an average of fifteen members present out of a total of twenty-two graduates. Considerable interest and spirit is shown in these gatherings and this has been due to a large extent to the fact that this group of the class were kept in especially close touch with one another while at the University and on the summer trips to Camp Columbia and Cape Cod. The last reunion was held on Saturday evening, April 27, at the Hotel Breslin, 29th Street and Broadway. The following fifteen men were present: H. D. Brown, J. Goodman, Charles Hastings, Burdett Kipp, Clarence Lewis, G. L. Lucas, H. B. Machen, Francis Mason, Isaac Menline, A. I. Raisman, Max Raymond, Geo. C. Saunders, R. Trapote, H. H. Wolff, and Watson Vredenburgh, Jr.

An important topic of discussion at this dinner was the decennial celebration of next year, two members of the general committee from the science schools, Clarence Lewis and Watson Vredenburgh, Jr., being present. Hearty cooperation was assured and encouragement offered to the committee in their endeavors to have the celebration a special and successful one.—George C. Saunders is now engaged in the iron and steel business at 166 Devonshire Street, Boston, Mass., making a specialty of steel for reinforcing concrete.

1899.—The next reunion of the class of '99 will take place on the afternoon and evening of Commencement Day, June 12, 1907. The plans are already being formulated to make this, the eighth annual Commencement reunion of the class since graduation, a success.—Frank S. Hackett and George Matthew will open the Riverdale School at Riverdale-on-the-Hudson in the fall. They propose the somewhat novel experiment of a day school in the country. Both recently have been masters of the Berkeley School.—W. A. Bradley contributed to the *Times Saturday Book Review* for March 2, an appreciative notice of recent poems by L. V. Ledoux, 1902, and John Erskine, 1900.—Henry C. Carpenter was married on March 2, 1907, at New York City, to Miss Mary Josephine Stuart, daughter of Mr. and Mrs. Robert Watson Stuart.—Ernest C. Ropes was married to Nathalie Wierum, daughter of Mrs. Otto C. Wierum, on Wednesday, April 17, 1907, at Upper Montclair, N. J.—George G. Hopkins, Jr., married Lisa Delavan Bloodgood of Barnard 1901, and the daughter of the late Medical Director Delavan Bloodgood, U.S.N., in Brooklyn on June 1, 1907.—The following engagements which will be of interest to the class have recently been made public: Oscar R. Lichtenstein has announced his engagement to Miss Mary

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Boyd, of Great Barrington, Massachusetts; John S. Harris is engaged to Miss Elizabeth S. Southworth, of Gambier, Ohio; and Dr. W. W. Lesem has announced his engagement to Miss Gertrude Kopetsky.

1900.—John Erskine, associate professor of English at Amherst College, is the author of a poem entitled "Rose rhyme" in the March *Century*.

1901.—Henry W. Shoemaker has announced his engagement to Miss Beatrice Barclay, daughter of Mr. and Mrs. George B. Barclay of Western Pennsylvania.

1901 Arch.—David H. Ray, A.M. 1901, A.B. C. C. N. Y. 1897, C.E. N. Y. Univ. 1902, has been appointed tutor in physics at the College of the City of New York. He was an instructor for one year at New York University and also served for one year as professor of civil engineering in Manhattan College.

1902.—It is with regret that announcement is made of the death of Francis Xavier Snyder, which occurred on March 24, 1907.—George Middleton is engaged on the dramatization of the successful novel "The house of a thousand candles."—Carey has left Houghton, Mifflin & Co.—Bradley is back with Bower and Sands.—Iglehart has been appointed pastor of the Mount Hope M. E. Church in the Bronx.—Lawson was married to Miss Edna Taylor Salisbury at Brooklyn, on April 3.—Mapes was married to Miss Winifred Hale Britton, daughter of Mr. and Mrs. F. W. Britton of Cleveland, Ohio, on April 15 in New York City.

1903.—Marcellus Hartley Dodge, one of the donors of Hartley Hall, was married to Miss Ethel G. Rockefeller, daughter of Mr. and Mrs. William Rockefeller, on April 17 in New York City. He was attended by Barent Lefferts as best man.

1903L.—Ralph Royall has opened an office for the general practice of law at No. 256 Broadway, New York.

1903 A.M.—Richard F. Deimel was married on October 5 to Miss Christine Schwartje of Brooklyn. Mr. Deimel is now teaching in the Stevens Institute of Hoboken.

1904.—On the occasion of the meeting of the College Alumni Association on February 2, the class of 1904, College, held a reunion at the newly dedicated Hamilton Hall and a very pleasant evening was spent by all who were present. It is planned to have another more formal meeting in the near future, at which it is expected that a large proportion of those members of the class who are situated in or about New York, will be present.—The second volume of the *1904 Class Bulletin*, published annually by the class as a record of the activities of its members, etc., is in process of preparation and should make its appearance soon. An appeal is made to each member of 1904 to aid the editors in making the record as accurate and complete as possible by answering promptly the notices which are sent to them in search of information.—John Redwood Fisher was married on May 9, at Pleasantville, N. Y., to Dorothea Frances Canfield, Ph.D. 1904. They will be at home after June 15 in Arlington, Vt.

1905.—Curtis Lublin is now assistant editor of the illustrated weekly *Town and Country*.

1906.—The class of 1906, College, held its first annual smoker with over seventy-five members of the class present. The first event of the evening was a short business meeting, at which the result of the postal card vote held last spring for the permanent class officers was announced. The following men were elected: President, R. W. Macbeth; vice-presidents, F. D. Fackenthal, J. N. Boyle, W. R. Porter and G. G. Moore, Jr.; secretary, E. T. Maynard; treasurer, W. B. Devoe; historian, W. L. Essex. Owing to the absence of E. T. Maynard from the country, W. R. Porter was elected to act as temporary secretary in his absence. It was voted to place a stone to mark the Class Ivy planted near St. Paul's Chapel. A resolution favoring the restoration of football was unanimously adopted. The remainder of the evening was taken up with the smoker for which vaudeville artists had been obtained. The usual college songs and cheers followed the professional entertainment.

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Ph.D Notes

1896.—Lewis F. Mott, professor of English in the College of the City of New York, is managing editor of *The City College Quarterly*.—Heinrich Ries, professor of economic geology in Cornell University, has recently prepared a book on "Clay, its occurrence, properties and uses." Dr. Ries is also the author of "Economic geology of the United States," now in its second edition.

1899.—Clement Moore Lacey Sites, who is professor of political science at the Imperial Polytechnic College, Shanghai, China, was married to Miss Evelyn Worthley Hinman, daughter of the Reverend and Mrs. George W. Hinman, on April 2, at Foochow, China.

1903.—Lewis Nathaniel Chase, A.B. 1895, assistant professor of English in Indiana University, has accepted the position of head of the English department in the recently organized academic division of the University of Louisville.—Walter E. Clark, instructor in philosophy at the College of the City of New York, has an article in the March, 1907, issue of *The City College Quarterly* on "The College Athletic Association."

1905.—Felix Arnold has recently published "The initial tendency in ideal revival" (*Am. Journal of Psychology*, April, 1907), and reviews for the *Journal of Philosophy, Psychology, and Scientific Methods* and for the *Psychological Bulletin*. He is also engaged in writing books, on "Associationism and education" and "A textbook of psychology." Dr. Arnold lectured before the teachers of Baltimore on "Attention and interest" in November, 1906.

TEACHERS COLLEGE NOTES

1898.—Harlan Updegraff, A.M., has been appointed assistant to the U. S. Commissioner of Education.

1899.—Guy E. Maxwell, A.M., is president of the State Normal School at Winona, Minn.

1900.—Alice R. Jackson, A.M., has been made teacher of English in the Brooklyn Training School for Teachers.—Rudolph R. Reeder, Ph.D., is superintendent of the New York Orphan Asylum, Hastings-on-Hudson, N. Y.

1901.—Oscar L. McMurry, B.S., is director of the department of manual training in the Chicago (Ill.) Normal School.

1902.—Russell H. Bellows, B.S, is superintendent at Watervliet, N. Y.

Of the 1902 A.M.'s with majors in education Elizabeth H. Bunnell is an instructor in the Training School for Teachers in Brooklyn; David E. Cloyd is principal of the high school, Spokane, Wash.; Marion S. Coan and Mary Percival are teaching English in the Normal College, New York City; Darius Eatman is professor of education at Wake Forest College, Wake Forest, N. C.; John W. Hall is professor of elementary education in the University of Cincinnati; Holly W. Maxson is principal of a public school at Utica, N. Y.; Lake George Watson is superior of practice work in the State Normal School at Mayville, N. Dak.; Oscar Israel Woodley is superintendent of schools at Passaic, N. J.

Of the 1902 Ph.D.'s whose majors were in education, Frank P. Bachman is professor of the history and principles of education in the Normal College of the Ohio University; Edwin C. Broome is principal of the elementary department of Adelphi College, Brooklyn; Frank Rollins is principal of the Stuyvesant High School, New York City; and George A. Hubbell is president of Highland College, Williamsburg, Ky.

1903.—Among those who received the degree of B.S. in 1903, Arthur H. Chamberlain is dean and professor of education at Throop Polytechnic Institute, Pasadena, Cal.; Mary C. De Bardeleben is principal of the preparatory department in the State Normal School at Shorter, Ala.; Ruth E. Dowling is teacher of methods in geography in the New York City Training School for Teachers; and Blanche Hirsch is principal of the Alcuin Preparatory School, New York City.

Among the A.M.'s of 1903 Clarence

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Cherrington Henson, A.M., is vice-principal of the Newman Manual Training School, New Orleans, La.

Of the 1903 Ph.D.'s Ernest N. Henderson is professor of education in Adelphi College, and Ernest B. Kent is principal of a technical school in Philadelphia.

1904.—Among those who earned the B.S. in 1904 James E. Addicott is principal of the Newman Manual Training School, New Orleans, La.; Frank W. Ballou is assistant professor of secondary education in the University of Cincinnati; Josephine T. Berry is professor of domestic science in the Northern Illinois Normal School at De Kalb, Ill.; Frank R. Cauch is supervisor of manual training in the schools of Oakland, Cal.; Frances I. Davenport is principal of the Concord State Normal School at Athens, West Va.; J. Florence Gilliland is critic in the training department of the Brockport, N. Y., State Normal School; Anna C. Hedges, recently director of the domestic arts department, at Pratt Institute, is now principal of the Hebrew Technical School for Girls, New York City; Mary Rogers is director of the work in drawing in the New York City Training School for Teachers; Cliff W. Stone is principal of the elementary department of the Ethical Culture School, New York City; Mrs. Mary A. Walker has been appointed principal of the Cathedral School, Washington, D. C.

Of the 1904 A.M.'s Frederick B. Abbott is professor of manual training in the State Normal School at Emporia, Kans.; William W. Andrew is principal of the elementary school in Rochester, N. Y.; Alfred H. Armstrong is headmaster of the St. Bernard's School, Gladstone, N. J.; Amy M. Burt is instructor in history, Central Michigan Normal School, Point Pleasant, Mich.; Anna M. Clark is teacher of nature study and elementary science in the New York City Training School for Teachers; Alexander B. Coffee is professor of philosophy and education in William and Mary College; Charles T. Grawn is principal of the Michigan State Normal School at Mt. Pleasant, Mich.; George E. Marker is head of the department of education, State Normal School, Cheney, Wash.; Lucius K. Russell is instructor in chemistry, Simmons College; Charles W. Wood is professor of English in Tuskegee Institute.

Of the 1904 Ph.D.'s in education Frederic E. Farrington is assistant professor of education in the University of California; Naomi Norsworthy is instructor in educational psychology in Teachers College.

1905.—Of those who received the degree of B.S. in 1905 Mary D. Chambers is instructor in chemistry and home economics in Rockford College, Rockford, Ill.; Richard McL. Crawford is professor of art and manual training in William and Mary College; Ann M. Gilchrist has accepted the post of domestic science supervisor for New Zealand, introducing the subject there for the first time. Shirley E. Gray is teaching English in Oriental Negros Island, Tanjay, P. I.; Frances H. Hibbard is supervisor of primary work, in the public schools of Montreal, Canada; William S. Marten is director of fine and manual arts in the schools of Durham, N. C.; Grace Owen has become assistant in the department of education, Victoria University, Manchester, England; Maud Whitlock is director of public kindergartens in Los Angles, Cal.; Nora B. Whitney is preceptress of the high school at Rye, N. Y.

Of the 1905 A.M.'s in education Myra B. Clark is professor of home economics at the Clarkson School of Technology, Potsdam, N. Y.; Irwin W. Driehaus is teacher of science in the New York City Training School for Teachers; Luella H. Eakins is instructor in Greek and Latin at Greenville College, Greenville, Ill.; John W. Heckert is instructor in education, State Normal School, Natchitoches, La.; Franklin S. Hoyt is assistant superintendent of schools in Indianapolis, Ind.; John Kelley is superintendent of the Normal Training School at Mt. Pleasant, Mich.; Susan A. Lathrop has gone from her instructorship in the Horace Mann School to an instructorship in English in Wellesley College; Arthur R. Maxson has been made tutor in mathematics in Columbia; Alva W. Stamper is head of the department of mathematics in the State Normal School of Chico, Cal.; Mary E. Thompson is critic teacher in the State Normal School at Mt. Pleasant, Mich.; Samuel Sung Young

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has returned to China as president of the College of Foreign Languages in Canton.

Of the Ph.D.'s in education in 1905 three have the rank of professor: Charles J. C. Bennett in philosophy and education in Louisiana State University; Junius L. Meriam in the theory and practice of teaching at the University of Missouri; and Bruce R. Payne in secondary education at the University of Virginia. Five are adjunct or associate or assistant professors, namely, Ellwood P. Cubberley and Anthony Henry Suzzallo, both in education at Stanford University; Edward C. Elliott in education at the University of Wisconsin; George D. Strayer in elementary education at Teachers College; and Fletcher H. Swift in education at the University of Washington. Walter F. Dearborn is instructor in educational psychology in the University of Wisconsin.

1906.—A number of those graduating in 1906 with the degree of B.S. have already won positions of some distinction. A partial list follows: Caroline Van Rensselaer Ashcroft is supervisor of physical training, New York City public schools; Alma L. Binzel is director of kindergarten training, Stout Training Schools, Menomonie, Wis.; Annie S. Crowell is instructor in the Hyannis (Mass.) Normal School; Amy L. Daniels is supervisor of household science and arts in the Technical High School, Springfield, Mass.; James J. Doster is director of manual training, State Normal School, Troy, Ala.; Louise M. Fisher is an instructor in physical education in the New York City Training School for Teachers; Annie J. Gash is professor of domestic science and art, Greenville College, Tusculum, Tenn.; Theda Gildemeister is instructor in methods, State Normal School, Winona, Minn.; Julia A. Hill is instructor in fine arts, Teachers College, Syracuse University; Hermann H. Hoexter is director of the department of music, State Normal and Industrial College, Greenville, N. C.; Dora Ladd is instructor in manual training, State Normal School, Greeley, Colo.; Alice L. Marsh is head of the department of method, State Normal School, Geneseo, N. Y.; Venita Pendleton is instructor in English, Bryn Athyn College, Bryn Athyn, Pa.; Florence A. Pray is instructor in domestic science, State Normal School, Kalamazoo, Mich.; Janette Trowbridge is physical director, Wadleigh High School Annex, New York City; Louise Waugh is instructor in domestic science, Michigan Agricultural College. Three members of this class secured posts at Teachers College: Ethelwyn Miller in fine arts at the Horace Mann School; Luella Palmer, in kindergarten at the Speyer School; and Mary D. Swartz, assistant in domestic science in Teachers College.

Among the appointments of 1906 A.M.'s are the following: Luther J. Abbott, Superintendent City Schools, Minco, Oklahoma; Hettie M. Anthony, instructor in domestic science, Illinois Wesleyan University; Elizabeth Crowther, instructor in history; Western College for Women, Oxford, O.; Susan R. Benedict, instructor in mathematics in Smith College; Don Carlos Bliss, superintendent of schools, Arlington, N. J.; Helen Frances Durie, instructor in English and history, Kingsthorpe College, Hamilton, Ontario; William T. Fletcher, principal of the high school, Pueblo, Colo.; Henry C. Lott, instructor in psychology, State Normal School, Ypsilanti, Mich.; Fong Foo Sec, instructor in English in the Liang Kwang College of Foreign Languages, Canton, China; Lucile H. Stimson, instructor of domestic science in Simmons College; Le Roy Weller, instructor in philosophy, Beaver College.

Of the Ph.D.'s of last year, Jasper N. Deahl is professor of education in West Virginia University, and Lambert L. Jackson has become manager of the educational department of the publishing firm of D. Appleton and Co.

Sigma Xi

Officers for the ensuing year were elected at the regular annual meeting of the Columbia Chapter of the Society of the Sigma Xi, held on May 2 in Earl Hall. The new officers are as follows: President, Dean William Hallock; vice-president, Dr. C. P. Berkey; secretary and treasurer, C. E. Morrison; and corresponding secretary, Professor C. E. Lucke.

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Following the elections, the men from the Senior classes, the graduate schools, and the teaching staff, who were elected to membership on March 13, 1907, were initiated into the Society. The initiations were introduced by speeches by Professor Kemp, Dean Hallock and Professor Underwood.

NECROLOGY

BILLINGS, Charles Morris, M.D. 1867, A.B. Amherst 1863 and A.M. 1866, died at his home in Nashua. Ia., recently.

BRENNAN, John Weston, M.D. 1862, died at his residence in New York City, of cancer of the liver, on May 10, 1907, aged seventy-eight years. He was a surgeon in the Civil War.

CHANDLER, William Henry, A.M. (honorary) 1873, A.B. Union 1861, Ph.D. Hamilton 1872, died of tuberculosis at Bethlehem, Pa., on November 23, 1906, aged sixty-five years. He was professor of chemistry at Lehigh University from 1871 to 1906, and professor emeritus 1906.

COHEN, Maxwell Gladstone, LL.B. 1901, A.B. College of the City of New York 1898, died on April 19, 1907, aged twenty-seven years.

DEITZ, Charles Jacob, M.D. 1877, died in Kalamazoo, Mich., recently.

DE WITT, William Archelaus, a member of the class of 1899, College, died on April 23, 1907.

DUNNING, William Fullerton, LL.B. 1879, A.B. Princeton 1877, died at his home in New York City in March, 1907. He was an officer of the Brick Presbyterian Church, and a member of the University, Down Town, Princeton, and University Glee Clubs, and the Bar Association.

FOWLER, George Bingham, M.D. 1871, A.B. (honorary) College of the City of New York 1894, died at his home in New York City on March 7, 1907, aged fifty-nine years. He was curator of the museum of the College of Physicians and Surgeons 1871 to 1876, and from 1886 until his death he was professor of clinical medicine in the Post-Graduate Medical School and Hospital. He was visiting physician to the Bellevue Hospital and to the New York Hospital Infant Asylum.

GOLDBACHER, Joseph N., LL.B. 1876, C. C. N. Y. 1874, died suddenly on August 3, 1906. He was a practicing attorney in New York up to the time of his death.

GREY, Eva Woodward, a candidate for the degree of Ph.D. in the faculty of philosophy, 1903–1905, died in Athens, Greece, in March, 1907, aged twenty-nine years. She received the degree of A.B. from Cornell University in 1898 and that of A.M. in 1899.

GRINNELL, William Morton, LL.B. 1881, *Bachelier ès lettres* University of France, died February 9, 1906, aged forty-eight years. He was third assistant secretary of state in 1902–3, and a Chevalier of the Legion of Honor.

HAMILTON, Schuyler, A.B. 1872, A.M. 1875, E.M. 1876, died at his home, "Highwood," Norwalk, Conn., on February 13, 1907.

HEATH, Theodore F., M.D. 1851, died in January, 1907, after a short illness.

JEWETT, Dan Lee, M.D. 1862, died at Watseka, Ill., on June 4, 1906. He was assistant surgeon in the Civil War, and United States examining surgeon for the Pension Bureau from 1871 to 1893 and from 1897 to 1906.

JOY, Henry De Witt, M.D. 1866, A.B. Williams 1863 and A.M. (hon.) 1889, died suddenly at his home in West New Brighton, S. I., early in 1907.

LEE, Benjamin Franklin, Jr., LL.B. 1861, A.B. Williams 1858, LL.D. 1887, died at his home in New York City in April, 1907, aged sixty-eight years. He was a professor in the Columbia Law School from 1883 to 1892, and also a lecturer in the New York Law School. He was one of the founders of the University Club, and a member of the New England Society Sons of the Revolution, Union and Knickerbocker Clubs, Century Association and St. Nicholas Society.

LEONARD, George Gillis, A.B. 1891, A.M. 1892, died of consumption at Albuquerque, New Mexico, on February 26, 1907.

LEWIS, Eugene Howard, LL.B. 1875, A.B. Yale 1873, died suddenly in New York City in April, 1907, aged fifty-five years. He was a director in the Marconi Wireless Telegraph Company, and a member of the University, Lawyers, and Yale Clubs of New York, and the Metropolitan Club of Washington.

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He was also a member of the Alpha Delta Phi fraternity.

LYNDE, Rollin Harper, LL.B. 1880, A.B. Princeton 1877 and A.M. 1880, died of heart failure at Atlantic City, N. J., on April 8, 1907. He was a member of the Down Town, University, City, Princeton, and other clubs, and a member of the Metropolitan Museum of Art.

MACADAM, Thomas, LL.B. 1885, died at his home in New York of heart disease, on April 19, 1907, aged forty-three years.

DE PEYSTER, John Watts, A.M. (honorary) 1872, died at his home in New York City on May 5, 1907, aged eighty-six years. He received the degree of LL.D. from Nebraska College in 1870, and that of Litt.D. from Franklin and Marshall in 1892, and that of LL.D. in 1896. He had held various positions in the army, and was also well known as a historian and a philanthropist.

POWELL, Irwin Augustus, Political Science 1898, died at his home in New York City, April 28, 1907, of typhoid fever. Mr. Powell in 1897 was the amateur champion bicycle rider of America. He was interested in all undergraduate activities, and was a member of the Theta Delta Chi fraternity.

PRALL, John Goldsmith, a member of the class of 1907, College, died of cerebral meningitis at his home in Elmhurst, L. I., on April 22, 1907, aged twenty-four years. He was associated with Kings Crown and the Rowing Club, and was a member of the Alpha Delta Phi fraternity and of the Senior Society of Nacoms. Mr. Prall was manager of the Varsity football team in 1904.

REED, Charles, M.D. 1879, died at his home in Brooklyn early in 1907, aged fifty-one years.

REES, John Krom, A.B. 1872, A.M. and E.M. 1875, Ph.D. 1894, died on March 9, 1907, aged fifty-five years. Professor Rees was at one time president of the New York Academy of Sciences, vice-president of the American Mathematical Society, and secretary of the American Meteorological Society. Professor Rees was a Chevalier of the Legion of Honor and a member of the Psi Upsilon fraternity. (See p. 342.)

SANDLER, William, a member of the second-year class, applied science, died April 19, 1907.

SMITH, James Henry, LL.B. 1878, died in Kioto, Japan, in March, 1907, while on a trip around the world.

SNYDER, Francis Xavier, a member of the class of 1903, law, died at his home in Brooklyn early in 1907, aged twenty-eight years. He was a member of the Delta Psi fraternity and the Crescent Athletic Club.

STEVENS, Robert Livingston, A.B. 1887, died of typhoid fever at Westbury, L. I., on April 26, 1907, aged forty-three years. He was vice-president of the Hoboken Land and Improvement Company. He was a candidate for Congress four years ago, but was not elected. He was a member of the Meadow Brook Club of Long Island and of the Somerset County Club of New Jersey. Mr. Stevens was a member of the vestry of Trinity Episcopal Church of Hoboken.

VARNUM, James Mitchell, LL.B. 1871, A.B. Yale 1868, died of injuries received in an automobile accident in New York, on March 25, 1907, aged fifty-nine years. He was prominent in the Republican politics of the State and his last public office was that of Surrogate of New York County (1899). He was a Chevalier of the Legion of Honor of France, and vice-president of the Order of the Cincinnati in Rhode Island. He was a member of the Century, Union, University and other clubs of New York City, and of the Metropolitan Club of Washington.

WEIGAND, Otto Albert, M.D. 1890, died of consumption in Jersey City early in 1907.

WHEELOCK, George Gill, M.D. 1864, A.B. Harvard 1860, A.M. 1863, died in New York City on March 22, 1907, aged sixty-nine years. (See p. 344.)

WILLCOX, David (Johnson Halsted), LL.B. 1874, A.B. Yale 1872, died suddenly on April 24, 1907. He was on his way home from Italy, where he had been spending some months on account of ill health. Mr. Willcox was ex-president of the Delaware and Hudson Railroad and also a member of the board of managers of the Southern Pacific and the Union Pacific. He was a member of the Alpha Delta Phi fraternity, and of the Union League, Metropolitan and other clubs.

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TABLE I

REGISTRATION AT COLUMBIA UNIVERSITY, IN ALL FACULTIES, DURING THE ACADEMIC YEAR 1906–1907

Faculties	First Year	Second Year	Third Year	Fourth Year	Non-candidates	Graduates	Total 1907
Columbia College	173	156	131	111	67		638
Barnard College	130	88	110	63	28		419
Total undergraduates	—	—	—	—	—		1057
Faculty of Political Science	—	—	—	—	24	174	198
Faculty of Philosophy	—	—	—	—	20	505	525
Faculty of Pure Science	—	—	—	—	11	143	154
Total non-professional graduate students*	—	—	—	—	—	—	877
Faculty of Applied Science	136	161	117	88	35	—	537
Faculty of Law	95	68	87	—	14	—	264
Faculty of Medicine	79	81	78	95	48	—	381
Faculty of Pharmacy	107	106	—	—	—	41	254
Teachers College	—	50	286	228	27	152	743
Faculty of Fine Arts { Architecture		75			25	6	106
Faculty of Fine Arts { Music		3			25	3	31
Total professional students	—	—	—	—	—	—	2316
Deduct double registration †	—	—	—	—	—	—	*154*
Net total	—	—	—	—	—	—	4096
Summer Session, 1906	—	—	—	—	—	—	1041
Grand total	—	—	—	—	—	—	5137
Deduct double registration ‡	—	—	—	—	—	—	*278*
Grand net total	—	—	—	—	—	—	4859
Students in extension courses §	—	—	—	—	—	—	2719

* The total 877 does not include 46 college graduates in law, medicine, and applied science, who are also candidates for the degree of A.M. or Ph.D.

† The 154 are distributed as follows: 152 are Teachers College students enrolled in the faculty of philosophy as candidates for the higher degrees (97 men and 55 women); one student who graduated from Columbia College in February entered the faculty of philosophy; one Columbia College student is also registered under the faculty of fine arts as a candidate for the degree of bachelor of music.

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

§ Attending at the University, 1574; attending away from the University, 1145.

R. T., Jr.

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PROGRAM FOR COMMENCEMENT

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MAY 24—JUNE 12, 1907

MAY 24–25,		Teachers College Exhibition.
JUNE 5,	3.00 P. M.	Barnard College Tree Day, Milbank Quadrangle.
JUNE 7,	3.00 P. M.	Barnard College Class Day, University Gymnasium.
JUNE 8–12,	9 A. M.–6 P. M.	The Model of the Buildings and Grounds of the University on Exhibition.
JUNE 9,	4.00 P. M.	Baccalaureate Service, University Gymnasium; Rev. George Hodges, D.D., D.C.L., Dean of the Episcopal Theological School, Cambridge, Preacher.
JUNE 9–12,	5–6 P. M.	The Organ will be played in St. Paul's Chapel.
JUNE 10–16,	10 A. M.–6 P. M.	Architectural Exhibition, Model House.
JUNE 10,	12 M.–5 P. M.	Demonstrations and Clinics, P. & S. and various hospitals.
	1.30 P. M.	Teachers College Senior Luncheon.
	2.00 P. M.	Columbia College Class Day, University Gymnasium.
	4.30 P. M.	Address to the members of the Graduating Class, Applied Science, by Stuyvesant Fish, 1871, A.M., Room 309 Havemeyer.
	4.30–6 P. M.	Tea for members of Graduating Classes and their friends, Earl Hall.
	8.30 P. M.	Columbia College Senior Class Dance, University Gymnasium; illumination of the Grove.
		Barnard College Senior Class Dance, Earl Hall.
	9.00 P. M.	P. & S. Smoker at Columbia University Club.
JUNE 11,	Morning	Inspection of Laboratories and Museums P. & S.
	9.30 A. M.	Baseball Game, Senior Class vs. Faculty, South Field.
	2.30 P. M.	University Conference, Upper Lecture Room, P. & S.
		Phi Beta Kappa meeting for Columbia College Section, 506 Fayerweather; for Barnard College Section, Barnard College.
	3.00 P. M.	Address to the members of the Graduating Class of the Law School, by William B. Hornblower, LL.D., of the Class of '75, Columbia Law School, Earl Hall.
	4.00 P. M.	Teachers College Lawn Party.
	4.30 P. M.	Phi Beta Kappa Address, by Talcott Williams, L.H.D., Earl Hall.
	7.30 P. M.	Alumni Dinner, P. & S., at Delmonico's.

COMMENCEMENT DAY, WEDNESDAY, JUNE 12

10.15 A. M.	The trustees, faculties and graduating classes will form in procession in the corridors of the Library and proceed to the Gymnasium.
11.00 A. M.	COMMENCEMENT; conferring of degrees and award of honors.
12.45 P. M.	Presentation of torchères by Class of '82, Science, and of a window in Hamilton Hall, by the Class of '82, College.
1.15 P. M.	Alumni Luncheons:
	For the alumni and officers of the University, Alumni Memorial Hall Chairman, J. Howard Van Amringe, '60.
	At Barnard College and Teachers College for the trustees, officers and graduates of those colleges.
3.00 P. M.	Alumnæ Reception to 1907, Barnard College.
	Annual Meeting, Association of Doctors of Philosophy, Room 306 Mines.
	Alumni Games, South Field.
7.00 P. M.	Anniversary Dinners of Alumni.
9.00 P. M.	'97 Decennial Anniversary, University Hall.

Earl Hall will be open day and evening during Commencement week for the use of graduates and their friends.

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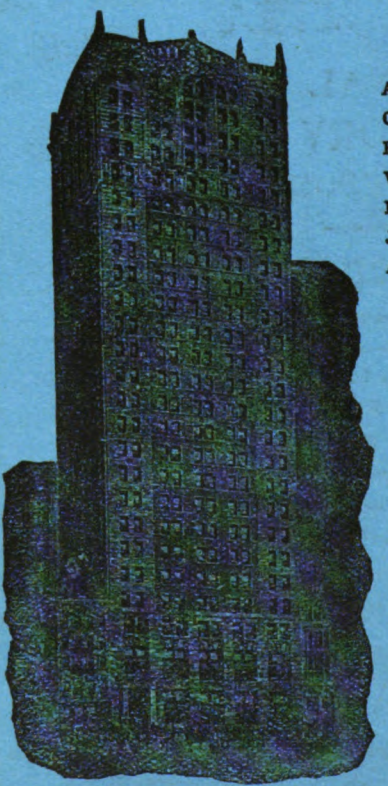
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COLUMBIA
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THE COURAGE OF THE COMMONPLACE*

Only be thou strong and very courageous, that thou mayest observe to do according to all the law. Jos. 1 : 7.

The man who heard these words of God in his soul stood where you stand at the beginning of a new chapter of the book of life. He was not a young man, from the point of view of this congregation, but he was at the threshold of his career. He was about to begin a work of great importance, and he was to begin it under conditions of unusual difficulty. He was to take the place of a man greater than himself; and, taking his place, he was to lead an untried army to attack a strong nation.

Joshua was a great man, one of the decisive men of history. But he belongs to what we may call the middle class of greatness. Moses, whom he was to follow, was one of the greatest of men. We live today according to the laws which Moses, in the name of God, set forth. In the last book of the Bible, the prophet hears the redeemed in Paradise singing the song of Moses. This great man Joshua was to follow. And taking his great place, he was to lead an army unexercised in war to the conquest of a strong and brave people, whose cities were walled to the skies.

* The Baccalaureate Sermon preached before the candidates for degrees, June 9, 1907, by the Rev. George Hodges, D.D., D.C.L., dean of the Episcopal Theological School, Cambridge, Mass.

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You see how that occasion and this belong together. These young people go out to take the places of their fathers. They have in their minds the names of the great men of the past and of the present; men of letters, men of science, men of affairs; leaders, inventors, discoverers, reformers, who have changed the face of the world. They are to follow them as Joshua followed Moses. And they are untried, unexercised, unaware as yet of the true limits of their powers. Thus they stand today, as Joshua stood beside the Jordan, looking over into the Land of Promise, about to undertake the conquest of the country.

Under these circumstances, Joshua hears in his soul just the voice we would expect him to hear: Be thou strong and very courageous. But the words which follow are very surprising. It is not, as we would expect, Be thou strong and courageous that thou mayest plan a wise campaign, and lead the army into the field of victorious encounter, and face death in battle. No; it is, Be thou strong and very courageous that thou mayest observe to do according to all the law: that thou mayest be a righteous man, ruling a righteous people, keeping the ten commandments. This, I say, is a surprising context. It is a swift descent from the high hilltops of romance and poetry to the dusty roads and plain prose of common life.

It is like the interview between the Lord and the rich young ruler. The young man comes to the Master, running, with hands outstretched. He falls upon his knees before Him, crying, "What good thing shall I do that I may have eternal life?" And the Lord, looking upon him loves him, as He loves all such young, aspiring, enthusiastic persons. The Lord looks upon him as He looks today upon these young men, who are facing the future with such eagerness and confidence. But what does He say? "If thou wilt enter into life, keep the commandments." The young man looks up astonished and disappointed. He had expected some dramatic assignment of romantic duty. "Which?" he asks, "Which commandments do you mean?" still hoping that the Lord had some new adventure, some knightly quest, to set before him. "Which?" And when Christ answered, "Just the plain old ten. Be honest, be clean, be considerate, be helpful, love God and your neighbor. This do and thou shalt enter into life," the youth was grieved.

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"I have done these things," he said, "since I was a child." You see how like this is to the word of God to Joshua: "Be strong and very courageous, that thou mayest observe to do according to all the law." The field of courage, the attainment of aspiration, is the daily obedience of the moral law.

I have a friend who has in his possession a Victoria Cross. Everybody knows that the Victoria Cross is the supreme reward which England gives for distinguished valor on the field of battle. But this reward is not given to the man who simply does his duty, even in the face of death. Every man is expected to do his duty. When a man goes out of his way to do a splendid thing which he did not need to do, and does it splendidly, he wins the Victoria Cross. This man's father won the cross in the Sepoy Rebellion at the siege of Chunderi. Chunderi was a stout and moated fortress. The stones of its walls were twelve feet thick, and the water of its moat was twelve feet deep. And in this fortress, when the Indian Mutiny began, were English women and children. And they had to be got out. Now, this man's father had gone fishing in the moat of Chunderi and had found a place where the moat was partly filled with rubbish, so that in that place the water was only two feet deep instead of twelve. And he volunteered to lead a company of soldiers over the moat against the walls. And this he did successfully. Over they went, in the face of the guns of the garrison, and scaled the walls and took the fort. And he was given the Victoria Cross. But that which especially interested me was this: The hero wrote a book for the reading of his grandchildren, containing the story of his life. And in this book of eighty printed pages he gave to the adventure of the Victoria Cross just two lines, about twenty words, the length of two frugal telegrams; while he gave some twenty pages to the record of his administrative work as governor of one of the central provinces of India. There, you see, is the same thing over again. The emphasis is put, as in the word of God to the captain of the host of Israel, and as in the answer of the Lord to the question of the rich young ruler, upon the common life. The contrast is between two kinds of courage: the courage of the crisis and the courage of the commonplace. The hero gives twenty words to the courage of the crisis, and twenty pages to the courage of the commonplace.

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For the courage of the commonplace is more difficult than the courage of the crisis.

It is more difficult because it is not attended by the rewards of appreciation and applause. The courage of the crisis is called for by dramatic conditions. It belongs to the field of battle, where it is assisted by the sound of martial music, by the beat of drums, by the sight of uniforms, by the presence of great companies of men. It is a public virtue which cannot be hid. The man who meets the crisis knows that if he fails he will be everlastingly ashamed of himself; while, if he succeeds, he will have the applause of his admiring neighbors. And that consideration helps him mightily. But the commonplace does not attract attention, gets no mention in the newspapers or in the histories, and does not lie along the way to glory. It is not assisted by popular expectation or appreciation. It does not appeal to the imagination or summon the will, like the crisis. Thus Roger Williams said that there were Indians in Rhode Island who would stand to be burned at the stake without a groan, but when they had the toothache, they cried. There were no admiring crowds to watch the fortitude with which they bore that homely pain.

Also, the courage of the commonplace is more difficult than the courage of the crisis because it has no clear limitation in time. The commonplace goes on and on. I talked with a drill-master in a military school who had played a bugle in the charge at Balaklava. He had been one of those six hundred who in unquestioning obedience to orders attacked the whole Russian army drawn up in position; he had been one of the two hundred who came back alive. I said, "How long did it take?" And he said, "Twenty minutes!" Twenty minutes into the valley of death and out again, with cannon to the right of them and cannon to the left of them, volleying and thundering,—only twenty minutes! Many a man is able to be a hero for twenty minutes, while all the world wonders; but it is likely that some of the Light Brigade were anything but heroes afterwards, in the slow weeks of commonplace convalescence in the military hospital.

The commonplace goes on and on. Sometimes it is in the form of pain, which comes and stays and nobody knows when it will end.

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Sometimes it is in the form of grief, of disappointment, of bereavement; the thing has happened, and there is no way to change it; suddenly, in a moment, we are thrust out of heaven into hell, and there we are, there day by day we are to live without hope of release. Sometimes the commonplace is in the form of drudgery and is made up of the common tasks of the monotonous day, beginning every morning and never ending, uninteresting, done only for the sake of keeping alive till men question whether keeping alive is worth the cost. Then to be a hero, under such conditions to play the game, under such conditions to live the life with a smiling face, an undaunted will, and a serene heart, to be the master of our fate, to be the captain of our soul, this is to play the hardest and the noblest and the bravest part.

The courage of the commonplace is not only more difficult but more important than the courage of the crisis. It is more important because it takes in a larger part of life. The crisis enters rarely, sometimes never, into normal experience. One may live one's sheltered days from birth to death, with no demand for the exercise of that kind of courage. But the commonplace is so named because it is the common ground and substance of our life. It is the condition under which we do our work. If we are to be saints and heroes anywhere, it is of supreme importance that we be saints and heroes here.

Anatole France has an amusing passage in his autobiography in which he says that when he was a little boy, and was casting about in the manner of youth for a profession, he made up his mind that he would become a famous saint. So he looked up and down the calendar, seeking a good example for his emulation, and at last chose old Simeon Stylites, who, you remember, attained a high reputation for sanctity by living for several years on top of a high pillar, clad in a hair shirt, saying his prayers. The small boy took a kitchen table for his pillar, and improvised a hair shirt, and entered upon a protracted course of fasting. But his father and mother, and his older brothers and sisters and the cook made life very unpleasant for him. "Then," he says, "I perceived that it is very difficult to be a saint while living with one's family. I understood why St. Anthony and St. Jerome went into the desert."

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Yes, it is very difficult, and also highly important, to be a saint while living with one's family. One of the heaviest burdens which the Lord put on any man's shoulders in the story of the gospel was that which He laid on him who had come out of a great deliverance, and who desired to stay with Christ who had delivered him, but to whom Christ said, "Go home to your own house, and show your family and your neighbors what the Lord hath done for your soul." In the early days of persecution there were many people who earnestly desired to be burned at the stake or eaten alive by lions, and who were held back from those adventures only by main force. But when it came to holiness and heroism of life; when it was a matter of mere patience, or consideration, or honesty, or truthfulness; when they were summoned to the courage of the commonplace, they failed. They had the courage of the crisis, to meet the dramatic emergency, to face death, but they could not endure the sober and searching admonition, "Only be thou strong and very courageous, that thou mayest observe to do according to all the law." And therein they missed the largest opportunities of heroic service.

For the courage of the citizen is more important than the courage of the soldier. You go out into the larger life, in the year, and indeed in the very month, which is made memorable by the meeting of the Second Conference at the Hague. We hope that by the deliberations of that assembly law and justice shall eventually take the place of war in deciding the differences of nations. We hope that the rough and unfair argument of clubs and guns shall be as remote from the discussions of civilized countries as it is from the discussions of private gentlemen, and that you will not be called upon to show the courage of the soldier. All honor to the brave men who in the time of national need, and for the furtherance of righteous causes, have come forward with stout hearts, offering their lives for the general good. Theirs was the courage of the crisis. We look to you for the high and constant courage of the commonplace. We are in need of men who are brave enough to face the unromantic duties, and who have the endurance which shall keep them faithful without faltering in the face of failure.

This nation is today in a state of civil war. In many a city the town hall is garrisoned by rebels who from the shelter of that for-

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tress are terrorizing and plundering the people. These mercenary politicians are as hostile to the public good as any men who ever marched in the uniform of an army across a field of battle. By diverting the taxes of the people from civic maintenance and improvement to their own gain, they are actually killing as many people in the course of a single year of their mal-administration as are killed in the progress of a considerable war. They are poisoning women and children in the foul streets and foul tenements for which they are responsible. They are corrupting the souls of the youth by the vices which they support and encourage for their own profit. We look to the graduating classes of our colleges for reinforcements against this common foe, against this subtle and audacious enemy whose leaders are disguised as gentlemen and Christians. It seems plain enough, and simple and easy; but you will not find it so. It seems impossible that you, with your clear sight, with your informed mind, with your understanding heart, with your good will, shall ever stand aside as cowards and let the politicians plunder the poor. But the situation calls for hard, homely and unapplauded heroism. It demands the courage of the commonplace. And you will find cowardice where you least expect it,—among business men who are afraid that the politicians will injure their business, among philanthropists and educators who are afraid that the politicians will cut down their appropriations. You will find men more ready to risk their lives than their property for the common good.

These temptations will assail you in your turn. They will put your high ideals, your noble purposes, your sturdy resolutions to the test. Every community is in need of the service of educated men. The community is the Promised Land; it is to be conquered and possessed. The nation is to be made the kingdom of heaven; the city is to be made the city of God. You stand today looking in that direction, marching that way, like an army with banners. If there were real banners flying and bugles blowing, if you were keeping step in the swinging pace of a regiment, you would be brave enough. There is no doubt of that. You would go straight into the face of death: not a man of you would falter. But the war in which we would enlist you this day is a more serious matter than

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that, and calls for a rarer courage. It calls for the courage of continual self-sacrifice, for the courage which undertakes a daily duty as if it were a splendid adventure, for the courage which cares only for the great cause and is not dependent on the wages of appreciation. It demands the courage of the commonplace.

I have indicated some of the elements of difficulty and some of the points of importance in this kind of courage. Let me make it plain in detail.

Here is a young man entering today with eagerness and confidence upon the life for which he has been trained in the college. He passes the mystical dividing line which parts the student from the citizen. On he goes with the best intentions, with large plans and high ideals, hoping to justify the hopes of his home and of his friends. And straightway he meets the monotony and dull routine of life; he encounters the plain tasks and is called upon to perform the ordinary duties. There is no sound of fifes, nor applause of expectant observers; there are no adventures. Nobody pays any particular deference, or even attention, to him. The world does not seem to have been waiting for him. He joins the crowd, keeps step with his neighbors, and obeys orders.

If he is of a rather low order of intelligence or of ambition, he accepts this situation, adjusts himself to it as comfortably as he can, submerges himself in it, and is heard of no more. That is the end of him. But if he is of a different disposition, if he is conscious of large powers for which he seems to have no room or opportunity, if the office feels like a cage, then the man is tempted to depression. What he needs, when this temptation assails him, is to consider the commonplace as the proper field for the exercise of knights and heroes. He is to remember that the very fact that life is dull and difficult makes the conquest of the situation splendid. Here he is to find exercise for patience, for humility, for endurance, for all the substantial virtues. And as he proceeds, setting his will to it, pushing ahead as a man pushes against a storm of wind and rain, he will find that the commonplace is filled with its own interest and value. The common life is unimaginably rich with opportunity, even as the common ground when it is attentively examined is found to be planted with innumerable seeds. The country town, the

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remote parish, the mill, the street, the office, the daily task, are large enough, and difficult enough, and important enough for the energies of the best man in any college class. The life of the whole world was changed by a man, who perceived with attention and imagination the force of the commonplace steam which came out of a commonplace kettle. It is a symbol of the significance of the commonplace.

Every man must face not only the daily task but the daily temptation. His initial business is to be a good man, a clean, upright, honest, faithful, considerate Christian man. A man does not need to graduate from college and get out into the noise of the world to learn that this is a matter of great difficulty. He has found that out already, by the tuition of experience. He knows at the same time that to do this hard thing is of the utmost importance, because thereby he shapes his character, he determines his spirit, he sets the standard of his life. He does not need the admonition of the preacher to tell him that he may make his fortune, and exalt his name, and gain the whole world, and at the same time lose his soul. He knows that. He observes among the men about him some who have made that tragic bargain. He has no desire to be of their company. But he finds that plain goodness and the resistance of small, daily temptations demand a heroism compared with which the facing of guns is easy. It is a heroism which is made difficult by the fact that it is not popularly recognized as heroic. It is even associated in some minds with weakness and timidity.

You know what I mean. Let a young man say to himself, as he makes his plans of life, "By the grace of God, I will be scrupulously honest, I will speak the truth, I will neither bet nor gamble, I will keep myself clean from the sins of drunkenness and of sensuality. And all this I will do in word and in thought as well as in deed." Such resolutions as these are a declaration of war. They mean daily difficulty. They are concerned with commonplace temptations, and the conquest of them all will not make a man a hero, in the esteem of general society. But that means that they are just so much the more heroic. For heroism is not a matter of applause. It is not an affair which needs for its performance the expectation of a multitude. It is not necessarily dramatic. The hero is the

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man who does the right thing when it is terribly hard to do it, and when other people are afraid. There are young men of high spirits, ready for adventures, who are sincerely desirous to be good men. They have no instinctive liking for the unclean. But they go the way of the crowd because they are afraid to do anything else. They do not dare stand alone, saying, "Friends, this is a thing which I hate. I will have no part in it."

We ask the college to give us men of moral nerve, to send us heroes who can be heroic out of uniform, without the stimulus of music, in the stress of a moral situation, when heroism is desperately hard, and there are no shining rewards. We want men to feel as they go out of the discipline and competition of the college into the large and free work of life, that the field of common temptation is wide enough for all their powers, and summons them to the daily practice of the most heroic virtues.

The gospels are filled with the glorification of the commonplace. Not only does the Lord set about the conquest of the world in ways which seem at first amazingly quiet and ineffective, making friends with fishermen and preaching his great sermons to small congregations, but He chooses for His assistants and successors twelve men among whom not one is rich, not one is influential, not one is possessed of administrative ability, and only one or two rise at all above the common level. They are commonplace men. And when we read about them in the Gospels and in the Acts we find them doing commonplace things. But they transformed the world. The Lord selected twelve plain citizens, twelve men out of the king's highway, most of whom could be duplicated in the last third of any college class, and they transformed the world. Of course they did. They appealed to the common man; they showed him how to understand and accomplish and glorify the common task; they had the courage of the commonplace.

Members of the Class of 1907, this is the work into which you are to enter. You are to be cooperators with God and fellow-laborers with Jesus Christ in the transformation of the world. Do not wait for any dramatic crises; do not look for your opportunities of highest service in the midst of adventures. Go straight on into the common life. Face the daily task and the daily temptation with

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high and consecrated courage. Do the nearest thing with all your might. This is your effective service. Thus shall you gain the blessing of the good and faithful servant: "Thou hast been faithful over a few things, I will make thee ruler over many things. Enter thou into the joy of thy lord."

GEORGE HODGES

A DEMOCRATIC ECONOMY*

WE meet in the tercentenary anniversary of the colony which gave our society birth. In this year we cannot forget that the same impulse of the Virginian towards national life and organization, which drew the Declaration of Independence and rounded the dome of our Union, framed the lesser fabric of our society, as its earliest minute runs, organized "in a happy spirit and resolution of attaining the important ends of society." Thrice in our national history have college men been drawn by a common desire to strengthen the bonds of affiliated intercourse. Once when this society was organized in the December which saw the battle of Trenton. It came into being when seven colleges and a thousand students were all of colleges and of men in our institutions. Half a century later, when its activity had ceased and in the home of its origin its birth had been forgotten, another impulse for closer relations between the undergraduate body of our colleges sprang up in what were then the frontier colleges of this state, at Union and at Hamilton, and the Greek letter fraternity came into being.

It was the child of the romantic spirit which had touched the life of the civilized world with a new light. It had given to English letters Shelley, Keats, and Byron, and was to continue the lofty tradition of English verse in two great figures whose voices were sealed only in our own day. It was to recast philosophy in Germany and re-create landscape art in France, founding a new school of painting as memorable as that of Italy in the sixteenth century. Under this impulse, whose majestic central figure was the German

* Address delivered at the annual meeting of the Phi Beta Kappa Society, Earl Hall, June 11, 1907.

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poet whose greater poem closes with a new sense of the fraternal relations of men and of mutual service, the youth of each nation flowed into new student organizations. The blackened brand of the carbonari drew together students of every Italian center of learning in the charcoal maker's hut. Germany saw revived the mediæval brotherhoods of university "nations." In France there was a reorganization of a secret order whose final fruit is the attempt today to destroy the teaching and conviction of the spiritual in the education of France and the life of the French.

It is not infrequently the habit on occasions like this, dedicated to pure learning, to regret the material aims of American life. But the romantic spirit which had these fruits abroad, brought forth in those fringing colleges upon the edge of our western advance affiliated Greek letter societies, which made a cult of fraternity and of friendship a master passion. In American college life, the ideal is always present. A thousand students in seven colleges had grown by 1830 to two score institutions and three thousand pupils. Where youth in other lands had organized for social or political purposes, the affiliation of our colleges was to rest on devotion to a common ideal of equal rights and of equal duties, of friendship which knows neither rank nor possessions, and of personal relation, which have become among the more powerful influences of our higher education. The need of such intercollegiate union to prevent our institutions from becoming mere scattered centers of learning was unseen by trustee and disregarded by faculty. They antedated by half a century any common organization between the teaching bodies of our American colleges. They played their share in producing that knowledge and acquaintance, that common devotion to a common ideal of self-rule which was to prepare the educated men of America for united action when peril overshadowed the Republic, and those who had sat side by side in the school-room faced each other on the battle-field.

Once again our colleges felt this instinctive need for affiliation. They contained thirty years ago some twenty-five thousand students when intercollegiate athletics began their greater work of fusing in one the guild of educated men. These contests have had their faults and failings. They have passed all bounds in some of their

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manifestations. They deserved and demanded the rigorous surgery which has restricted them in this institution and elsewhere. But in those years of sudden overleaping wealth which succeeded civil war, of corporate organization and teeming manufactures, absorbing all the land in things that perish with the using, our college life, like its Hellenic prototype whose memory this society cherishes, could have found no better antidote for these things now that we have six hundred colleges and one hundred thousand students than to gather its shouting thousands in the common enthusiasm, common aspiration, and common desires of honorable contests in our annual intercollegiate Olympiad. They have done their work. They caught the elemental college powers at play. They fused them in one common community, affiliated, acquainted, knowing, and known.

In all these three stages, the organization of this society, the founding of Greek letter fraternities from half a century to three quarters of a century ago, and in the wider realm and rule of intercollegiate athletics there has been present the same consciousness of those broad democratic ideals which look upon all rights and duties as held in common, on rational control as only possible through self-government, and on mutual service as the only fit end for the activity of educated men. These are the principles of that broad and rising tide of equality which has flooded every field of human action in church and in state. Humanity's three great world faiths, Christianity, Mohammedanism, and Buddhism, spread beyond their original boundaries and hold nations in their fee because, though they differ in much else, they agree in the equality of men in common service and a common ideal of self-direction. The Roman primate, head of the most highly organized of Christian communions, is himself the product of the earliest recorded election still in full vigor. Its ballots are cast, as they have been for ten centuries, by a body whose first signs appear at the opening of the Christian era. From him to the smallest independent church of our Protestant communion there runs the same recognition in theory or in practice or in both of the self-rule for those who compose the Church. Heads of the Buddhist and Mohammedan organization are both in theory elected and chosen by the faithful and owe their position to public acceptance. If the seventeenth century gave to

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the church freedom through all the European world, the eighteenth and nineteenth centuries saw this freedom extended through all the paths of organized rule until it has overspread civilization. A scant three centuries ago a dreary desert of despotism stretched over the world and the flickering flames of freedom were fed and tended alone in the ferns and marshes of Holland, in Swiss valleys, or behind the tossing bulwarks which Drake and his men fought and manned. These despotisms

> . . . dragons of the prime
> That tare each other in their slime

are all gone. The Escurial is empty. The last descendant of the Great Mogul died a prisoner. The Manchu remains by the sufferance and the Grand Turk through the jealousy of the powers. The last of the world's greatest despotisms two years ago fell in defeat in the Straits of Tsushima. Nor will any of us ever read, without thought of another sea-fight in a more distant East in our minds, the Aeschylean lines on Salamis:

> . . . When the ships
> Were crowded in the straits, nor could they give
> Help to each other, they with mutual shocks,
> With beaks of bronze went crushing each the other,
> Shivering their rowers' benches. And the ships
> Of Hellas, with manœuvring not unskillful,
> Charged circling round them. And the hulls of ships
> Floated capsized, nor could the sea be seen,
> And bitter groans and wailings overspread
> The wide sea-waves, till eye of swarthy night
> Bade it all cease.

With the victory of Admiral Togo the last of earth's despotisms disappeared. By steps which no man can foresee and along a path which both the lion and the vulture tread, it is passing to a new democratic reorganization.

> It waits beneath the furnace blast
> The pangs of transformation,
> Nor painlessly doth God recast
> And mould anew the nation.

This very June, the last triumph of a democratic organization of humanity appears in the meeting at the Hague of the representa-

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tives of all the nations of the earth, come together with a new sense that the balance of sea power is today as at Salamis on the side of liberty and that the hour draws near when the armed nations of the earth will begin their disarmament.

As this democratic principle and practice became more and more in this land bone of our bone and flesh of our flesh, the spring of our action and the source of our inspiration, there has grown a consciousness that trade, business, the organization of capital, the corporate activities of men in all the fields of material activities have been untouched by this new law of human action. In business the individual will, sometimes arbitrary, is still supreme. Trade is still under a competition which approaches war. Our corporations are under a despotic personal control, little modified by the votes of shareholders. Through all the world of trade and of production the old rule and the old system with which society began and out of which it has grown in religion and in the business of government still remains supreme. Its working, instead of tending to equality, tends to inequality. Nothing has so grown upon the public consciousness as the conviction that the economic system of which we are a part is at war with the democratic principles which control the rest of the organized activities of our nation. Those who direct and control our economic system find themselves challenged at every point. Labor refuses the old bargain for employment. Their shareholders rebel at corporate despotism. The vast community of consumers protests against monopoly. Three relations there are which every man bears, one to the faith that inspires, one to the state that rules, and one to the economy that supports. Daily it becomes clear to all that two of these cannot be organized upon democratic principles and regard with patience or accept with endurance an economy organized along the mere ancient line of personal rule and privilege, of inheritance and of uncontrolled absolute power. The great issue which in our current politics has suddenly devoured all the rest, as the potent rod of Amram's son the rods of the magicians, is no mere struggle of the propertyless against the propertied, of want against wealth, of desire against possession. It is a demand for a democratic economy which shall apply to the work of production, of manufacture, of transportation,

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and distribution the same principles which have recast church and state. In its earlier stages this agitation might well be mistaken. The voice of those who cry in the wilderness use a tongue not known in king's houses or ceiled chambers. But now that the work of remedial legislation has begun, the character of our economic revolution grows clear.

The economic evils which have depressed every educated American, to which more than one address before this society at a score of colleges has testified, have not turned upon the mere growth of wealth, the size of individual fortunes or the mammoth corporation. These things awakened alarm because with them were all the phenomena which the educated man knows have been in the past concomitants, not of democracy but of despotism. What was the railroad pass but a successor of the diplomata with which the Roman emperor honored his privileged favorite with free travel? What was the rebate but a levy under a new form of the powerful baron upon peaceful trade? What was the militant organization of the trust but private war on a new and great scale? What are the monopolies, partial or complete, which it creates but the exclusive rights under a new form which the last parliament under the reign of Elizabeth wrenched from the most stubborn of Tudor sovereigns? What is the freedom from taxation enjoyed by great areas of corporate wealth but a new display of senatorial privilege, which under the late Western Roman Empire relieved wealth of its burdens and crushed the middle class in the vain effort to meet the expenses of imperial and local government? What is the daily municipal combination between the corporation on one side and the political machine on the other but a return to the proconsular traffic of Rome, to the trading privileges of those who ruled Italian cities, and the special charters in special trades given by mediæval sovereigns?

These all repeat in our economic system the evils which attended the state when it was still despotic. Exactly as our forefathers discovered that the state could not be free where the church was enslaved, and our fathers that their own freedom was imperilled if any human being was held in bondage, so these privileges of despotism each in their turn remind us that the liberty of the state cannot be preserved while absolutism exists in the corporation. The absence

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of self-government and the presence of absolute rule in railroad and trust puts in peril all the machinery of self-government in the Republic, in our states, and in our cities. A decade ago we were told that these were necessary evils. There are no necessary evils. Justice alone is necessary. Justice is democracy; democracy is justice. A democratic economy excludes personal privilege; personal privilege excludes a democratic economy. Material ends may for a period be better sought and more easily attained by the same concessions on all these points, which despotism and privilege have always asked. Where competition brings the private war of great corporations, the power of the corporation will necessarily be organized with the ruthless severity and discipline of military operations. But even this is no more a reason for injustice than war and internal disorder an excuse for the "benevolences" of Edward and the ship-money of Charles. Before our economic system there opens today the same choice which lay between the France of Louis XI and the England of Edward IV and the Tudors. The French people accepted from their sovereign safe roads, cities free from leaguer, and trade unscourged by the exactions of count and seigneur, and surrendered in turn the liberties of cities, the independence of parliament, and the assembly of the states general. The England of Edward IV declared his "benevolences" illegal and refused to part with liberty in return for security under Tudor and Stuart. It is as open today to our economic legislation to prefer a slower aggrandizement and a less rapid advance as the price of equality in economic rights and of freedom of contract in every social relation.

The choice is already made. Four or five years ago no man knew whether our economic system was to pattern itself after the political surrender that ended three centuries later in the French revolution, early making France rich to bring in the end cataclysm, or intended to take as a model English development, which postponed an advance as rapid to the creation of liberty as well as of wealth. Today no doubt exists. The sons are showing the wisdom of the fathers and the whole web of legislation now being woven, frankly accepts the limitations of a democratic economy which considers the limits of law rather than the desire for unlimited

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profits. Doubtless in this change there comes a reduction of the profits of the few and an increase of the opportunities of the many, but this has attended every revolution. Doubtless personal privileges and returns often benevolently used in the past which have fruited in largess and gift are curtailed. But this has been true of every bill of rights. Doubtless the new metes and bounds set to arbitrary power in the economic field will reduce the speedy but misleading efficiency of despotism and substitute for it the slower work of representative action in our corporations. But this has been true of the adoption of every constitution.

Every period of creative legislation has had its drawbacks. The Root and Branch Bill reflected no credit on the Puritan party which sought to disorganize the religious system of England. There was a period before the adoption of our own constitution when patriots were busier in this very city confiscating the property of tories than laying wisely the foundations of constitutional liberty. But each of the measures, railroad and corporate, enacted or enacting looks to an economic democracy. What are equal rates for all but the rising tide of equality for every shipper in transportation? What is the prohibition of passes but another limit on privilege? What is the growing requirement for publicity in corporate management but the application to the economic world of the same principle of published accounts which the Long Parliament began, which was long resisted in England, and which our own constitutional system made so much a part of organized government that no man longer dreams of secret expenditure in affairs of state or in the disbursements of the church. Both for centuries were screened from every prying eye. It was a natural corollary of the application of these principles to the working and the structure of secular and ecclesiastical rule that all men became equal in the enjoyment of all the benefits which each furnished. Nor less today. A pure food law, a pure meat law, are too narrowly considered when we look upon them as merely an extension of the power and protection of the state over the health of the community. Exactly as the first step in civil liberty was to deprive the sovereign of the power or temptation to debase the king's coin and to render certain that all men should be at an equal advantage in all their future con-

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tracts—for the American people only accomplished ten years ago,—so it is a natural accompaniment of the enactment of a democratic economy that the broad shield of law be extended to protect the humblest against debased food or a dubious product. It is a democratic economy when the whole power of a great government is exerted not only to deal out even-handed justice in the courts and to preserve self-rule in the nation, but to render it certain that no family is so poor and no purchaser so ignorant that the first born of the woman behind the mill shall not be as certain of the purity of the food which its mother buys as the son of Pharaoh, whose pervasive chariots jostle in the ways, and while their color often suggests the Red Sea never seem to reach an abyss sometimes sorely deserved. These all in their final analyses are the application to a new field of those principles of equal rights, of equal duties, of mutual service, and of mutual responsibilities which those who organized this society had in mind in the phrase I have already quoted when its founders turned "in a happy spirit and resolution of attaining the important ends of society."

These ends are not wealth. They are not the individual fortune or the individual wage. They are instead self-government and justice and equality. In this country at least we have always known that no equality is possible which is not regulated by law and no self-rule can long exist which is not founded in universal freedom. Our principles in these matters, alas, differ from our practice. If one sought a resounding example of the failure of the rule of all to secure equality of opportunity, responsibility and public service, probity and efficiency, it would be found better in the municipal rule of this city than in all the world besides. The rule of Tammany Hall, whose only success in which an honest man can take a pride is the winning of a Derby and the discomfiture of its aristocratic patrons, stands and has stood for a century a bale-fire in the path of progress towards popular rule. Nowhere has the experiment wholly succeeded. None know this better than we in this society, dedicated to those liberal studies which link generation to generation, age to age, and century to century. Their lessons teach us how slow is the ascent, but also how sure is the advance. It is only through a complete comprehension of the

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beginnings of self-rule in its historic examples in the ancient world that the new can be prepared for each new failure which in the end indefinitely multiplied brings success. If in a great insurance company absolute personal rule has brought, as such rule always will, together with the conquering energy which created a great insurance empire, all the ills of irresponsible power, personal aggrandizement, family plunder, the spendthrift heir, secret privileges, profits and contracts, a resort to the mass vote may not at once work a cure. Those who see it fail, if their studies have given them the full perspective of the past, are reminded at once how gradual has been the growth of representative government and how many the experiments, before out of the mass vote of ancient republics there was slowly developed the representative devolutions of today, the district, the education of the voter, the gradual creation of local responsibility. As self-rule is applied to the control of economic agencies, like experiments will come, like failures will succeed, and like success will at last fruit. In time, the lesson of ascertaining the will, of awakening the responsibility and securing the rule of a great mass of scattered policyholders or shareholders will be solved. But the mere circumstance that the attempt is made to solve it, that the absolute rule of our great insurance companies which a short three years ago seemed as powerful, as impregnable, and as permanent as any old world despotism, should have disappeared in a day and been succeeded by even an attempt to govern through the many for the many, instead of by the few for the few, is itself a gauge of the rising tide of a democratic economy.

Success in this experiment in a new field, as in the two in which it is now accepted in principle, though often poorly administered in practice, will be accomplished, as it has been in the past, only by a knowledge, not of today, but of the long succession of human endeavor. The proposal of self-rule in Europe was never uttered until the studies of the Renaissance had placed the torch of Greek liberty in the hands of the modern world again to light an ancient fire. The thinkers and writers of the English Commonwealth, those who laid the foundations of our own government, and the succession of men who for a century have slowly created in France a republic stable though still on trial, have all been men imbued with the learning for which this society stands. Milton never

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would have written the "Areopagitica" save for these studies. The experiment of a national republic would never have been tried on our soil if the republics of Greece and Rome, however misunderstood, had not given example and encouragement. Whatever may be true of the future, one may unhesitatingly say that so far no form of self-government has been fitly joined together save by those who had shared in the continuity of human tradition which is secured only by classical study. We at least do not look upon knowledge as summed in the last text-book or upon the weight and value of studies as decided by their share in the material development of the community, or in promoting through some modern language the current communication of the day. Human affairs to us rest ultimately upon the humanities. Today is the child of yesterday. The knowledge of the past is not to be had except by a knowledge of those tongues which give acquaintance and experience of more than events and annals. The problem of securing a democratic organization in a new field has never been one merely of law, of institutions, of statistics, of sociology, or of economics. These things have all played their part, but more than all these there has been necessary the inspiration which comes from a consciousness of all that has passed. It is true also of the rose of liberty that it has nowhere blown so red "as where some buried Cæsar bled." The failure and the success of the past, the mere existence of free institutions, though brief their day and short their hour, quickens the pulse of those who come after, and our own liberties rest upon the encouragement, the enthusiasm, and the utterance of the great who rule us from classic urns. If a new triumph for liberty is to be won, if the great experiment which, with all its failure, is the hope of humanity in the sphere of the state and the field of faith, is to succeed in the economic affairs of man, one can unhesitatingly say that this task, more difficult than either of the others, more beset with danger and with hazard, will be accomplished only by those who come to the effort with the knowledge of something more than today, with that viewless touch of the elbow which makes of every soldier in this great cause one of the long marching column which first fell into line at Marathon, charged upon the Austrian spears with Arnold Winkelried, and shared every bivouac of freedom through twenty-five centuries. If one desired in the present day

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and hour the unconscious proof of this, I would point unhesitatingly to the first of American cabinets which has been selected almost exclusively of college men, which has beyond any such cabinet in our past been composed of men full of the atmosphere, the traditions, the fellowship, and the friendships of college life. It is no accident that the beginnings of the great task of introducing a democratic economy in the field of the railroad and the corporation is being discharged by a president who carries our key and by secretaries whose training is closely akin in their relation to academic studies to the statesman of the English commonwealth of the seventeenth century and to the college men who in Philadelphia one hundred and twenty years ago were citing the example and the action of every Greek and Roman state in the Federal Constitutional Convention of Philadelphia. The studies which we represent have twice stirred college youth to affiliated action—in the foundation of our society and the creation of Greek letter fraternities. If the college is to maintain the leadership of the past, it must be by creating a common affiliation, through something better than the mere applause of the bleachers and the shock of the football field. This has its value, but how much has it obscured a greater light.

Ye have the Pyrrhic dance as yet
Where has the Pyrrhic phalanx gone?
Of the two lessons why forget
The nobler and the manlier one?

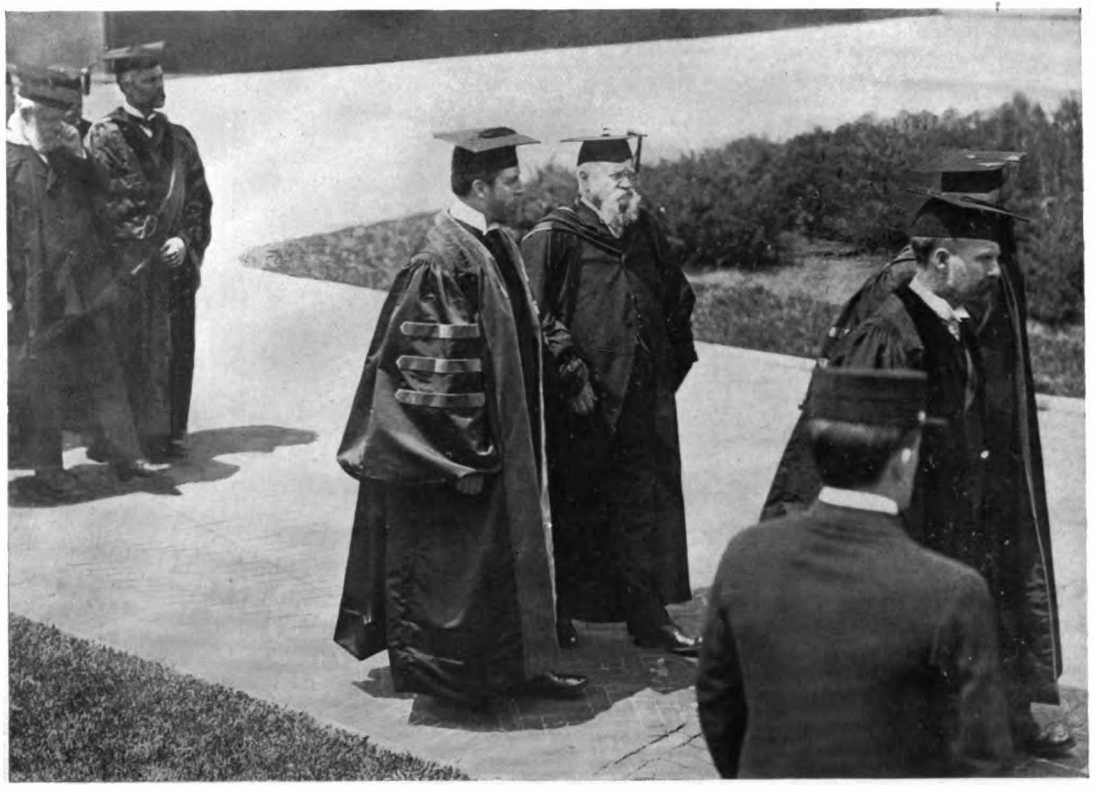
The great battle, let us not forget, is again joined. The centuried contest which began in the creation of freedom for faith, which extended to liberty for the state, is making its way to new fields and fresh victories in securing equality, individual independence and self-rule in economic endeavor. Like the other it will have its defeats and its disappointments, its long delay and its postponement. But like the other, either success will come or all which has been won in the past will be lost, for part free and part enslaved, part self-governing and part under absolute rule society cannot endure. Nor are there any who have a better foundation for hope of a free self-governing democratic economy than those who like us share both the greater lessons of the past and the individual experience of college life.

TALCOTT WILLIAMS

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Mr. Parsons
Mr. Nash
Dean Vau Amringe
Governor Hughes
Commissioner Brown

A GLIMPSE OF THE COMMENCEMENT PROCESSION

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COMMENCEMENT DAY, 1907

WITH every year more interest attaches to the Commencement season at Columbia and not only are its newest graduates sent out into the world with the godspeed of the venerable institution, but its many children gather to bring back the memories of the old days when they too passed out into the world with *alma mater's* benediction. Save that there was greater interest in the various ceremonies, and the severe heat too often felt at this season was fortunately absent, the last of the old June commencements and the one hundred and fifty-third in Columbia's history passed with its usual dignity like many others, but to the graduates of the year at least, its preeminence and importance were only too apparent. With Mr. John W. Brodix of the College as grand marshal, the academic procession wound its way down from the Library steps and across the quadrangle to the gymnasium, where the University Philharmonic Society played the march from "Aïda" as trustees, faculty, students, and guests took their appointed places. After the acting chaplain had made the opening prayer, President Butler delivered the address to the graduates, taking as his subject the prevalence of lynch law, or summary judgment without adequate consideration and without the possession of full and sufficient information. President Butler said:

A Virginia planter of the eighteenth century, himself a Quaker and so presumably a lover of law and order and peace, has given his name to that mode of summary punishment, without due authority, which is everywhere known as lynch-law. The word to lynch may properly be extended to cover not only summary acts without warrant of law but summary judgments without due knowledge of the facts. In this sense, the lynching-habit is both widespread and growing. Men and women of education and sound training may well be put on their guard against it.

The mad rush of our contemporary life, the haste to pass on to something new and more exciting, the daily press with its hectic headlines and its guillotine-like opinions, all assist us to form the habit of acting and judging without thinking. It is amazing how large a part of our every-day mental attitudes, whether as to men or public policies or passing events, are the result of the lynching-

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habit. A passage from a public address, torn loose from its setting; a partial or partisan presentation of a political act or measure; or a distorted and inaccurate account of some important happening, will serve to fix our permanent attitude toward a man or an event, and we may never know how hopelessly inadequate or erroneous the grounds for that attitude are. We pass on in blind error to still other and more confident lynchings.

The training that a university offers is the surest corrective of the lynching-habit. In the laboratory, the lecture-room and the seminar, facts are carefully collected and sifted and weighed, and final judgment is held in suspense until the process is ended. Even then the judgment is held subject to the discovery of new evidence. This mental state is not one of uncertainty, but of open-mindedness. Open-mindedness and the habit of reserving judgment until the facts are established, will soon rid our natures of the lynching-habit and its deplorable intellectual and moral effects. To set this example to others is just now a duty that is heavily incumbent on men and women of university training.

The lynching-habit also finds support in the present-day demand for immediate and tangible results, no matter how difficult the problem or how involved the process. This demand is in itself highly irrational. In his invaluable essay "On compromise," Mr. John Morley calls attention to the wholly unwarranted impatience at the slowness of social and political and intellectual change. "People seldom realize," he says, "the enormous period of time which each change in men's ideas requires for its full accomplishment. We speak of these changes with a peremptory kind of definiteness, as if they covered no more than the space of a few years. . . . Yet the Reformation is the name for a movement of the mind of northern Europe, which went on for three centuries. Then if we turn to that still more momentous set of events, the rise and establishment of Christianity, one might suppose that we could fix that within a space of half a century or so. Yet it was at least four hundred years before all the foundations of that great superstructure of doctrine and organization were completely laid. . . . We lose the reality of history, we fail to recognize one of the most striking aspects of human affairs, and above all we miss that most invaluable practical lesson, the lesson of patience, unless we remember that the great changes of history took up long periods of time which, when measured by the little life of a man, are almost colossal, like the vast changes of geology."

To resist the tendency to lynch-law judgments of men and things and to cultivate that admirable intellectual patience which is a sure attribute of wisdom, are excellent undertakings for us all.

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Especially are they excellent undertakings for those who, like this great company of college and university graduates, are now to be held responsible by their *alma mater* and by the community at large for their use of the training they have received and the opportunities they have enjoyed. May true success and happiness attend you all.

The first degrees to be conferred in regular course were those of bachelor of arts and bachelor of science, given respectively to one hundred and thirteen and eight graduates of Columbia College presented by Dean Van Amringe. Seventy-six graduates of Barnard were presented by Dean Gill of that institution, and received the degree of bachelor of arts. Dean Kirchwey of the faculty of law then presented seventy-five candidates for the degree of bachelor of laws, after which ninety-three graduates of the College of Physicians and Surgeons received the degree of doctor of medicine, being presented by Professor Samuel W. Lambert, dean of the faculty of medicine. Dean Goetze then presented the graduates of the schools of applied science, and appropriate degrees were conferred on thirty-one mining engineers, twenty civil engineers, sixteen electrical engineers, fourteen mechanical engineers, and six graduates in chemistry. Seven graduates in architecture received the degree of bachelor of science, while one hundred and three candidates were presented for the degree of bachelor of science in education by the dean of Teachers College, Professor James E. Russell. Diplomas of Teachers College were then awarded to five doctors in education, fifty-one masters in education, and one hundred and four bachelors in education, as well as special diplomas to fifty-nine candidates.

To graduates of the College of Pharmacy, presented by Dean H. H. Rusby, the degree of pharmaceutical chemist was given to eight graduates in regular course, while four received the degree of doctor of pharmacy for graduate work. Professor William Henry Carpenter, secretary of the University Council, then presented one hundred and ninety-three candidates for the degree of master of arts, and after this had been conferred, requested that the degree of doctor of philosophy be given to forty-two candidates recommended by the University Council. The conferring of the degrees

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in course concluded with the doctors of philosophy, and after music the attention of the audience centered on the conferring of honorary degrees. The first to be honored thus was Mr. Charles G. Curtis, inventor of the Curtis steam turbine, presented by Professor Hutton, who said:

I present you, sir, Mr. Charles Gordon Curtis, a graduate in engineering and in law from Columbia University. I ask that the honorary degree of master of science may be now conferred upon him by his *alma mater*.

The last two decades have witnessed the rise and development of a form of prime mover to utilize the dynamic energy stored in steam as derived from heat, the mechanism for which has departed widely from the basal combinations made familiar to all by the great James Watt of England. The reciprocating elements designed to receive the working pressure of the steam and convert the intermittent motion into a continuous one, have been discarded; the kinetic energy of high pressure steam is applied directly and without intervening mechanism. These machines are known as steam turbines, because of the principles underlying them; and their simplicity and practical availability have made them epoch-making improvements in the problem of power generation. There are three names identified with the conception and embodiment of such prime movers on a large scale. There are others in France and in Germany, but the notable ones are DeLaval of Sweden, Parsons of Great Britain, and Curtis of America.

I claim for Mr. Curtis here before you the recognition which is his due for the ability to foresee his opportunity; for the scientific knowledge and the talent to make his vision a reality; for the originality and novelty of his design, and for indomitable perseverance in experiment and labor to overcome the obstacles to success. I present you, therefore, the designer and creator of the Curtis steam turbine.

President Butler in conferring the degree said:

Charles Gordon Curtis—Firm in grasp of the principles that underlie engineering practice, and markedly successful in their application, I gladly admit you to the degree of master of science in this University, and confer upon you all the rights and privileges that belong thereto, in token whereof I hand you this diploma.

The Reverend Hugh Birckhead, a graduate of the class of 1899 and rector of St. George's Church, was then presented for the degree of master of arts by Dr. James H. Canfield, librarian of the University. President Butler said in conferring the degree:

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Hugh McCulloh Birckhead—A diligent, helpful, wise and sympathetic minister of religion, I gladly admit you to the degree of master of arts in this University, and confer upon you all the rights and privileges that belong thereto, in token whereof I hand you this diploma.

The same degree was also conferred on John A. Browning, A.B., of the class of 1875 and headmaster of the Browning School, who was presented by Professor E. D. Perry. President Butler said:

John Aaron Browning—A teacher of boys who trains them to become men, by learning not for disputation but to improve their lives, I gladly admit you to the degree of master of arts in this University, and confer upon you all the rights and privileges that belong thereto, in token whereof I hand you this diploma.

In presenting Mr. Wilson Farrand, headmaster of the Newark Academy, for the degree of master of arts, Professor T. S. Fiske said:

Mr. President: It is particularly fitting that a great university should indicate its appreciation and approval of those who contribute in an important way to the advancement of the cause of sound education. Mr. Wilson Farrand, while laboring in the field of secondary education, has rendered great services both to secondary education and to university education. He has contributed in no small degree to the better correlation of school and college, and in a number of respects not only has shown a way to bring order out of disorder, but also has inspired others to follow along the ways that he has discovered. Among his more notable services I will here mention only his work in the systematizing of the teaching of English by means of uniform college admission requirements in that subject, and his part in helping to perfect the organization of the College Entrance Examination Board. While rendering conspicuous service as an educational organizer, he has found time also to contribute by his writings and lectures to the field of English literature and to develop and watch over an admirable preparatory school.

President Butler said:

Wilson Farrand—Experienced student of the problems of secondary education and exerting powerful influence for the improvement of relations between schools and colleges, I gladly admit you to the degree of master of arts in this University, and confer upon you all the rights and privileges that belong thereto, in token whereof I hand you this diploma.

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The degree of doctor of letters was conferred on Richard Watson Gilder, who was duly presented by Professor Brander Matthews in an address that called attention not only to the candidate's achievements in the field of letters, but as a practical and successful worker for tenement house reform. President Butler said as he handed the diploma to Mr. Gilder:

Richard Watson Gilder—Endowed with the peace of mind that becomes a poet and with the love of unselfish service that marks the good citizen, I gladly admit you to the degree of doctor of letters in this University, and confer upon you all the rights and privileges that belong thereto, in token whereof I hand you this diploma.

Professor Henry Fairfield Osborn, Da Costa professor of zoology and curator in the American Museum of Natural History, was the first to receive the degree of doctor of laws, and was presented by Professor E. B. Wilson in an address that called attention to Professor Osborn's important work in palæontology. President Butler said:

Henry Fairfield Osborn—Da Costa professor of zoology, patient in research, sober in judgment, skillful in exposition, leading the march of an important branch of science, I gladly admit you to the degree of doctor of laws in this University, and confer upon you all the rights and privileges that belong thereto, in token whereof I hand you this diploma.

Elmer Ellsworth Brown, U. S. Commissioner of Education, was also recommended for the degree of doctor of laws, and was presented by Dean James E. Russell of Teachers College. President Butler said:

Elmer Ellsworth Brown—United States Commissioner of Education, admirable scholar, author and teacher, worthily filling an honorable post in the nation's service, I gladly admit you to the degree of doctor of laws in this University, and confer upon you all the rights and privileges that belong thereto, in token whereof I hand you this diploma.

Conferring the degree of doctor of laws on Governor Charles E. Hughes aroused the greatest enthusiasm from the large audience. Instinctively the entire gathering arose together and remained standing during the conferring of the degree. Governor Hughes was presented by Dean Van Amringe in the following address:

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Mr. President: I present to you for the honorary degree of doctor of laws, a lawyer deeply versed in the science, and eminent in the practice, of his profession; a politician in the best sense, controlled by a desire for the public good and for its achievement straightforwardly, and not by devious ways and cunning devices; a statesman who, in his great place, has the wisdom and the courage to "ask counsel of both times, of the ancient time what is best, and of the latter time what is fittest," and to press his conclusions upon the people of this commonwealth and their chosen representatives with the persuasive and effective eloquence of transparent honesty, firm conviction, and lucid argument.

The degree was then conferred by President Butler, who said:

Charles Evans Hughes—Governor of New York, high-minded servant of the State, steadfast in well-doing, revealing in public office the power of principle in politics, I gladly admit you to the degree of doctor of laws in this University, and confer upon you all the rights and privileges that belong thereto, in token whereof I hand you this diploma.

The singing of "America" by the audience and the benediction brought the exercises to a close.

At the conclusion of the exercises in the gymnasium, the academic procession was reformed and with the band proceeded to the School of Mines building on the west side of the campus. Prominent in this procession was the class of eighty-two, both of the Science and of the College. In front of the new School of Mines building the presentation of bronze torchères for its entrance was made by Professor Francis B. Crocker, on behalf of the class of '82, Science. Professor Crocker said:

It is a singular fact that the School of Mines and Metallurgy, completed in other respects two years ago, has lacked these prominent features composed of copper and tin. The School of Mines class of '82 deemed it appropriate to correct this anomaly and selected the twenty-fifth anniversary of its graduation to do so. Small at graduation, numbering only thirty-seven, this class has lost heavily—ten of its members—by death, which is twice the combined losses of '81 and '83. Four of us are still officially connected with *alma mater*—tied to her apron strings, so to speak, one as trustee and three as teachers. Two others are professors in sister universities.

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These standards, which we hope will set a standard for other classes to follow, have been facetiously referred to as "The class of '82 enlightening the world." That may possibly be claiming too much, but they certainly represent the class of '82 proclaiming its loyalty to Columbia.

Through you, our president and classmate, I have the honor to present to the University these torchères as a permanent memorial of the class of 1882, Science.

The following dedication ode, "To Columbia, from the Miners of '82," was then read by Charles Buxton Going, editor of the *Engineering Magazine:*

Fair *alma mater,* nobler halls surround you
Than those our boyish steps were wont to roam;
Yet, Mother still, though years have throned and crowned you,
You greet your sons, and where you are is Home.

So in reunion, twenty-five years fonder
Than when you set our feet upon life's way,
Our classmates—here, and in the Silence yonder—
Bring filial homage this memorial day.

Take, then, our gift. Right loyally we bear it,
Sure that our love will grace it in your sight
And that maternally you'll keep and wear it—
With, but not *of,* our tribute "making light."

The procession then proceeded to Hamilton Hall on South Field, where the memorial window presented by the class of '82, College, had been placed in the College study. This beautiful stained glass window is at the east of the library and adds greatly to the decoration of the room. After the trustees, faculty, and the class of '82 had grouped themselves around the window, it was presented formally by W. T. Lawson in the following address:

Mr. President: There are among our predecessors evidences of superior and exemplary qualities and qualifications, but we do not pass the limits of becoming modesty when we claim for the class of '82 a devotion to Columbia honorable in her annals.

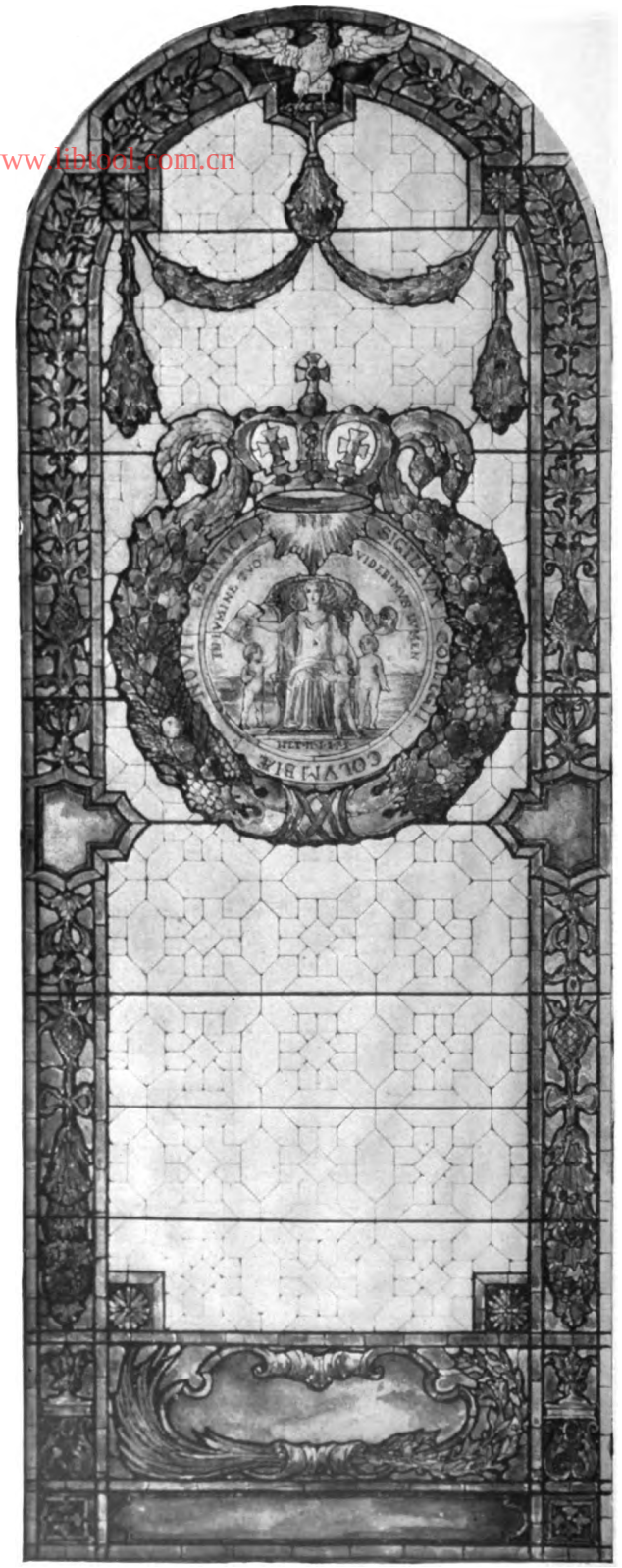
We have heretofore blended our memory with the erection on the north side of the University grounds of that type of structure which in all lands and ages has denoted the seat of dignity and power, whether it served as the entrance passage through the walls of a city, an opening to the amplitude of suburban fields, the

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MEMORIAL WINDOW, COLLEGE STUDY
PRESENTED BY THE CLASS OF 1882, COLLEGE

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approach to the mysterious splendors of a temple or the gateway to the polite learning and liberal education of a university.

We come now to fill an opening in the eastern wall of this magnificent hall, and to install and present a window whose purpose is to bestow upon the devotees who assemble here those supreme arbiters of healthful existence, air and light.

It is a happy circumstance, Mr. President, that the official recipient of this gift is also a sharer in the offering and that his is a double gratification and a double honor, and the pleasure of the occasion is completed by the presence of the distinguished dean who presides over this great hall, venerated as our former preceptor, beloved and cherished as an honorary member of our class.

We hope that future anniversaries may give us opportunity to place a memento of our affection at some southern and at some western point in the university area, and thus with the encircling limit of the cardinal points of the compass we shall surround our *alma mater* with an endearing embrace.

Columbia College, the illustrious mother of the varied interests and activities of this great University, is worthy of all the jewels that her children may bestow upon her. Though her offspring comprises many generations in the past, her vigor is unabated and the future is rich with the promise of prolific progeny which shall bear its part in moulding the destinies of the Republic of Letters.

With the hope that this window will transfuse into the atmosphere of this place "an ampler ether, a diviner air," and that the beautifying effect of its light may be the symbol of truth and the enduring emblem of the infinitude of learning, I offer this work of inspiring art on behalf of the class of '82.

The gift was appropriately received by President Butler, who recalled his membership in the class and spoke of the pleasure of the University at receiving such memorial offerings from the graduates.

The Alumni Luncheon

The alumni luncheon held in the Alumni Memorial Hall was as usual the scene of an enthusiastic gathering of the graduates of Columbia's schools, those of twenty-five years and the decennial class being represented by unusually large numbers. The large hall was completely filled and the greatest interest was manifested in the addresses of those who had received honorary degrees at the morning's exercises. As usual, Dean Van Amringe presided and introduced the various speakers.

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The dean received his customary hearty and enthusiastic welcome, and in his opening remarks said:

My friends and fellow alumni: This is, in a peculiar sense, a Columbia day. In saying this I do not mean to imply that all the days and nights of the year are not also hers. I wish merely to emphasize the fact that on this day, of all others, it is our especial privilege, which we exercise without noticeable restraint and with little diffidence, to speak in Columbia's honor, to see no fault in her beauty, to glory in her eternal youth, her strength and progress, and, in every way, to manifest our affection for, and pride in, a most bountiful mother.

The beneficent activities of our *alma mater* are displayed now in one direction and now in another, and first and last every one of them receives appreciative comment. Today I shall not speak of the professional and technical accomplishment of the past year, or of increased university work and opportunity; nor can I, in the very little time that I can detain you from coming pleasures, do more than refer to a very marked and interesting event of this commencement week—the celebration of the one hundredth anniversary of the founding of that great and unexcelled school of medical science, the College of Physicians and Surgeons. As I can not now speak adequately, I shall not venture to speak at all further than to offer, as I am sure I may do with your full approval, on behalf of all the alumni of all the schools of this University, the heartiest congratulations to that noble institution and all connected with it. My remarks will relate to themes less conspicuous, but still of no little significance and importance.

For more years than I care to remember, a conflict of ideas has been raging as to the whole scheme of education from the beginning to the end of it, if end there is. The contest has been waged to secure the highest good of the greatest number. So far as I know and believe, all engaged in it have played the game—they have not flinched, they have not fouled, they have hit the center hard. The ground is strewn with wreckage, discredited beliefs and rejected substitutes, shattered conceits and ruined fads. Through all the dispute Columbia has been prominent, has made timely suggestions and acted on them, has profited by others' failures and her own, has originated wise plans, has examined all things, tested all things, held fast to that which is good, and has, I believe, won the favorable regard of the supreme arbiter in such matters, the great body of thoughtful American people. Columbia stands firm for the American college; not the college of half a century ago, but that college disenthralled and regenerated; with the great ends

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in view unchanged, but the mode of struggling towards them, the means by which they are sought to be attained, adapted to the life of today. The results of the long and eager argument, as to what are the necessary elements of a liberal education, how they should be combined and how administered, and all that pertains thereto, have been embodied in a collegiate program of studies long thought of, carefully prepared, and subjected to the severest criticism; and this program has been in successful operation for two years. That still further testimony might be given to the world, in an emphatic and conspicuous way, of the conviction here that collegiate education is vital to the public welfare, and, *inter alia,* should continue to be provided, the best of its kind, by Columbia, a beautiful and impressive building has been erected for the College and, within the year now closing, has been dedicated, forever I hope, to its daily use. That, I take it, is not the least important of the public declarations which this University has made in the last fruitful lustrum.

At the formal opening of Hamilton Hall, there was cogently put forward a proposition looking to direct representation of the alumni in the board of trustees. This was not intended to signify that there are not now, and have not been from time immemorial, representative alumni, influential and forceful, in that governing body; still less was it meant to indicate that the board needs any change of constitution to enhance its devotion and augment its efficiency—it is known to every one familiar with their history that the trustees of Columbia have, for a century and a half, been leaders in educational thought and progress. The scheme is, rather, one for bringing the alumni into closer and more responsible relations with the University, with the mother that bore them and, in a very real sense, made them what they are. When the plan shall have been fully developed in committee it must receive, as it will certainly deserve, the earnest and sympathetic consideration of the two parties intimately concerned.

By a happy concurrence of events, the present year has witnessed, also, the completion, and the opening for service, of the rare and exquisite St. Paul's Chapel of Columbia University. This announces, day by day, and will continue to proclaim, that on these heights, so far as Columbia can accomplish it, vital religion, and not a deliquescent morality, shall go hand in hand with learning, and character, founded on the eternal verities, shall grow with knowledge.

I might, possibly, have spoken with more reserve, had this been other than a family party. There are no outsiders here. Some there are, eminent in their several stations, whom we greatly

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desired to have in the family connection, and whom we have been fortunate in attaching to us. And the first of this goodly company of alumni whom I shall invite to address you is the great governor of a great State—Dr. Hughes, of New York.

Governor Hughes's address was followed with careful attention by the alumni and his remarks were most enthusiastically received. He said in part:

Professor Van Amringe, and fellow alumni of Columbia University: I come before you as a Columbia man. After I had left the shelter of the college in which I had the opportunity of liberal study, it was my good fortune under a wise Providence to seek professional education within the halls of Columbia. And it was my great privilege to come directly under the influence of one of the great men through whom Columbia has exercised such a potent influence upon the country—I refer to Theodore W. Dwight. It was also my privilege for several years as an obscure member of the teaching staff whose performance ran to no higher task than that described by the name of "quiz," to form a part of the notable organization of the University; and in those years of nightly toil in connection with the classes of the law school, I found the most important trials, the most helpful effort, and I may add the most delightful associations that I have ever known.

I am very glad indeed to have this opportunity, as a very eminent lawyer once said at a great dinner in this city, "with my side bleeding from the spur of the moment," to address you men of Columbia. You have called me from the active practice of my profession as a doctor of laws. I want to thank you from the bottom of my heart for the greeting that I have received, and to acknowledge humbly and with a due sense of my own lack of desert, my appreciation of the great honor this University, the instructor of my youth, has conferred. And it is truly grateful to me to come to an alumni dinner resembling in so many features other alumni dinners with which I have long been familiar. I am glad to see the graduates of the University, old and young, show enthusiasm. Nothing is more unfortunate than for men of education and opportunity to go through the world indifferent, lacking in zeal,—philosophical, clear-headed, but without power, without influence, because without enthusiasm. The educated men of the country cannot afford to leave zeal and enthusiasm to those who are without the direction of sound judgment and educated conscience.

And it is well that in these gatherings we should reweave the old charm, we should come under the old influences that inspire us, that fill us with emotion and take us out of the routine of the day.

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Now, this is a time for congratulation. Here and there there is a pessimistic note, but as I look upon this country under the conditions of the present day I find abundant cause for congratulation. Were it the fact that at a time of great prosperity and unexampled opportunity the thoughts of our citizens were intent simply upon individual gain; were it the fact that there were no boundaries to the ambition of those who study nothing but personal advantage; were it the fact that the state was considered as nothing but a fountain of special privilege—and let who can get the most,—then indeed we should have cause for despair. But when this country from the Atlantic to the Pacific is alive with the determined effort to reassert the rights of every citizen to a fair deal, and to have the supremacy of the state in the equal interest of all vindicated, then it is a time when we can say that the spirit of '76, the spirit of liberty, is still with us and has not departed; we are not decadent; we are going forward to the realization of the destiny which has been marked out for us by our fathers.

Doubtless there were many at the time when the foundations were being laid who felt that a great wrong was being perpetrated in respect to existing institutions. Doubtless the professional classes, the well-to-do, and those who had been favored by fortune looked askance at the leaders who insisted upon protesting against what they believed to be tyranny. Doubtless at a later period when the question was of the unsettlement of a certain social order which was not consistent with human rights, there were many who, in comfortable ease, thought it iniquitous that steps should be taken which would result, perhaps, in the emancipation of a large class of people who up to that time had been denied the rights of free men. But the spirit of liberty connot be quenched, and we now recognize in the leaders of the Revolutionary days and in the leaders of the cause of human freedom before the Civil War men of patriotic ambition, the founders and preservers of our country.

Now, today, we are confronted with many problems which must tax the skill of the wisest for their solution. The main point that I want to emphasize is that we should not discredit the motives and the intent of those who throughout our land are anxious to see equality and liberty preserved and the essentials of our institutions safeguarded. On the other hand, as men who have had the opportunity of a liberal education and professional education, we have an important responsibility. I won't say as "educated" men. I don't like the delimiting in a class as educated men those who come forth from our universities. There are all kinds of courses of education, and the man who makes the best use of his time, who is alive

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to his opportunities in any walk of life and to whatever advantages his environment in this country may offer, may well become an educated man.

I look upon those who come from our universities not simply as educated, but as men upon whom devolves an important responsibility of service. They justify their universities only to the extent to which they measure up to the responsibilities of men who have had such opportunities,—to the responsibilities of discrimination and of judgment, without the lack of zeal that makes judgment ineffective. All there is in education is in the development of the capacity for making discrimination. All there is in government, all there is in any one of the institutions which we prize is the emphasis that is placed upon just and proper discrimination; and what we need just now in this country at a time when there is so much proper emphasis upon the relation of government to public service, what we most need is this faculty of discrimination applied in the direction of having the right thing done, and having all things done right.

And therefore it is that we may look with confidence upon our future because of the extraordinary development of our institutions of learning where discrimination is taught and where the faculty of close observation and facility in reaching sound conclusions are developed and trained. We want in connection with all these public questions a damper put only upon the man who insists on talking without thinking, and having something done without regard to its essential justice and merely because it may be pointed out as a thing accomplished. With the amplitude of our provisions for education, with the extraordinary resources of our youth, we shall not suffer so long as the American people remember that everything must proceed in accordance with good reasoning, after careful deliberation, after discriminating study, and then it must be settled no matter who stands in the way of the great final judgment.

While in the executive chair it has been my desire, if possible, to vindicate the principles of reason as applied to public questions, and as distinguished from improper forces. When I turned a deaf ear to those who insisted upon more spectacular effort and to those who insisted that the end would justify the means, and that a certain kind of plain, if not vituperative talk, might be in order, I did so because I believed that nothing done in that way would warrant the sacrifice. And when proceeding at the risk of making mistakes I determined that all things should be presented for public discussion on their merits, and, desiring that everything should be regarded in the light of reason, I sought no other aids, I am some-

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what surprised to find myself now accused of executive usurpation. To my mind it is the duty as well as the high privilege of the executive to state his convictions to the state, and when those convictions are stated and by force of public opinion are endorsed by the legislative branch, we don't have government by executive usurpation, we have government by public opinion after discussion.

And so, gentlemen, in closing these desultory remarks, I simply want to invite you to continue in the notable struggle. How often we feel as though we would like to go somewhere and separate ourselves from all these confusing, warring, fatiguing activities of life! How often would we seek the seclusion of our library and consort with the great spirits of the past,—forgetful of the pressure of the problems of the present,—that we might put ourselves at ease! But it is our duty to go forward and not to flinch no matter what the particular trial may be, but never to go forward except as we have counted each step and are prepared in the light of reason to tell why we take it.

At the conclusion of Governor Hughes's address, Dean Van Amringe presented to the assembly Mr. Wilson Farrand, headmaster of the Newark Academy, who had received the degree of master of arts. Mr. Farrand said in part:

I do not know, fellow alumni, which is the more embarrassing, to speak after Governor Hughes or to try to talk against that band. I never before had the honor to follow so closely behind a governor, and I never realized before how great a gap there is between a governor and a poor schoolmaster. I am proud, however, that on my initiation into Columbia University I am allowed to be the tail end of an honorary class of which he is the distinguished head. This is a somewhat new position for me. Representing my *alma mater,* Princeton, I have had the honor of facing an assembly of Harvard graduates, who heard me with an air of Harvard indifference and of calm superiority, as if they were wondering where on earth Princeton was. I have faced an assembly of alumni from Yale two weeks after a football game in which Princeton had been snowed under, or, rather, had been rubbed into the dirt, a situation that roused all the fighting blood in one. I have also faced a gathering of University of Pennsylvania alumni, with a feeling of calm superiority that freed me from all embarrassment. I am glad that today, when for the first time I meet the Columbia alumni, I can come to you as one of yourselves. . . .

As this morning I sat on the platform and looked at those hundreds of young men who were receiving their degrees and going

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out into the world, as later I wandered around among these buildings and pondered on all that they meant, and as now I stand and look out over your graduates in this hall, there is a deeper thought that comes. I recall that three or four years ago, when the present British ambassador to this country, James Bryce, revisited us after an absence of twenty years, he wrote a striking article on his impressions of America revisited. I haven't seen the article for several years, but today there come back to my mind very forcibly the two things that impressed him most on his return. The first was the great material success and wonderful prosperity of this country. It does not need to be dwelt upon or to be exemplified; we see it on every hand. And the second thing was the intense interest in higher education in this country. Are you aware that today, as Mr. Bryce pointed out, at Harvard and Yale, or at Harvard and Columbia, there are as many students as at Oxford and Cambridge? Are you aware that, as the figures show, in the North Atlantic states, that is, New England, New York, New Jersey and Pennsylvania, there are as many college and university students as in the whole of Great Britain? And yet the combined population of those states is almost exactly one half that of Great Britain.

Coming across the ferry this morning from my rural home in the wilds of New Jersey, there came to me the thought—as it always comes when I look at those tall buildings down-town, teeming with the financial life of the country, the very embodiments of money and business—there came the thought of the enormous wealth and the financial resources centered in this city. Every time that I come up Fifth Avenue, past those palaces where money is spent with lavish hand, and where on every side you see the evidences of wealth and of extravagance, I am impressed anew with the prosperity of this country. And yet it is in this city, in which is concentrated to so great a degree the wealth of the nation, and where you see the most striking examples of wealth and of luxury, that you find these heights of Morningside, crowned with an institution like this, devoted to learning, to culture, and to the development of character, sending out something higher and nobler and better through the city and through the whole country. Go to the other great cities in this land, and in those cities where prosperity is most marked you will find similar institutions sending out able men, trained for higher things, fitted to preach the gospel of education in the world.

It is a comfort to think that, with all this force of materialism, with all this race for wealth and all this love of luxury, there is going out into our nation a set of men who have been trained to higher things, who have learned of something beyond moneyed

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success, who have learned of something beyond material prosperity, something higher and better, and who are carrying out into the world the example of a higher life. It means that these colleges and universities are sending out into the world a set of men trained to independence of thought, and, as Governor Hughes has well said, trained to discriminate. We can not all be as he and others like him are, leaders in our political life, but we can serve in the ranks and uphold the hands of those leaders.

It is in this that we find the hope of our country, and it is not simply as passive observers, looking on from the outside that we see it. As I stand here, and listen to your cheers and realize the spirit that binds you to this place and the enthusiasm that inspires you, I know that it is the same thing that binds me to Nassau Hall. We feel that somehow, in some way, through the years spent in these halls, something intangible, something that we can not define, but something none the less real, has come into our souls and has raised us above the lower things of this life; we have gained something that has made us better men and better citizens. We are filled with loyalty to the institutions which we call our *alma maters*, not because of their glorious history, but because of what they have done for us personally and because of the way in which they have touched our lives. It is on what we have known and felt of their effect on our own lives that we base our belief in the influence that they have on the world about us, and it is largely because of this faith in the work that this and similar institutions are doing, that we look forward with hope and confidence to the future of this country.

The Reverend Hugh Birckhead, of the class of '99, master of arts, rector of St. George's Church, was next introduced by Dean Van Amringe as "a recent graduate of Columbia who, by demonstrated ability and accomplishment, fertility of resource and efficient service, had early attained enviable rank in the great matters to which he devotes himself." Mr. Birckhead made an earnest and forcible address, dealing with topics of lively concern, especially to the younger alumni and received a warm reception from the graduates, among whom his own class was largely represented. He said in part:

As Dean Van Amringe has said, this is a family gathering. And in a family gathering we can afford to be very frank with one another. In a meeting like this, where nearly seven hundred men are gathered together, there should be something more than

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mere conviviality. I rejoice to hear that the alumni are probably to have a part in the councils of the University, for I know that that means the everlasting continuance of Columbia College. But it is indeed, gentlemen, a serious responsibility which is ours, if we are to advise the great faculty of this institution in the future of the University. There is one thing, I think, which each Columbia man would suggest as he looks at the future of his *alma mater,* and that is, that we should all bring into Columbia life more of the personal relation. We are living, gentlemen, in a very impersonal age. Independence too often means selfishness. Pick up the paper of any day and look at it, and you will notice that most of the doings of Americans, most of the events which seem to interest the public are the result of the impersonal spirit of the time. What we need, and need tremendously in this land of ours, is more men who care. And if this caring, this brotherhood, this personal responsibility for each other is to be learned, it must be learned in our universities, at the time when the mind is wax to receive and iron to retain. Columbia is not turning out simply men with a certain skill or knowledge, she is not turning out machines or specialists, or even grinds, she is turning out men, and American men. And American men need to have brotherhood in them more than the men of any other nation in the world, for America was founded in the belief in brotherhood.

Now, in this University of ours I feel there are three ways in which we can emphasize the personal. It is interesting that in Princeton and in Harvard they are paying particular attention to this side of education; they are trying to bring together closely in sympathetic relationship the faculties and the students. In Harvard they have a system of advisers for groups of students, and in Princeton they are trying with remarkable success the preceptoral system. We all of us feel here that the only trouble with the Columbia faculty is that we don't get enough of them. And when we do get enough of them we know how to hold on, and if you don't believe it, just look at Dean Van Amringe. A few more men who have woven themselves into the hearts of the students as he has, would make any discussion of brotherhood quite unnecessary. And, secondly, gentlemen, we want the University of the future to demand something from the students. The only way in which we can express our loyalty and affection to any university, any institution, or any cause is by sacrifice, and we wish the Columbia of the future to receive unmeasured and fresh the spirit of sacrifice in her students. Some of us can give to our College and our friends, some of us can give of our wealth, but those are in the minority, but all of us can give our physical strength. And,

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believe me, the athletics of a university are the offering which the average student makes to his *alma mater*. They are a serious parcel of any process of education among men, they deserve serious consideration, and they deserve prudent encouragement from those who are highest in authority. It is the man who has fought or wrestled or rowed who feels most keenly that he belongs to Columbia, and that feeling is altogether admirable and should be encouraged. And, finally, gentlemen, you should make, in thinking of the Columbia students of the future, an especial provision for enthusiasm. Enthusiasm, as Charles Kingsley has said, "is the greatest thing in the world," and as you go out into life and go down into the streets among men and see their faces harden, and see the cynicism growing in their minds, you realize more and more the great fact that enthusiasm is the greatest thing in the world, and you come back again and again to the place where you have dared to be enthusiastic. Who knows how many men in this room now will go out of that door cleaner and better and happier and strengthened because they have yelled themselves hoarse. We should make opportunities for enthusiasm in the life of the Columbia of the future, and if these opportunities cost a few arms or legs, it makes no difference. We have a great opportunity in this place; but we will make a profound mistake, believe me, if we turn aside to imitate the universities of other lands. We are not Germans, much as we admire them; we are not English, much as we admire England, but we are, and God help us, we always will be, Americans. And let us never forget that America was not founded on any idea of inherited government, on any tradition which had already been laid down, but America was founded on the supreme belief in the excellence of the character of the average man. That those men in the future should be brothers through opportunities which you and I never knew, should be the purpose of every alumnus of this University.

Dr. Elmer Ellsworth Brown, United States Commissioner of Education, was next introduced by Dean Van Amringe with the following words:

Lowell said, "What we want is not learning but knowledge; that is, the power to make learning answer its true end as a quickener of intelligence and a widener of our intellectual sympathies." I shall present to you a high priest at the altar of that sort of knowledge; the government officer who, from his exalted station, surveys the whole educational field and has the duty and the privilege of seeing that the schools impart this quickening power to the children

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and the youth of the country—Doctor Elmer Ellsworth Brown, United States Commissioner of Education.

Dr. Brown spoke in substance as follows:

Mr. Toastmaster and Fellow Alumni: It is an honor that I appreciate more deeply than I shall tell you, of being admitted into this family relationship. I seem very young indeed in the family, but I feel a little more mature for being one of the five or six academic twins of Governor Hughes. It is an especial pleasure to come into the family connection with Columbia because of the work that Columbia has done, not merely as a New York university, but as a national university. At the earliest beginnings of the history of this institution, it was bound up most intimately, by ways that have often been forgotten, with the early history of our state universities. Down in the thirties and forties of the last century, it was working toward an enlargement of the conception of the American college. Under President Barnard and his successors, it has been preeminently an institution that has worked for the advancement of American education in all of its grades. It has been one of those universities that have furthered the American ideal of a unified and consecutive educational system—an "educational ladder." It is because of these historical relationships of Columbia, not only to education in New York and not only to education as represented by its own immediate constituency, but to the whole movement of American education, that I find especial interest in this occasion.

Now, Columbia has not only been in a very true sense a national university, but it has come in these later days to be one of our international universities. It has set itself today in the forefront of what we must regard as the most significant educational movement of our time, that is, the movement that is making education an international concern. You realize that Columbia has done this in some very effective and practical ways. You have arranged a continuous interchange of professors with the University of Berlin. You have sent your representative into South America this present year. In more ways than are generally known international relations of the most desirable kind have been fostered by the present president of the University. I should like to say a few words about education as international education, for I believe we have here a vital element in the educational situation of our time.

We have seen a number of ways in which one country has drawn upon another for educational inspiration and suggestion. We have seen that there is a passing back and forth of educational ideas from shore to shore. But perhaps we have not realized that we

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are getting to the point where we really care for world-standards in education. Such world-standards have already become a serious and practical matter for us here in the United States. For we find that our educational certificates, our degrees and our diplomas, are not always recognized at their face value in other parts of the world. Very troublesome questions have already arisen because of the failure or refusal of some foreign nations to give our academic documents such recognition. Consider, for example, our degrees in medicine, in dentistry, and other professional degrees. It is a question of the utmost importance to practitioners in these professions that their diplomas and certificates should stand on equal footing with the best, throughout the world. Now, in order that we may represent ourselves fairly to the nations of the world in these particulars, we must take account of the general educational standards of the world. And we cannot simply submit ourselves to those standards: we must help to make them. We generally recognize the fact that our diplomacy has passed into an economic stage. It is, in reality, fast passing into an economic and educational stage. One of our American diplomats has recently called attention to the fact, that if we wish to establish the best commercial relations with the states of South America, we must come into intimate relations with those states on the higher, spiritual plane. It is not enough to recognize them with a view simply to the things that they may buy of us. We must have regard also for the things they are doing in science and art and education. Some of you will remember the eloquent address that was delivered in this hall one year ago by the representative of the Brazilian Republic. He spoke of those things that the people of that country value in their relations with the United States.

So the part that Columbia is playing in the building up at this time of world-standards in education is a thing that must be of the greatest importance to the whole educational development of our time. We are not going to make our education German; we are not going to make our education English; but we are going to realize the true destiny of American education by making it a vital part of world-education. That, I take it, gentlemen, is the work that we have before us, in which Columbia, by its experience of the past forty years and by the educational leadership which it has brought forth in that time, is peculiarly fitted to take a leading part.

And that unity of American education in all of its grades, which Columbia has helped to promote—this educational ladder of ours—really prepares the way for the highest world-standards in our national life. For here the university ideal makes its way, readily and naturally, down into the lower schools, and so makes its way

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outward through the great body of our people. The world-standard has here its chance of becoming the conscious, national standard as it has in no other great nation of the world.

The last word, then, I wish to say is this, that as a matter of national morality, because of conscience, we should aim to make and to keep the standards of American education as high as the best world-standards and a help in the making of the best world-standards. In order that the university may do its full duty to the lower schools and in order that it may do its full duty to the American people, it is necessary that it speak out truthfully and clearly when those standards are found to be too low. Its faithfulness and courage in these things will go far toward making the university ideal an everywhere present ideal in the life of our American people.

Dr. Richard Watson Gilder was introduced by Dean Van Amringe as follows:

Our fellow alumnus, whom I shall presently announce to you, has so many excellences to commend him, his good works lie in so many fields, that whatever I might say of him would be inadequate. He is a high-minded and unselfish citizen, untiring and effective in promoting the public welfare:

> "When he speaks not like a citizen,
> You find him like a soldier,"

as he is, aggressive against shams of all sorts, against laxity and venality in high places, against immorality and avoidable misery in low places, against deadly indifferentism in all places.

Letters also claim him—

> "Letters admit not of a half renown,
> They give you nothing, or they give a crown"—

and they have given him a crown. Upon the whole I will say nothing of him, confident that you will, each for himself, supply my lack of speech when I present to you, as I do now, Doctor Richard Watson Gilder.

Dr. Gilder said in part:

Considering the very little while that I have been a member of this august body, I feel singularly at home. This is not only because of your most kind welcome today, but because as I have sat here my mind has gone back to my life in this community, which has been perhaps about a generation, and I recognize the faces, scattered about this floor and raised behind this table, of fellow

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fighters in pretty much every one of the good fights it has been my privilege to be engaged in in this city. I don't know how many scrapes of that kind your good president has got me into. It has been my habit for many years when particular services were asked, to give a little time to the applicant, and then to indite a note to Mr. Butler, perhaps down in the old Teachers College, or up here, and ask him if I should go into this, and to tell me what it is; and if he says "never mind, it is nonsense," all right; and if he says, "Go in" I go in. I see many old friends in this vast assembly who have been connected with fights for good literature, for international copyright, good government, and all sorts of betterments for the people. Columbia men, men of the faculty especially, and many of the alumni, have been in movements of reform my comrades and my leaders, and that is the reason I feel so much at home today; and that is the reason I thank you, Mr. President, and the board of trustees, and the chairman, and Mr. Matthews, for your kind words, that make me feel so ridiculously at home here. . . .

The last address was made by President Butler and was followed most carefully by the alumni, inasmuch as it dealt with several matters of unusual interest in addition to the ordinary progress of the University in the interval that had elapsed since the last commencement gathering. President Butler spoke as follows:

My fellow alumni: Before speaking to you for a few moments of our own University affairs, I wish as a citizen of the State of New York, on my own behalf and I am sure on behalf of many other citizens who feel as I do, to tender to Governor Hughes a public expression of gratitude and thanks for his action of yesterday in saving the State of New York from being the scene of a public lynching. I took occasion this morning in the course of the few words addressed to my friends of the graduating classes, to say that "the lynching-habit" was a term applicable alike to judgment made without knowledge of the facts and to acts of punishment committed in violation of the law. By his veto of the so-called two cent railroad fare bill, Governor Hughes prevented the railroads of the State of New York from being lynched. If you have observed the course of his argument, you will notice that all he has demanded is that charges shall be preferred and evidence taken and judgment rendered in accordance with the ordinary practice of human justice. I, sir (turning to Governor Hughes), count it a privilege to be able to say that I believe that that public act is going to be the beginning of a more rational period in the development of public opinion in this country. Our honored guest of this

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afternoon has shown that there is a man in high place, and spoken of for yet other places, who is not afraid of the mob, and who demands that each citizen of this State, individual or corporate, be treated with equal-handed justice. It would be perfectly possible to keep silent, and one would not be criticized for passing in silence this afternoon that event of yesterday which seems to me memorable. But, my fellow alumni, there are times when it becomes men of university training and university responsibility to speak out, and I conceive this to be one of them. Personally, sir, I thank you sincerely for that public act.

Now, gentlemen, for a few moments, as is our annual custom, about our own concerns. A great university like ours should in many ways take on the characteristics of a great nation. It is made up of many parts with diverse local interests and differing local problems. Somehow or other these differences must be composed and these problems solved in the general interest. Our larger problems fall into two classes, as do those of a great nation: the problems of our domestic concerns and the problems of our foreign relations. For a university in the American democracy differs from any foreign university that ever existed in this, that it must stand in intimate relations with that democracy in order that it may exert its proper influence and have the proper elements of its moral and intellectual strength. A university in America that should attempt or aspire to lead and that should cut itself off from the helpful support of public opinion by the failure to render public service, could not exist long in that leadership; it could not exist long at all.

Our internal problems are so simple that they are very difficult. We have solved in these past few years pretty much all of our problems of organization. Pretty much all of our constitutional law has been determined and worked out; but we are now face to face with just such problems as those which Mr. Birckhead has mentioned this afternoon with true eloquence and clear insight. We have no internal problem at the moment that is more important than the problem of bringing about much closer personal relations between the college students, in particular, and the college teachers. I am glad to be able to say that a first very long step to that end has been taken in the recent reorganization of the faculty of Columbia College by which that faculty will hereafter consist exclusively of men who are deeply and personally concerned with undergraduate teaching and will therefore be willing and able to devote time and thought to the personal problems of undergraduate life. I hope, if we shall be spared to meet again next year, to be able to say that very substantial progress has been made in adapting to our Columbia needs the principles of the very excellent preceptoral sys-

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tem which is doing so much for our sister university of Princeton.

A few words about our foreign relations, some of which have been touched upon with great generosity of appreciation by the United States Commissioner of Education. Please to remember that our international relations so far as they have been developed are undertaken in pursuance of a clearly defined plan to accomplish specific public purposes. The mere transfer of a teaching officer from a foreign university to Columbia, or of a Columbia officer to a foreign university, would, in my judgment, have an importance and a significance of a very limited and strictly academic character. What we have undertaken to do, what we have begun to do with Germany—and what we hope to be able to do with England and with France, and some day with Italy—is to provide a means by which there shall be not merely an American teacher resident for a season in a foreign university, but an American teacher who will, in the language of the students, give instruction in American problems and in American concerns; in our American constitutional history and law, in our American economic development, in our ethical problems and our educational system, and in the growth of American industry, commerce and trade. In other words, what we are attempting to do is not only to give instruction by American teachers, but to give instruction in American subjects, subjects which the teachers of other nations have very limited capacity to give and very limited interest in giving. In return we hope to provide for our students here a similar kind of instruction by bringing in scholars from other nations. The first year of the new undertaking has now come to an end, and it is a profound satisfaction to be able to say to the alumni that no American scholar in active service has ever been so enthusiastically received abroad or has ever exerted so wide an influence, as has our own Professor Burgess, who has now completed his year of service as Roosevelt professor. In exchange, we have welcomed here a distinguished economist, Dr. Schumacher, who returned to Germany a few weeks ago, having left behind only the pleasantest personal remembrances and an influence we are glad to cherish. We are to welcome in the autumn as his successor the dean of the faculty of law of the University of Breslau, Professor Leonhard, who comes to sit with our faculties of law and political science, and to give instruction in English in the legal principles underlying the modern social and economic developments in Germany. I am particularly glad of this chance to tell the alumni just how this problem of ours differs from some similar problems the solution of which has been undertaken elsewhere.

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In order that our students and professors may have the stimulus which comes from inviting men of distinction from outside our ranks to come and lecture on great subjects, we have just concluded a year of experience on the George Blumenthal foundation, which has been of great value. First Dr. Albert Shaw, and then the eloquent and scholarly president of Princeton University, Dr. Woodrow Wilson, have discussed here the great problems of current American politics. We have been able to gain from them their mature views upon important matters of public concern and very large interest, and we have all been stimulated by them in many ways. In similar fashion the department of physics has for two years past had as its guests four distinguished physicists from Holland, Spain, England and Germany, and the leading teachers and students of mathematics and physics of the country round have come here to Columbia for several weeks of each year to hear their expositions and to receive counsel and instruction from these distinguished foreign scholars. I speak of these instances because they show the kind of men that we get through our foreign institutional relations. They show something of what we try to do by drawing upon the scholarly resources of the world at large, something of what we are trying to do in service to the community in which we live and have large responsibilities.

I should not omit the very striking development of the year in connection with Earl Hall and the Chapel, by which at least once in each of several weeks we have been able to offer to the University and the public organ recitals and chamber music of extraordinary beauty, to which literally thousands of the members of the University and their friends have flocked. So that within our limited resources we are doing what we can to keep in touch with the scholarship of the world and to come under the reviving influence of art and music, and so to broaden and extend that influence to others.

Probably the alumni are quite unfamiliar with the extent of the operations of the Columbia University Press. How many of you, for example, are aware that almost thirty-one thousand volumes bearing that imprint have been placed in circulation during the history of the Press, and that seventy-two different titles representing the scholarship of the University in its every part are to be found in the libraries and on the desks of scholars all over the civilized world? That represents an achievement undertaken and carried on by gratuitous service, involving much time and hard work, by the professors and officers of the University.

In the autumn we are to undertake a very interesting experiment. You are all aware how far specialization of college teaching

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HAMILTON HALL
FROM ONE HUNDRED AND SIXTEENTH STREET

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has gone in these later years. So far has it gone that it extremely difficult for a specialist to find his bearings or fellow specialists in the course of their work. Ther organized and there will be given in weekly lectures b the autumn, a series of philosophic summaries of gre knowledge under twenty-two different titles, by officers versity, in which specialists will endeavor to set their p lems before the students and the general public. Wh is completed, these results are to be brought together i under the imprint of the University Press, representing of Columbia's present-day scholarship. I am sure alumnus will take a deep interest in this undertaking, undertaking properly to represent the scholarship of the

Nothing is more satisfactory, nothing more really the proper sense of that word, than such events as have early this afternoon, when two branches of the class wh brating its twenty-fifth anniversary have asked the U accept from them some token of their affection and reg bration of the day. Last year the class of '81 laid us gation; during the year the class of '80 gladly and no ously put in place the admirable iron doors of Ham Today '82 has put two torchères in front of the Schoo and a window in the College study. This fixes the tra tlemen. Hereafter I am sure that every twenty-fifth will be marked by the class claiming it by some gift, or small, to your *alma mater,* in order to show tha quarter-century has gone, our College memories still liv only deeper and stronger year by year.

You have heard me say a great many times that I bel a member of the University always a member," and that is as truly a member of the University as are the stud names are still upon the books or the officers whose nam on the faculty roll. Now, we have had brought befor interesting problem, suggested by Mr. Davies in his ad opening of Hamilton Hall last February, and touched dean this afternoon—the very interesting problem of to see whether, in some legal and practicable fashion, cannot be made directly responsible for some share in ment of the University. I think I may say in refere matter that no member of the University, whatever h would dream of opposing such a movement. I think t the most entire goodwill toward it and for it, and such of opinion as are likely to arise in the course of the co of the problem will be found, I think, to concern them

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questions of legality and practicability. What has already been done is this: the trustees have of their own motion appointed a committee of five members, all alumni, to report upon the desirability and practicability of the plan, and, if found practicable and desirable, to report a plan for carrying out annual representation. That committee has gone to work to have the question considered in all its bearings, first on the legal side, next in respect to the working of similar systems of alumni representation elsewhere. Speaking for myself alone, and without committing any officer of the University or colleague, I very much hope that a practicable plan will be found within the year to bring about representation of the alumni on the governing board of the University. I am a great believer in the notion that power and responsibility should go hand in hand, and that one completes the other. I am convinced that there are few members of the University more directly responsible for its good name and fame and influence than the alumni. We are continually calling upon them, as we all know, for substantial support, for counsel, for advice on various matters. If a plan can be devised by which they may give that counsel and support as a body through representatives, no one will welcome it more heartily or more gladly than I. At the same time I do not conceal from myself or from you that difficulties undoubtedly are to be met with and these hard problems must be solved in order to get any satisfactory result.

Now, my friends, I have run through, in our usual desultory fashion, the few things foremost in our minds. I can only hope that each year as we come back to gather in these spirited reunions that all may sing with renewed vigor and affection the words of our own loved hymn

"Stand Columbia, *alma mater,*
Through the storms of time abide."

UNIVERSITY PRESSES

THE organization of university presses in America is a result of the needs of publication developed from within the universities themselves. The production of original work, much of it from the nature of the case technical, and interesting only to the comparatively narrow world of scholarship, has been an inherent part of the evolution of the present-day university. This condition, in its turn, has made necessary a new attitude toward the publication

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of such material, since from its character it often can not widely appeal to the general publisher, who is conducting a business, and is not engaged, except incidentally, in the altruistic mission of education. Some of these results of original research, to be sure, have as books a distinct value as a commercial proposition and readily find their way into the lists of publishers under favorable arrangements with their authors. Others of them, however, are wholly problematical from this point of view, and even if the prospective book will ultimately return from its sales the cost of publication, it will only do so after an interval which by its length nullifies all possibility of pecuniary profit. Still others have in them from the beginning positively no prospect of the return of the investment at any time, and it may safely be inferred that in the long run these will form a very considerable part of the whole. These latter, again from the nature of the case, will, however, not infrequently be precisely those books which the university in the furtherance of its ends shall most desire to publish to the world. It is always, it may be, possible to do so through the instrumentality of the general publisher, who will either take up such books under a guaranty or who will manufacture and publish them for a price, but this procedure lacks system and economy, and does not possibly commend itself, except as a means of temporary relief.

It is just here that a university press most effectively offers its services, for it should be so organized that it can not only readily publish, as a matter of course, a book that from its contents will undoubtedly be commercially profitable, but it should be able and willing to publish a book that it will be necessary to carry through a long period before it will be possible to realize the initial cost; and, above all, it should be prepared as a recognized part of its activity to publish those books of undoubted value to the cause of scholarship, whose publication will entail an actual loss that can be foreseen at the very outset. If these conditions are at hand with regard to books, they are furthermore at hand, at least in part, in the case of periodicals whose contents are regularly longer or shorter scientific papers and minor contributions, which, however, are often of the utmost importance to scholarship in the exploitation of its material, only it is to be feared that with comparatively few excep-

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strictly scientific journals fall regularly into the last class
arily unprofitable ventures.
urely commercial aspect of the matter of university publi-
s been stated first, because in a way it is crucial, as in the
ologue of money and the mare, but it is not the only one,
he only practical one that is involved. The centralization
iblication of the results of the scholarly activity of any
means a cumulative force that is dissipated and lost to
ıtion, when the books and journals which contain them
hed here and there as circumstances of expediency, only,
rmine. This is a matter of very great moment to the
, since in no other way is it possible so pointedly to pre-
ject lesson in its productivity and its real significance as
of light and enlightenment to the community, than by
rth under its own auspices the thought of those who are
ly connected with it as teachers and learners.

is an aspect of the matter, also, that concerns not only
rsity, but may concern the author and his subject to the
of all. A properly supported university press that really
widely the activity of the university under which it is
should, and does, give by its imprint upon book or
distinct prestige to the writer and his product to assure
significance to the world outside. Not all writers, even
ic subjects, it may be, need such additional prestige as
e of publication may bring, but many do, and every writer,
ıic fields as in others, must win his spurs before he can
n.

leal university press most widely to fulfill the purpose of
undation should have, in accordance with what has been
cient capital at its disposal to engage in a publishing busi-
ch in its essential features is no different from any other.
able in the case of those books which on account of their
al value are readily and even eagerly taken by regular
to make as favorable a contract with the author as they,
reater the number of such books that can be published at
the greater will be the possibility of undertaking other
more problematical in their financial outcome. It should

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be able without crippling its resources to carry, of periods, books that from their nature are slow of sale. of great scientific value fall under this head of which are steadily sold each year and which ultimately w repay the money invested, if nothing more. Above be able to publish books whose character as sound co the knowledge of their subject is unquestioned, but wh cial value is not only nothing, but often less than n either a price large enough to cover the expense of ma account of the costly nature of the volume can not of the purchaser, or a sufficient number to defray th can not be sold at any price. Books of this kind, infrequently embody the very best scholarship of t and form its strongest claim to recognition in the gr learning, at home and abroad, and not to publish the only the curtailment of the purposes of the university tional medium in specific instances, but it means, as distinct discouragement of scholarly production, whi stimulus of publication to prolong it and to make it f producer of such material, who has frequently elal great sacrifice of self, should not in any case be furt by paying for its publication, and in many cases, fro bility on the part of the author to assume any part the work would perforce remain unpublished and its i And, again, what is true in these respects of books, is journals, which in the ideal press should inevitably under its auspices, with such pecuniary arrangements may be necessitated by the circumstances. A subs whose purpose is not essentially profit, should also b case of both books and journals to place its produ market at prices which would make them more wid to the user than is possible under ordinary condition tion and to render in this way a real service to the ca ing. And it should not stop at works purely scientif exercise of a beneficent influence it should still furth place the masterpieces of literature, in admirable form able price, in the hands of readers, who would ass such circumstances rise up to call it blessed.

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eal press, furthermore, should be the distributor of its
nder the most favorable conditions; whether it should
nufacture them by the maintenance of its own printing
ther accessories is a matter of expediency that depends
on the particular circumstances of environment at hand.
y well be that economy and efficiency might dictate it in
nd proscribe it, as plainly, in another. It is true that
es of book-making are conducted as a business for the
is in them and that presumably such profit, instead of
out, might by the assumption of the business be paid in
s itself, but so many elements are involved of ultimate
apital, and of labor, that the case remains as a whole an
ion whose solution is variable. Publishing, and not
the primary intention of a university press. If specific
render a union of both advisable, it is without a doubt
ffairs wholly within precedent and legitimate from every
ew. It is conceivable, however, that a university press
its full usefulness as a publisher and distributor without
nufacturing any part of its output whatsoever.
lest and most important instance of a press controlled by
y is that of Oxford, which was placed upon a permanent
far back as 1585, after which time, according to Mr.
Madan, in his "Early Oxford Press," "it began to reflect
the current tendencies of thought and study in the uni-
The business of the Press at the present time is conducted
ncient privilege of the university as a corporation. The
directs its operations through a board of delegates, and
nakes paper in its own mill, casts type in its own foundry,
ts own presses, binds in its own shops, and publishes the
produced, which are of the widest possible range. The
n Press," its present appellation, according to a personal
tion of the "secretary to the delegates," has practically
nent and receives nothing from the university, but for
s past has actually contributed to the general fund of the

university presses that have been established in America,
ersity of Chicago Press" in its plan and scope, and in

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the extent of its operations, is most nearly like its En
type. It was organized originally as a private corpora
nection with the university in 1892, but in 1894 passe
direct control of the university, which assumed financ
bility for its operations. Under its present organizatic
is recognized as one of the divisions of the university
aside a fund of $140,000 as a working capital for i
The general management is in the hands of a director, v
of administration appointed from the university fac
Press occupies its own building; it does its own manu
type-setting, printing and binding—conducts its own
which includes books and journals and the official docu
university, and carries on a book-store for the con
officers and students. The present list of books publi
Press numbers upwards of three hundred and the journ
To look after its publishing interests in the east, a b
has been maintained for several years in New York.

The "University Press" of the University of Ca
department of the university, for whose conduct th
funds are set apart by the regents of the university in
budget as a publication fund. It maintains a comple
turing plant, and prints and publishes various extend
scientific studies and the official publications of the uni

The "Johns Hopkins Press" publishes, but does not
rate works and has charge of various journals and the c
cations of the university and the hospital. It is cond
lines similar to those of the Columbia University Press
separate endowment.

Various other institutions have printing plants, m
them or connected with them, which are sometimes ca
like the "University Press of Sewanee" of the Univ
South and the "Tulane University Press," and son
The "Princeton University Press" is a private printi
organized by certain alumni of the university and co
marily in its interest. It does the work of the univer
no more intimate connection with it. The "Univer
so-called, of Cambridge, is entirely an outside affair, v

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connection with Harvard University, but is engaged in the general business of printing. The university itself maintains a printing office, from which are issued a number of journals and the official documents of the university.

Only the three institutions named—Chicago University, the University of California, Johns Hopkins University—and Columbia University have presses which are actually engaged broadly in the business of the publication of books. The "Columbia University Press," the tenth anniversary of whose foundation was commemorated in these pages, completed at the end of its last fiscal year the thirteenth year of its publishing activity. In this period no less than seventy-seven books have been issued with its imprint. It has distributed by sale and otherwise the considerable total of thirty-one thousand volumes. Since 1896 it has published this journal. At the beginning of the present fiscal year, on May 1, the arrangement made at the outset with The Macmillan Company, under which they have acted as the publishing agents of the Press, was discontinued and the Press became its own publisher, with the Macmillan Company henceforth as sales agents, only. The change, it is thought, will mark a new era in the development of the Press, which from this time on acquires an identity quite different from its previous condition as a part of a great publishing business, whose interests, from the nature of the case, were not primarily centered upon it. The publishing connection with The Macmillan Company was a most fortunate one for the Press in its beginnings, but it has outgrown its period of tutelage and is abundantly able to take its own stand, with its own resources and its own policy of development. The Press under the new arrangement, in order that it may play the part that is plainly assigned it in the life of the University, must receive increased attention from its management, which, however, will result of itself, since there is now a definiteness of purpose which before was non-existent, and it must receive additional support from the side of the members of the University, whose mouthpiece it should more recognizedly be. Ideally to fulfill the measure of its usefulness, it should have, however, first and foremost, a much larger capital than it at present possesses to enable it not only to meet the demands ordinarily made upon a

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business corporation, from which in many details it does not essentially differ, but to provide for the extraordinary conditions of university publication as they have been here expounded.

The Columbia University Press has already performed a notable service to the cause of learning and to the University through its activity as a publishing agent. It should be possible in the future greatly to strengthen it, both from without and from within, and to make it, as it can well be made, an even more important adjunct of education.

WM. H. CARPENTER

KINGS COLLEGE ALUMNI
CLASS OF 1758

JOSHUA BLOOMER

JOSHUA BLOOMER was born in Rye, Westchester County, New York, in 1735, and lived there until he came to New York to attend college. After graduating from Kings College with the degree of bachelor of arts, he entered the provincial service of the colony of New York. In 1758 he was commissioned a lieutenant of Captain Reuben Lockwood's company, raised in Westchester County, and in 1759 he raised and became captain of a company of ninety-two men, for which he received a bounty of 1,462 pounds. This company participated in the campaign of May 14, 1759. In 1760, Captain Bloomer again raised a company of ninety-two men for which he received a bounty of 1,472 pounds, and in the same year he was commissioned a major of the first provincial regiment. He was awarded the degree of master of arts by Kings College in 1761, and in the same year became a major of the second regiment of the forces in the pay of the province of New York. For the next few years he was a merchant in New York City. In 1765, Mr. Bloomer went to England for ordination and upon his return to America, in 1769, he settled in Jamaica as rector of the church in that town, his salary being paid partly by the inhabitants of Jamaica and partly by those of Flushing. In 1790 Columbia Col-

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lege conferred upon him the honorary degree of doctor of sacred theology, and in the same year he died in Jamaica at the age of fifty-five.

Isaac Ogden

Isaac Ogden was a member of the Ogden family of Connecticut, which emigrated to New Jersey from Long Island, to which they had removed in 1642. John Ogden received in 1664 a patent for the tract between the Raritan River and the Passaic River from Governor Richard Nicolls, which was subsequently ratified by Sir George Carteret. Two years later the country was settled by a large emigration from the old New Haven colony, the first settlers founding the city of New Worke or Newark. Isaac Ogden was a descendant of John Ogden in the fifth generation and a son of David Ogden, an alumnus of Yale College in the class of 1728. David Ogden had become the leader of the bar in New Jersey, and, in addition to being a member of the King's Council, he was in 1772 appointed a judge of the supreme court of New Jersey. At the outbreak of the American Revolution, David Ogden bade adieu to his home and sought refuge under the protection of the British in New York. Of his five sons, Isaac and two others joined their father, while the other two became officers in the American army.

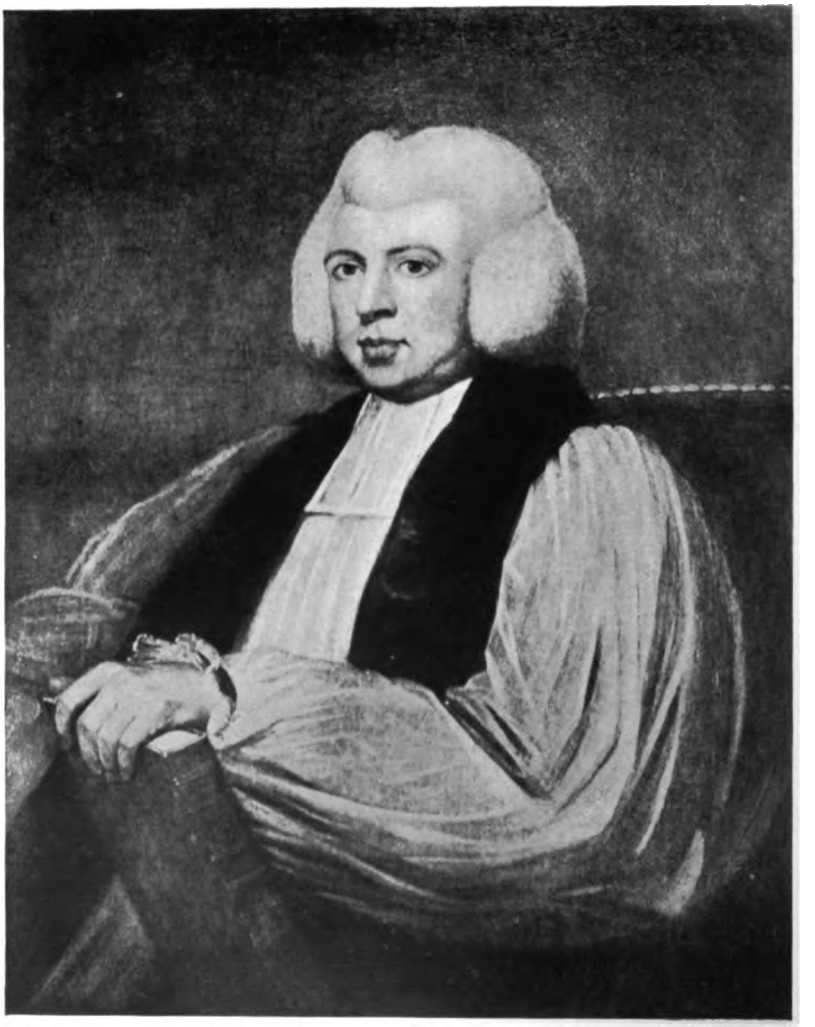
Isaac Ogden, after graduating from Kings College in 1758, was admitted to practice in New Jersey and was already a lawyer of considerable prominence in Newark when the Revolution broke out. He had served as clerk of the Supreme Court and as a member of the Provincial Congress of New Jersey, and his legal ability was recognized by his companions. At the outbreak of the Revolution, however, he joined his father in New York and remained there under the protection of the British until the end of the war. Nor was he satisfied with mere neutrality. He was not only a loyalist, but an active and determined one. His father was a member of the board of refugees established in New York in 1799, composed of delegates from the loyalists of the different colonies and of which Governor Franklin was at one time president, and Isaac Ogden was equally active. Hamilton said of Isaac, in 1777, that he is "one of the most barefaced, impudent fellows" that ever came under his observation, and his letters to Galloway in 1778 bear testimony to the truth of this assertion.

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THE RT. REV. SAMUEL PROVOOST, D.D.
CLASS OF 1758
From a Portrait in Vestry Room, Trinity Chapel

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After the war, Isaac Ogden and his father went to England. Here the elder Ogden presented his claim to the British government for the losses he had suffered by reason of his loyalty. He was, however, quite willing to accept in settlement a sum considerably less than the 18,528 pounds he at first demanded. After their return to America, in 1790, the father took up his residence in Queens County, Long Island, where he lived until the advanced age of ninety-three, and the son Isaac, like so many of the loyalists, went to Canada, where he received an appointment as judge of the supreme court, a position which he held until his death. He died during a visit to England. Isaac Ogden was twice married, first to Mary, daughter of the Rev. Isaac Browne, and secondly to Sarah Hanson. By his first marriage he had three, and by his second, five children.

Samuel Provoost

Samuel Provoost was a descendant of William Provost, who resided in Paris at the time of the massacre of St. Bartholomew, August 24, 1572. The family were Huguenots, but succeeded in making their escape. He married a lady by the name of Tam Waart, with whom, in 1634, he came to New York. The name of Provost may be seen in Rouen and elsewhere in France to this day in the various forms Prevot, Prevort, Prevost, and Provost. John Provost, fourth in descent from David, the first settler in America of whom we have any authentic record and the father of the future bishop, was a wealthy merchant and for many years one of the governors of Kings College. His wife, Eva, was a daughter of Harmaans Rutgers. Samuel was their eldest son. He was born in the city of New York, February 26, 1742. Although the youngest but one of his class, he graduated at its head.

In the summer of 1761, young Provoost sailed for England and in November of the same year entered St. Peter's College, Cambridge. He soon became a favorite with the master, Dr. Edmund Law, afterwards bishop of Carlyle. John Provost being a rich merchant, his son enjoyed in addition to a liberal allowance the advantage of an expensive tutor in the person of Dr. John Jebb, a man of profound learning and a zealous advocate of civil and

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religious liberty, with whom he corresponded until the doctor's death. In 1766 Mr. Provoost was admitted to the order of deacon at the Chapel Royal of St. James Palace, Westminster, by the bishop of London, and during the month of March he was ordained at the King's Chapel, Whitehall, by the bishop of Chester. In St. Mary's Church, Cambridge, he married on the sixth of June of the same year (1766) Maria, daughter of Thomas Bousfield, a rich Irishman residing on his estates near Cork and a sister of his favorite classmate. The young clergyman with his wife sailed in September for New York, and in December he became assistant minister of Trinity parish, which then embraced St. George's and St. Paul's.

Some time previous to the commencement of the Revolutionary War, Provoost's connection with Trinity Church was dissolved. The reasons assigned for the severance of this connection are, first, that a portion of the congregation charged him with not being sufficiently evangelical in his preaching, and secondly, that his patriotic views of the then approaching contest with the mother country were not in accord with those of a majority of the parish. Before the separation of 1774, Mr. Provoost purchased a small place in Dutchess, now Columbia County, near Claverack, and removed there with his family. At East Camp, as his rural retreat was called, the patriot preacher occupied himself with literary pursuits and with the cultivation of his farm and garden. He was an ardent disciple of Linnæus, and he possessed for that period a large and valuable library. Provoost was perhaps the earliest of American bibliophiles. Among his beloved books were several magnificent Baskervilles, numerous volumes of sermons and other writings of English bishops, including the scarce octavo edition of the poems of the eccentric Richard Corbet, the rare Venetian illustrated Dante of 1547, Rapin's England in five noble folios, a collection of *Americana* and *Elzeviriana* and not a few incunabula, including the Sweynheym and Pannartz imprint of 1470. These were chiefly purchased while he was a student at Cambridge and contained his armorial book-plate with his name. It was not until 1760 that he adopted the additional letter which appears in his later book-plate and signatures.

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While in the enjoyment of his books and farm and finding happiness in sight of his growing family, Provoost occasionally filled the pulpits of some of the churches then existing in that part of the diocese—at Albany, Catskill, Hudson and Poughkeepsie. In 1775, among his literary recreations was the translation of favorite hymns into Latin, French and Italian; also the preparation of an exhaustive index to the elaborate *Historia Plantorum* of John Banshire, whom he styles the prince of botanists on the fly-leaf of the first volume of the work. To the year 1776 belong those patriotic sentiments expressed in letters and other written memoranda which were reprinted in the eighteenth volume of the *New York Genealogical and Biographical Review.*

Mr. Provoost was proposed as a delegate to the provincial congress in 1777, but he declined. He also declined an invitation to become chaplain of the convention which met in 1777 and framed the constitution of the State of New York, because he thought that clergymen should not meddle in political matters. But at about the same time he deemed it in no way inconsistent with his clerical character to bear arms against the enemies of his country. After the British burned Esopus on the Hudson, he joined his neighbors in their pursuit. Mr. Provoost was also proffered in 1777 the rectorship of St. Michael's Church, Charleston, South Carolina, and in 1782 that of King's Chapel, Boston, where his patriotic principles and practices were strong recommendations, but he declined both calls on the ground that he was unwilling to avail himself of his politics for acting towards his brethren in a manner that might be imputed to mercenary views and an ungenerous desire of rising on their ruin.

After the colonies had gained their independence and New York had been evacuated by the British and their loyalist allies, Mr. Provoost was unanimously elected rector of Trinity Church, January 13, 1784, and immediately removed with his family to the city and entered upon the duties of the office, preaching his first sermon on the Sunday following, from the text "Behold, how good and how pleasant it is for brethren to dwell together in unity!" There were no Tories there on that morning and many friends of their country met that day for the first time in years. The rector of

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Trinity received many other marks of the high esteem in which he was then and always held by his Whig contemporaries. Before the close of the year Mr. Provoost was made a member of the board of regents of the University of New York and when the Continental Congress removed from Trenton to New York, he was, in November, 1785, chosen its chaplain. In the summer of 1786 he was selected by the diocesan convention which met at that time as the first bishop of New York. The choice seems to have been made by a simple resolution, resolving that the Rev. Mr. Provoost be recommended for episcopal consecration. There is no record of the ballot. Three weeks later he received from the University of Pennsylvania the degree of doctor of divinity. In November of the same year Provoost proceeded to England in company with his friend, Dr. William White. They arrived in London on the twenty-ninth of that month, and after the various preliminaries had been duly settled, including their presentation to the primate by John Thomas, the American minister, who was particularly polite to Provoost and White, although he was opposed to the Protestant Episcopal Church, they were consecrated in the Chapel of Lambeth Palace, February 4, 1787, Provoost being now the first Protestant Episcopal bishop of New York.

Bishop Provoost immediately resumed his duties as rector of Trinity Parish. He was one of the trustees of Columbia College appointed by the legislature on April 3, 1787, in the act reviving the original charter of that institution. Two years later, on the organization of the new Congress under the present constitution, the bishop was elected chaplain of the United States Senate. After his inauguration as the first president of the United States, Washington proceeded with the whole assemblage on foot from the spot now marked by his statue in Wall Street to St. Paul's Chapel, where, in the presence of Vice-President Thomas, Chancellor Livingston, Secretary Jay, Secretary Knox, Baron Steuben, Hamilton, and other distinguished citizens, Bishop Provoost read prayers suited to the occasion. During his presidency, Washington occupied a canopied pew in Trinity Church. The first consecration in which Provoost took part occurred in Trinity Church, September 17, 1792, during the session of the general convention. As the

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presiding bishop Dr. Provoost was the consecrator, Bishops White of Pennsylvania, Seabury of Connecticut, and Hudson of Virginia joining in the historic ceremony and uniting the succession of the Anglican and Scottish episcopate. The first cornerstone laid by the bishop was at the rebuilding of Trinity Church, August 21, 1788, and the last that of the present St. Mark's Chapel in the Bowery, April 25, 1795, and these edifices when ready for worship were the first and last consecrated by him.

Bishop Provoost had three children, one of whom, Susan E., married George Rapalye, a graduate of Columbia College in the class of 1791.

Mrs. Samuel Provoost, a lady of many accomplishments and a personal friend of Mrs. Washington, died after a long and lingering illness on August 18, 1799. The death of his wife and declining health induced the bishop to resign his rectorship of Trinity Church on September 28, 1800, and his bishopric on September 3, 1801. His resignation was not accepted by the House of Bishops, by whom consent was, however, given to the consecration of Dr. Benjamin Moore as an assistant bishop. Provoost was subject to apoplectic attacks, and from one of these he died suddenly September 6, 1815, at the age of seventy-three years. Among a most interesting group of portraits of rectors of Trinity, including the first and the last, in the vestry room of Trinity Chapel, there is one of Bishop Provoost, which is here reproduced.

Bishop Provoost was stately, self-possessed and dignified in manner, presenting in the picturesque dress of the day an imposing appearance. He was a fine classical scholar and thoroughly versed in church history and policy. He was never considered as greatly distinguished for his intellectual powers, and yet he was always looked upon in this respect as considerably above the average. He was a highly educated man, having enjoyed the best opportunities for improvement that could be furnished either in this country or in Great Britain. He was learned, benevolent, conscientious, fond of society and social life. Besides being well acquainted with Latin and Greek and Hebrew, he was proficient in French, German and Italian.

He was a moderate churchman. Under his administration for

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seventeen years as rector, Trinity Church was rebuilt on the same site. During his episcopate of fourteen years, the church had not advanced as rapidly as during the same period under some of his successors. It must not, however, be forgotten that those were days of great difficulties and extreme depression in the church, and that the people of Pennsylvania threatened to throw their bishop into the Delaware River when he returned from England in 1787. While it can not be claimed that Provoost should rank with those eminent founders of the American Church, Seabury and White, or with epoch-makers like Hobart and Whittingham, it may with confidence be asserted that for elegant scholarship, Bishop Provoost had no peer among his American contemporaries. To his polished discourses he gave the greatest care and they are characterized by force and elasticity of diction, even if not rising to the rank of the highest order of pulpit eloquence. So little did he care for literary distinction, that he never printed a single discourse or brochure of any description. He translated Tasso's "Jerusalem delivered," for which congenial work he found ample leisure on his Dutchess County farm. It was never given to the world nor were any of the occasional poems in English, French and German mentioned by Wilson in his biographical sketch. He conversed freely with Steuben and Lafayette in their own languages and had several Italian correspondents, including Count Claudius Ragone.

As a preacher, Bishop Provoost's chief attractions consisted in his imposing appearance, good voice, and felicitous command of language. He had little gesture and generally no great animation, though there were occasions on which his mind became considerably excited and he spoke with much more than his usual force and vigor. His religion was not characterized by any great fervor and both his theology and his standard of Christian character were probably about the same as generally prevailed in the established church of England at that day. Though Bishop Provoost probably had little sympathy with the views and feelings of most other denominations of Christians, his general courtesy was never affected by any considerations merely denominational. For instance, he was in very agreeable and even intimate social relations with most of the clergymen of the Presbyterian and Reformed

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Dutch churches and rarely made up a dinner party at which some of them were not among his guests. Bishop Provoost was a trusted friend of Washington, John Thomas, Jay, and Hamilton, one of whose sons was believed to be the last survivor of those who enjoyed a personal acquaintance with the bishop and had sat at his hospitable board in the Greenwich street residence where he died.

Joseph Reade

Joseph Reade graduated from Kings College in 1758. He was a lawyer by profession and resided in New Jersey, where he became a master in chancery.

Rudolph Ritzema

Rev. Joannes Ritzema, the father of our alumnus, Rudolph Ritzema, was a pious and learned pastor of the Collegiate Dutch Reformed Church in the city of New York before the Revolution. He was born in Friesland, Holland, in 1708, where he married Hilltje Dyckstra of the same place. He was educated in Holland and held many positions of trust in the church in New York. In 1755 he was pastor of Harlem, Philipsburg, Fordham, and Courtland, and he held the position of minister of the Dutch church at Tarrytown, Westchester County, until the Revolution, when his labors there ceased, because in the controversy which preceded the Revolution he had acted uniformly with the Royalists. After the Revolution he lived at Kinderhook, where he died April 7, 1794, at the age of eighty-six.

Rudolph Ritzema before the Revolution kept a military school in Tarrytown and later he became an officer in the service of the Crown. In 1775 he became lieutenant-colonel of the First New York Regiment, and on August 8, 1775, four companies of this regiment embarked for Albany. Many of the men deserted before Ritzema reached Ticonderoga. In May, 1776, Ritzema sent an officer to Westchester County to apply to the chairman of the County Committee for such arms fit for soldiers' use as he may have collected by disarming disaffected persons in the county.

Lieutenant-Colonel Ritzema married Anne Porter, and they had four sons. He died in England, in 1803.

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Philip Van Cortlandt

Philip Van Cortlandt belonged to a distinguished American family. The orthography of his surname is properly Corte-landt, the first syllable meaning in the Dutch language "short" and the second "land," the term expressing the peculiar form of the ancient Duchy of Courland in Russia. Oloff Stephensen Van Cortlandt came to New York in 1637. He was privy councillor of the States General of Holland and secretary of this government to the governor of New Amsterdam. He was in the military service of the Dutch West India Company, but was soon transferred to the civil service as commissary of cargoes. He also received a grant of two large manors on the Hudson River—Yonkers and Van Cortlandt.

Philip Van Cortlandt was a descendant of the first settler in the fifth generation and was born on November 10, 1739. He was a student at Kings College and received the degree of bachelor of arts in 1758 and that of master of arts three years later. At the outbreak of the Revolution he may have favored the popular cause at first, since, in 1775, he was a deputy from Westchester County to meet the delegates from other counties to appoint members of a Continental Congress. He adhered, however, to the Crown and, as a major in the third battalion of New Jersey volunteers, was frequently engaged against the Whigs in the field. After the peace he went to Nova Scotia and later to England. His estates were confiscated, and his claim as representative of the manor of Cortlandt was included in the forfeiture. He died on May 1, 1814, at the age of seventy-five, leaving his wife Catharine, the daughter of Jacob Ogden, whom he had married on March 2, 1762. Of his twenty-three children, five sons and eight daughters grew up.

Samuel Verplanck

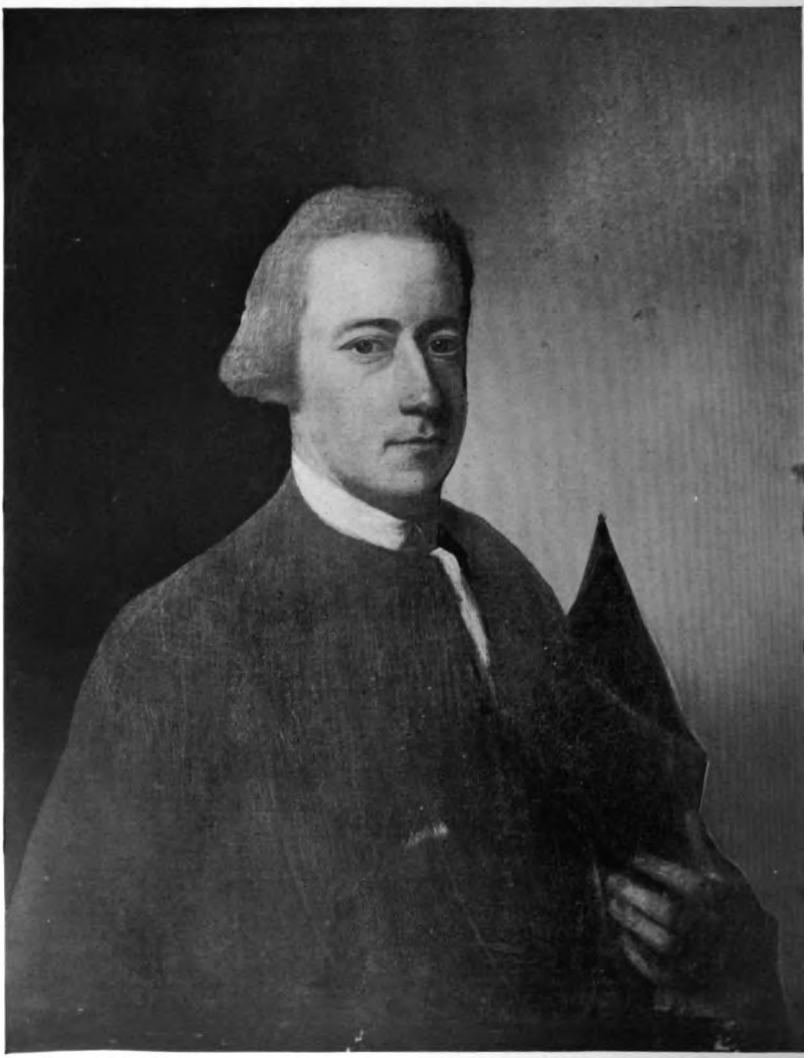
Samuel Verplanck was of the fifth generation of that family in America and the second son of Gulian Verplanck and Mary Crommelin. He was born in the city of New York, September 19, 1739. Samuel was sent after his graduation from Kings College to Holland, where he remained for several years in the family and

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SAMUEL VERPLANCK
CLASS OF 1758
From a Portrait by Copley

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counting-house of his maternal uncle, Daniel Crommel
then at the head of the great banking and commerci
Daniel Crommelin and Sons, of Amsterdam. While
on the twenty-sixth day of April, 1761, Samuel marrie
Judith Crommelin, daughter of Daniel and Marie
Crommelin. After completing his mercantile educatic
extensive travels abroad, Samuel and his wife retu
country in 1763. They made their home in the house
father in Wall Street, which on the death of his mothe
property of Samuel. Samuel engaged in business as
importer and banker. The house and the garden whi
it were on the north side of Wall Street and are n
of the Assay Office. A stable stood in the rear, on
To the west was the City Hall, afterwards, in 1789, F
where Washington was inaugurated. Samuel's land
of nearly seventy-five feet on Wall Street, of which
were taken up by his house.

Samuel Verplanck was one of the twenty-four fou
New York Chamber of Commerce in 1768, and was
1770 one of the governors of his *alma mater*. His
to be found among those of the committee of safety
dred, who were chosen to take charge of the city gover
the seizure of the public buildings in May, 1775. He
Fishkill, Dutchess County, where he was a landholde
impaired health and the disordered state of the cou
his withdrawal from business. To his youngest brot
who was born February 11, 1751, and who was but
old when his father died, Samuel was most tenderly at
carefully watched over him and guided him in his ed
after his graduation from Kings College in the class
with Bishop Moore and Gouverneur Morris, sent him t
receive a similar mercantile training under his uncle, D
melin, as he had received.

During the Revolutionary War, Verplanck's Point
Point were occupied successively by the English an
armies. The Verplanck Point property was then in
Samuel Verplanck, acting as executor of Philip Ve

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late owner, who had devised it to his son Philip, then in his minority and living at the homestead at the mills, near Fishkill Plains. Mount Gulian, which Samuel received by gift from his father, was occupied during the war by Baron Steuben as headquarters. Here Steuben established himself and remained until the close of the war and the disbanding of the army of Washington at Newburgh, in 1783. At a meeting in that year, the Order of the Cincinnati was established at Mount Gulian. In May, 1883, the centennial of the order was pleasantly celebrated at the old house by the visit of many of its members. On this occasion the Cincinnati were welcomed by the late William Samuel Verplanck, who then owned the property. Samuel did not leave Mount Gulian until his son, Daniel Crommelin, made his home there in 1804, on removing from New York.

Samuel Verplanck, who took no active part in the Revolution, is said by some to have been a Tory. Such, however, is not the case. He allowed his house to be taken as the headquarters for the American army. Had he been a Tory, the Americans would hardly have taken the good care of the property that they did. Besides, the lands of the Tories were very generally confiscated and we know that no property of this family was forfeited nor were proceedings instituted against it under the acts of forfeiture. Samuel probably remained in the Dutch Church, though he was in sympathy with the Episcopal. Both of the old churches at Fishkill were objects of his bounty on an interesting occasion. In 1765, there died at the age of one hundred and twenty-eight, not far from Fishkill, one Egelbert Hoff, who had been a communicant of the Dutch Church. Samuel had known Hoff well, and, in 1820, to commemorate his death, he gave to each of the churches a silver flagon. Samuel gave to Trinity Church, Fishkill, a glebe farm, which the corporation still holds. He also gave land to other churches in Dutchess County. Among the records of Dutchess County is a deed, dated March 23, 1779, by Samuel Verplanck, describing himself as merchant, gentleman, citizen of New York, burgher of Amsterdam, and one of the governors of Kings College, to Areaen Brinckerhoff and others as trustees for the congregation of the Reformed Dutch Church of Fishkill, Hopewell and New

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Hackensack. The deed conveyed ten acres out of the John Way farm at Hopewell, on which was built the church which is still standing and used by the people of the neighborhood.

A fine portrait of Samuel Verplanck by Copley has come down to this date. It was painted about 1770. This portrait, which is reproduced herewith, is now owned by his great grandson, Samuel Verplanck of Stonykill, Fishkill-on-Hudson. Samuel Verplanck died at Mount Gulian, then the home of his son, on the twenty-seventh of January, 1820, in the eighty-first year of his age, and was buried in Trinity churchyard, Fishkill.

LEONHARD FELIX FULD

THE GENERAL CATALOGUE

THE recent publication of the fourteenth edition of the General Catalogue of Officers and Alumni furnishes an opportunity for a review of the earlier editions and the presentation of some interesting statistics. The first catalogue of the alumni of Kings College, of which a reduced facsimile is given herewith, was published in 1774 and comprises but a single sheet, although it includes the members of all but two of the classes that were graduated before the outbreak of the Revolution. Two copies of this sheet —the only ones known to have been preserved—were discovered in the Yale Library and one of them was courteously presented to our own library several years ago. The graduates are grouped alphabetically by classes, irrespective of the degree conferred, the only distinction being made in the case of William Tryon, then governor of the province, who received the honorary degree of doctor of laws, this being, with the exception of President Myles Cooper's (1768), the only LL.D. conferred by Kings College. The degrees of M.D. conferred upon Robert Tucker in 1770 and Samuel Kissam in 1771 were the first to have been awarded in course in this country. The catalogue of 1774, as well as the second one, is in Latin. Altogether 216 degrees in course and 60 honorary degrees were awarded by Kings College. There were 105 graduates in arts and 11 in medicine before the College was closed in 1776 on account of the war.

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The second catalogue, published in 1815 and printed by Peter Van Pelt, 9 Wall Street, contains the names of all the officers and alumni of Kings College from 1758 to 1776 and the officers and alumni of Columbia College from 1784 to 1814. The title reads as follows: *Catalogus Collegii Columbiani Neo-Eboracensis: complectens nomina eorum, qui aliquo gradu fuerunt ornati; et eorum, qui in eo auctotitatem qualemcunque exercuerunt, nomine Rectorum, seu Moderatorum, seu Curatorum; nec non Senatus Academici; ab origine, ad annum 1814, inclusum.* This edition contains a list of the governors of the College of the Province of New York (known as Kings College) and lists of the presidents and officers of instruction as well as recipients of degrees. The public commencements were omitted in 1775 and 1776: in the former year on account of the absence of the president and in the latter by reason of the disordered state of public affairs. A note at the end of the list of alumni informs us that "no accession was made to the numbers of the institution during the year 1776. On the sixth of April of that year an order was issued by the Committee of Public Safety, directing the treasurer to prepare the College buildings, within eight days, for the reception of the military. The students, in consequence, retired to their respective homes, and the library and apparatus having been deposited for safe-keeping in the City Hall, the College edifice was converted into a military hospital."

The third catalogue, published in 1826 and printed by T. and J. Swords, No. 99 Pearl Street, marks a departure in several respects from the previous edition; it is printed in English and not in Latin, and in the case of graduates of Columbia College, it observes the order of merit (instead of the alphabetical order) in giving the names of the candidates for the baccalaureate degree in arts. The graduates are no longer grouped alphabetically by classes irrespective of the degree conferred, but instead each class contains a separate group for each degree, the order being A.B., A.M., M.B., M.D., honorary degrees (other than A.M. and M.D., *i. e.*, S.T.D. and LL.D.). The title-page bears the motto "*Antiquam exquirite matrem.*"

The fourth catalogue does not differ materially from its immediate predecessor. It was "printed for Columbia College by E. B.

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Clayton," published in 1836, and its title-page contains the same motto. The list of the graduates of the class of 1831 is preceded by the following note:

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N.B. By a Statute passed this year, by the Trustees, it is ordained that at every concluding examination, there shall be awarded in each class, a GOLD MEDAL to the Student considered by the Board of the College of the best general standing; and also a SILVER MEDAL to the Student of the best general standing, and a BRONZE MEDAL to the Student of the next best standing, in each particular department of study; and that the names of the Students entitled to these several medals shall have precedence, and be made to appear by appropriate designations, in the printed catalogues of the College. This arrangement is, therefore, followed henceforward. The letters, G.M., affixed to the name of a graduate, signifies that he received the Gold Medal; the letter S. a Silver Medal, and the letter B. a Bronze Medal, and the figures prefixed denote the number of each of the two latter, awarded to the same person.

Only eight years elapsed before the publication of the next catalogue, the fifth, which was printed for Columbia College in 1844, and does not differ in any material respect from the previous one, except that the number of pages is increased from 48 to 60.

The sixth catalogue was published in 1865 by D. Van Nostrand, 192 Broadway, who also published the two following editions, and contains the alumni to the class of 1864, inclusive. This volume, which was edited with great care by Dean Van Amringe, marks a great advance over its predecessors, and served as a model for style and arrangement for the succeeding four editions. The improvement in paper and topography is noticeable and the volume contains several important innovations, as well as much fuller and more accurate records. The list of officers is now preceded by a *Conspectus,* a list of abbreviations and an explanatory notice. The latter informs us that this catalogue is the first in which an attempt is made to exhibit the professions or occupations of the graduates, the academic distinctions which have been conferred upon them, and the offices of honor or responsibility which they have filled. It goes on to say that

unfortunately, no contemporaneous record of these things has been kept up at the College; and, until within the last few years, no

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organization among the graduates themselves has existed, by which such information might have been gathered and preserved. A Society of the Alumni was, however, formed in the year 1854, and that Society, very early after its formation, made an earnest effort, by a correspondence conducted through its officers with very many of the living Alumni, to collect all the important or interesting facts in the personal history of every graduate of the College from the beginning. . . . Early in the present academic year, the President of the College was authorized by the Board of Trustees, to publish a catalogue without further delay—the belief being entertained that the appearance of this publication would revive in the minds of the graduates a sufficient interest in the subject to induce them, severally, to point out such imperfections as they may discover in it, to correct its inaccuracies, and to supply its deficiencies.

Copies of this catalogue were sent without charge to all living alumni whose residence was known, and the announcement was made that thereafter the catalogue would be published triennially.

The next two editions, *viz.*, the seventh and eighth, appeared in 1868 and 1871, respectively, but the ninth did not appear until 1876, followed by the tenth in 1882. The custom of issuing the catalogue every six years was now adopted and the next edition accordingly appeared in 1888. It is the first to come from the press of G. P. Putnam's Sons, who have printed all subsequent editions. The prefatory note of this volume is the first one to contain a signature, that of Dean Van Amringe, who assumed charge of the publication of the catalogue with the edition of 1865.

With the edition of 1894, which was used as a model for the remaining two editions, the general catalogue entered upon a new era. The size of the volume was increased considerably—from 361 to 620 pages—a number of typographical changes were made, and several new departments were introduced. It was published by a committee consisting of Dean Van Amringe and John B. Pine, who also had charge of the next edition. A facsimile in reduced form of the first edition of the catalogue is prefixed to the volume. Return postal cards were used for the first time to ascertain the addresses of alumni, with the result that the number of addresses supplied is far in excess of that in the previous edition. Of 9,082 graduates presumed to be living, the addresses of 8,213, that is of

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90.4 per cent., are included. One of the most important innovations is that of the locality index, containing the names of graduates grouped by countries, states and cities, and it is safe to say that no other feature of the catalogue has been as valuable as this geographical index in connection with local alumni association activities. Another innovation is the addition of a brief historical note, indicating in outline the constitutional history of the College. The catalogue also contains lists of the members of the University Council from its establishment in 1890 to 1894, as well as of the various fellows appointed since 1872, the first holder of a fellowship being Professor John K. Rees.

The thirteenth edition was published in 1900 and contains as a frontispiece a facsimile of the diploma of Frederick Philipse, 1773, signed by President Myles Cooper. Of 11,107 alumni presumed to be living, addresses are given for 9,739, that is, for 87.7 per cent. In 1900 the registrar of the University was added to the committee on general catalogue and Dr. George B. Germann served as secretary of the committee until his resignation in 1902, being succeeded at that time by the present registrar. In 1906, the secretary of the University was added to the committee, and assumed charge of the preparation of the list of officers of instruction and administration (pp. 23–75), the registrar serving as editor of the remainder of the volume. The names of the graduates of the College of Physicians and Surgeons in the classes of 1811 to 1859, inclusive, are included in this edition for the first time. Owing to this addition and to the large number of new graduates (1901–1906) included in the volume, the personal records, which in the 1900 edition were in many cases quite lengthy, are reduced to a minimum. Instead of arranging the members of the teaching staff by departments, an alphabetical list of all the officers appointed by the trustees has been supplied, the complete academic record being added in each case. A list of the instructors of professorial rank, arranged chronologically by departments of instruction, is included, as well as a chronological list of the several chairs established by the trustees since the foundation of Kings College. Finally, there are lists of officers of the summer session and of extension teaching not holding or having held other appointments in the University.

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The recipients of the several higher degrees (A.M., LL.M., L.H.D., and Ph.D.) have been inserted under the respective degree conferred, instead of all of the masters and doctors being inserted under each individual year. Considerable space was saved by giving the full records and addresses of alumni who hold more than one degree only under the school from which they were first graduated. There are several new categories among the lists of alumni, namely, architecture, which has been separated from applied science, Teachers College, and pharmacy. In 1906, five degrees of B.S. were conferred by Columbia College. The names of those who received the degree of A.M. or Ph.D. from the school of political science are found in the list of recipients of these degrees, together with those who received these degrees from other schools, instead of being included under political science, as they were in 1900. The only three alumni who received the degree of doctor of letters in course are Professors Peck and Jackson, and Charles J. Deghuée, A.B. 1884. Of the 14,393 alumni presumed to be living, addresses are given for 12,983, that is, for 90.2 per cent., which is several per cent. in excess of the ratio for the edition of 1900.

The growth in size of the catalogue is shown in the following table:

TABLE I*

NUMBER OF PAGES IN EDITIONS OF CATALOGUE

1774:	1	1844:	60	1876:	208
1814:	55	1864:	112	1882:	283
1826:	77	1867:	143	1888:	361
1836:	48	1870:	163	1894:	620
	1900: 760		1906: 921		

Table II gives the number of graduates from each faculty listed in the catalogues from 1864 to 1906.

*In the tables the catalogue is designated by the last class included and not by the year of publication.

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CATALO

Eorum exhibens Nomina qui in Collegio Regali, N alicujus Gradus donati fuerunt, ab anno 1758

1758.

Joshua Bloomer, A. B.
Daniel Isaacus Browne, A. M. & Nov. Cæs.
Isaacus Browne, A. M. Yal. A. B.
Samuel Browne, A. M. & Yal.
Thomas Bradbury Chandler, A.M. et Yal. et Oxon.
Philippus Van Cortlandt, A. B.
Leonardus Cutting, A. M. Cantab. A. B.
Samuel Fayerweather, A. M. et Harv et Oxon.
Carey Ludlow, A. M.
Joannes Mc Kesson, A. M & Nov. Cæs.
David Matthews, A. M & Nov. Cæs.
Josiah Ogden, A. B.
Isaacus Ogden, A. B
Samuel Provoost, A. B.
Cyrus Punderson, A. M.
Ebenezer Punderson, A. M.
Josephus Reade, A. B.
Rudolphus Ritzema, A. B.
Daniel Treadwell, A. M. et Harv.
Samuel Verplank, A. B.
Timotheus Wetmore, A. B.

1759.

Gulielmus Hanna, A. B. et Nov. Cæs.
Epenetus Townsend, A. B.

1760.

Samuel Bayard, A. B.
Antonius Hoffman, A. B.
Philippus Livingston, A. B.
Joannes Marston, A. B.
Robertus Watts, A. B.
Isaacus Wilkins, A. B.

1761.

Joannes Beardsley, A. B.
Joshua Bloomer, A. M.
Philippus Van Cortlandt, A. M.
Henricus Holland, A. B.
Gulielmus Jackson, A. M.
Gulielmus Samuel Johnson, A. M. et Yal. et Harv.
Antonius Liispenard, A. B.
Samuel Peters, A. M. et Yal.
Samuel Provoost, A. M.
Jacobus Scovil, A. M. et Yal.
Samuel Seabury, A. M. et Yal.
Agur Treadwell, A. B.
Henricus Van Duyck, A. B.
Edvardus Winslow, A. M.

1762.

Samuel Andrews, A. M. et Yal.
Edvardus Antill, A. B.
Richardus Clark, A. B.
Henricus Cuyler, A. B.
Gulielmus Cornelius George, A. B.
Joannes Grennell, A. B.
Robertus Harpur, A. M. Mathes. Prof.
Bela Hubbard, A. M.
Alexander Leslie, A. B.
Leonardus Lispenard, A. B.
Gulielmus Benjamin Nicoll Maverick, A. B.
Robertus Mc Kean, A. M. et. Philad.
Ebenezer Parmele, A. M.
Daniel Robart, A. B.
Epenetus Townsend, A. M.

1763.

Samuel Bayard, A. M.
Barendtus Cuyler, A. B.
Abrahamus Depeyster, A. B.
Antonius Hoffman, A. M.
Philippus Livingston, A. M.
Joannes Marston, A. M.
Samuel Verplank, A. M.
Robertus Watts, A. M.
Isaacus Wilkins, A. M.

1764.

Matthæus Cushing, A. M. et Harv.
Samuel Giles, A. B.
Richardus Harison, A. B.
Henricus Holland, A. M.
Joannes Jay, A. B.
Henricus Van Duyck, A. M.

1765.

Edvardus Antill, A. M.
Egbertus Benson, A. B.
Henricus Cuyler, A. M.
Richardus Grant, A. B.
Gulielmus Hanna, A. M.
Jeremiah Leaming, A. M. et Yal.
Alexander Leslie, A. M.
Robertus Livingston, A. B.
Henricus Lloyd, A. B.
Arentus Schuyler, A. B.

1766.

Jacobus Barclay, A. B.
Gerrardus Beekman, A. B.
Richardus Nicholls Colden, A. M.
Richardus Clark, A. M.
Berendtus Cuyler, A. M.
Abrahamus Depeyster, A. M.
Richardus D'Olier, A. B.
Edvardus Nicoll, A. B.
Joannes Ray, A. B.
Henricus Rutgers, A. B.
Joannes Troup, Senr. A. B.
Joannes Troup, Jun. A. B.
Joannes Vardill, A. B.
Joannes Watts, A. B.

1767.

Samuel Auchmuty, D. D. et Oxon.
Ephraim Avery, A. M. Yal. A. B.
Thomas Bradbury Chandler, D. D. et Oxon.
Georgius Glentworth, A. M. et M. D. Edin.
Richardus Harison, A. M.
Joannes Jay, A. M.
Carolus Inglis, A. M. et Oxon.
Gulielmus Laight, A. B.
Hugo Neill, A. M.
Joannes Ogilvie, A. M. et Yal.
Joannes Tyler, A. B.

1768.

Samuel Bard M. D et Edin. Theor. Med. Prof.
Joannes Beardsley, A. M.
Egbertus Benson, A. M.
Samuel Cloffy, M. D. et Dub. Philos et An
Myles Cooper, L. L. D. et Oxon. Regal. Præs. et Coll. Regin. Oxon.
Carolus Doughty, A. B.
Joannes Jones, M. D. et Remor. Chiru
Robertus Livingston, A. M.
Jacobus Ludlow, A. B.
Petrus Middleton, M. D. et S. Andr & Physiol. Prof.
Benjamin Moore, A. B.
Gouverneur Morris, A. B.
Joannes Stevens, A. B.
Petrus Van Schaack, A. B.
Gulienus Verplank, A. B.

1769.

Jacobus Barclay, A. M.
Gerardus Beekman, A. M.
Caleb Cooper, A. B.
Samuel Kissam, M. B.
Ebenezer Kneeland, A. M. Yal. A. B.
Henricus Lloyd, A. M.
Edvardus Nicoll, A. M.
Robertus Tucker, M. B.
Joannes Troup, Senr. A. M.
Joannes Troup, Junr. A. M.
Joannes Tyler, A. M. Yal. A. B.
Joannes Vardill, A. M. Soc. et Leg. Na
Joannes Watts, A. M.

1770.

Thomas Barton, A. M.
Robertus Blackwell, A. B. et Nov. Cæs.
Jacobus Creighton, A. B.
Joannes Doughty, A. B.
Jonathan Graham, A. B.
Richardus Harris, A. B.
Gulielmus Hubbard, A. B.
Gulielmus Laight, A. M.
Stephanus Lush, A. B.
Joannes Ogilvie, D. D et Aberd.
Philippus Pell, A. B.
Robertus Tucker, M. D.

1771.

Ichabod Bell Barnet, A. B.
Jonathan Boucher, A. M.
Clemens Cooke Clarke, A. B.
Caleb Cooper, A. M.
Joannes Copp, A. B.
Henricus De Wint, A. B.
Carolus Doughty, A. M.
Samuel Kissam, M. D.
Thomas Knox, A. B.
Jacobus Ludlow, A. M.
Benjamin Moore, A. M.
Gouverneur Morris, A. M.

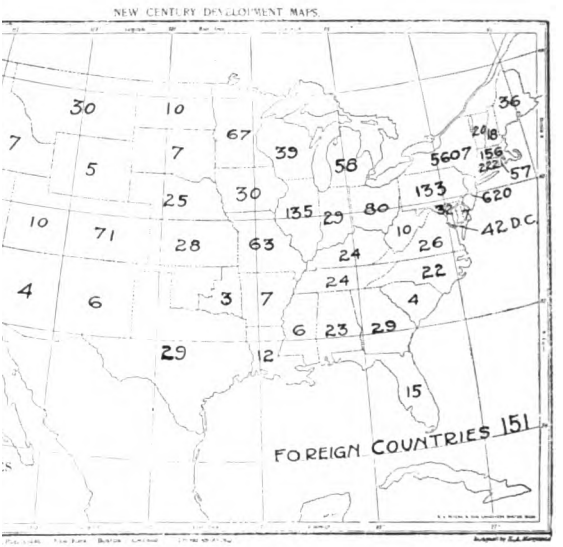
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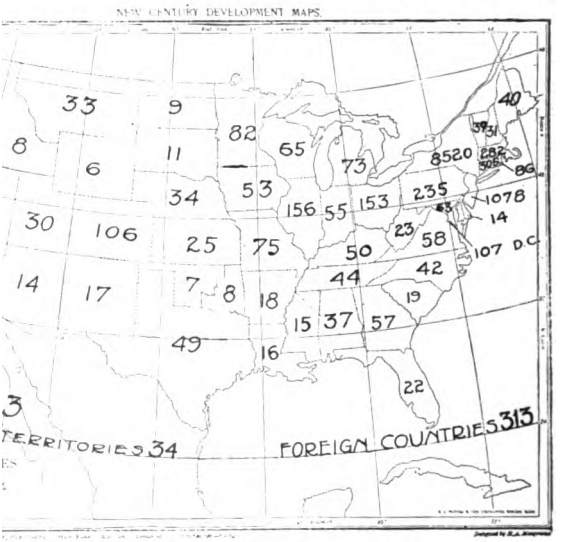
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1894

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1906



GRAPHICAL DISTRIBUTION OF ALUMNI

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TABLE II

NAMES INCLUDED IN CATALOGUES, 1864–1906

Schools	1864	1867	1870	1876	1882	1888	18
Graduates in arts (Columbia)	1911	2014	2109	2242	2502	2862	31
" " " (Barnard)	.....	.....	.....	.....	.....	.....	
" " medicine	352	612	868	1437	2111	2787	36
" " law	155	299	487	1546	2628	3399	38
" " applied science	.....	.....	37	115	335	610	8
" " architecture*	.....	.....	.....	.....	.....	.....	.....
" " political sci.†	.....	.....	.....	.....	21	114	1
" of Teachers Col.	.....	.....	.....	.....	.....	.....	.....
" in pharmacy	.....	.....	.....	.....	.....	.....	.....
University graduates (A. M., LL.M., L.H.D., Ph.D.)	.....	.....	.....	.....	.....	.....	1
Honorary graduates	305	320	333	366	377	442	5
Total degrees.	**2723**	**3245**	**3834**	**5706**	**7974**	**10,214**	**12,**
Deduct duplicates‡	.....	.....	.....	*200*	*310*	*465*	*7*
Total individuals receiving degrees	**2723**	**3245**	**3834**	**5506**	**7664**	**9749**	**11,**
Increase in degrees over preceding catalogue	.....	19%	18%	49%	40%	28%	22

It will be seen from the table that the largest increase in the total number of degrees included is the period from 1870 to 1876, which is closely fol period from 1900 to 1906. In the latest edition no l new degrees appear, which were conferred upon 5 At the commencement of 1907, 817 degrees were c 812 individuals, thus giving a grand total of 22,806 honorary, and 22,111 in course, awarded in one hun years. The faculty of medicine leads in the numb conferred, being followed by law, college, universit Ph.D.), and applied science, in the order named. living alumni of the University, 13,342 are men a women, this being exclusive of the graduates of 1907, there were 573 men and 239 women.

* Graduates in architecture were included under applied scie

† Recipients of higher degrees under political science wer university graduates in 1906.

‡ In 1864, 1867 and 1870 only those graduates were enume professional schools who were not graduates in arts, and he duplication.

§ Including for the first time the graduates of the College o Surgeons between 1811 and 1859, inclusive.

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TABLE III

EOGRAPHICAL DISTRIBUTION OF ALUMNI, 1894, 1900, 1906

(A)—*The United States*

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	1894	1900			1906			Increase 1906 Over 1894
	Total	Men	Women	Total	Men	Women	Total	
c Division	**6878**	**7958**	**180**	**8138**	**9792**	**824**	**10,616**	**3738**
	36	34	.....	34	39	1	40	4
shire	18	21	1	22	30	1	31	13
	29	30	1	31	32	7	39	10
tts	156	199	7	206	244	38	282	126
nd	57	61	1	62	82	4	86	29
t.	222	238	5	243	285	20	305	83
	5607	6482	127	6609	7930	590	8520	2913
	620	745	31	776	949	129	1078	458
ia	133	148	7	155	201	34	235	102
c Division	**187**	**245**	**5**	**250**	**372**	**33**	**405**	**218**
	7	7	.....	7	11	3	14	7
	32	45	3	48	54	9	63	31
Columbia	42	66	1	67	101	6	107	65
	26	29	1	30	52	6	58	32
nia	10	14	.....	14	21	2	23	13
lina	22	25	.....	25	39	3	42	20
lina	4	8	.....	8	18	1	19	15
	29	36	.....	36	55	2	57	28
	15	15	.....	15	21	1	22	7
Division	**128**	**149**	**1**	**150**	**225**	**19**	**244**	**116**
	24	28	.....	28	43	7	50	26
	24	30	.....	30	40	4	44	20
	23	22	.....	22	33	4	37	14
	6	6	.....	6	14	1	15	9
	12	10	.....	10	16	.....	16	4
	29	37	1	38	46	3	49	20
	7	11	.....	11	18	.....	18	11
	.....	1	.....	1	7	.....	7	7
itory	3	4	.....	4	8	.....	8	5
Division	**571**	**621**	**5**	**626**	**724**	**67**	**791**	**220**
	80	97	1	98	135	18	153	73
	29	34	2	36	48	7	55	26
	135	147	1	148	149	7	156	21
	58	56	.....	56	65	8	73	15
	39	38	.....	38	58	7	65	26
	67	70	1	71	70	12	82	15
	30	35	.....	35	51	2	53	23
	63	72	.....	72	73	2	75	12
ota	10	11	.....	11	9	.....	9	— 1
ota	7	9	.....	9	10	1	11	4
	25	26	.....	26	33	1	34	9
	28	26	.....	26	23	2	25	— 3
ion	298	364	.....	364	513	23	536	238
	30	35	.....	35	33	.....	33	3
	5	7	.....	7	6	.....	6	1
	71	88	.....	88	101	5	106	35
o	6	7	.....	7	15	2	17	11
	4	7	.....	7	14	.....	14	10
	10	16	.....	16	30	.....	30	20
	2	4	.....	4	18	.....	18	16
	7	6	.....	6	6	2	8	1
	32	34	.....	34	54	3	57	25
	17	23	.....	23	31	2	33	16
	114	137	.....	137	205	9	214	100
on-Contiguous								
s	3	13	.....	13	27	.....	27	24
	.....	.....	.....	.....	3	.....	3	3
slands	3	4	.....	4	6	.....	6	3
Islands	.....	4	.....	4	11	.....	11	11
	.....	5	.....	5	7	.....	7	7
d States	8065	9350	191	9541	11,653	966	12,619	4554

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(B)—*Foreign Countries*

	1894	1900			1906		
	Total	Men	Women	Total	Men	Women	
North America	76	93	1	94	133	6	
Canada	41	50	.....	50	51	6	
Central America	10	9	1	10	9	.....	
Mexico	9	16	.....	16	41	.....	
West Indies	16	18	.....	18	32	.....	
South America	9	10	.....	10	7	.....	
Brazil	3	3	.....	3	1	.....	
Chili	1	1	.....	1	2	.....	
Colombia	4	4	.....	4	3	.....	
Ecuador	.....	1	.....	1	1	.....	
Peru	1	1	.....	1	.....	.....	
Europe	41	63	2	65	90	9	
Austria	2	2	.....	2	3	2	
France	17	27	.....	27	23	1	
Germany	3	9	.....	9	9	2	
Great Britain	13	15	2	17	42	4	
Greece	.....	.....	.....	.....	1	.....	
Holland	.....	.....	.....	.....	1	.....	
Italy	2	3	.....	3	2	.....	
Portugal	.....	.....	.....	.....	1	.....	
Roumania	.....	.....	.....	.....	1	.....	
Russia	1	2	.....	2	4	.....	
Spain	3	3	.....	3	.....	.....	
Sweden	.....	.....	.....	.....	1	.....	
Switzerland	.....	2	.....	2	1	.....	
Turkey	.....	.....	.....	.....	1	.....	
Asia	15	22	.....	22	49	2	
China	3	4	.....	4	14	.....	
India	1	2	.....	2	6	1	
Japan	7	11	.....	11	21	1	
Korea	1	1	.....	1	2	.....	
Persia	1	3	.....	3	2	.....	
Siam	.....	.....	.....	.....	1	.....	
Turkey	2	1	.....	1	3	.....	
Africa	4	4	.....	4	11	.....	
Egypt	1	.....	.....	.....	2	.....	
South Africa	3	4	.....	4	9	.....	
Australasia	3	3	.....	3	6	.....	
Australia	3	3	.....	3	5	.....	
New Zealand	.....	.....	.....	.....	1	.....	
Total, Foreign Countries	148	195	3	198	296	17	
Grand Total	8213	9545	194	9739	11,949	983	1

Unfortunately no figures are available before 1894 ence to the geographical distribution of the alumni, but esting to observe on the basis of the preceding tables ho centage of alumni residing outside of New York State than held its own since the year mentioned.

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TABLE IV

First Degrees of Holders of Professional and Higher Degrees from Columbia

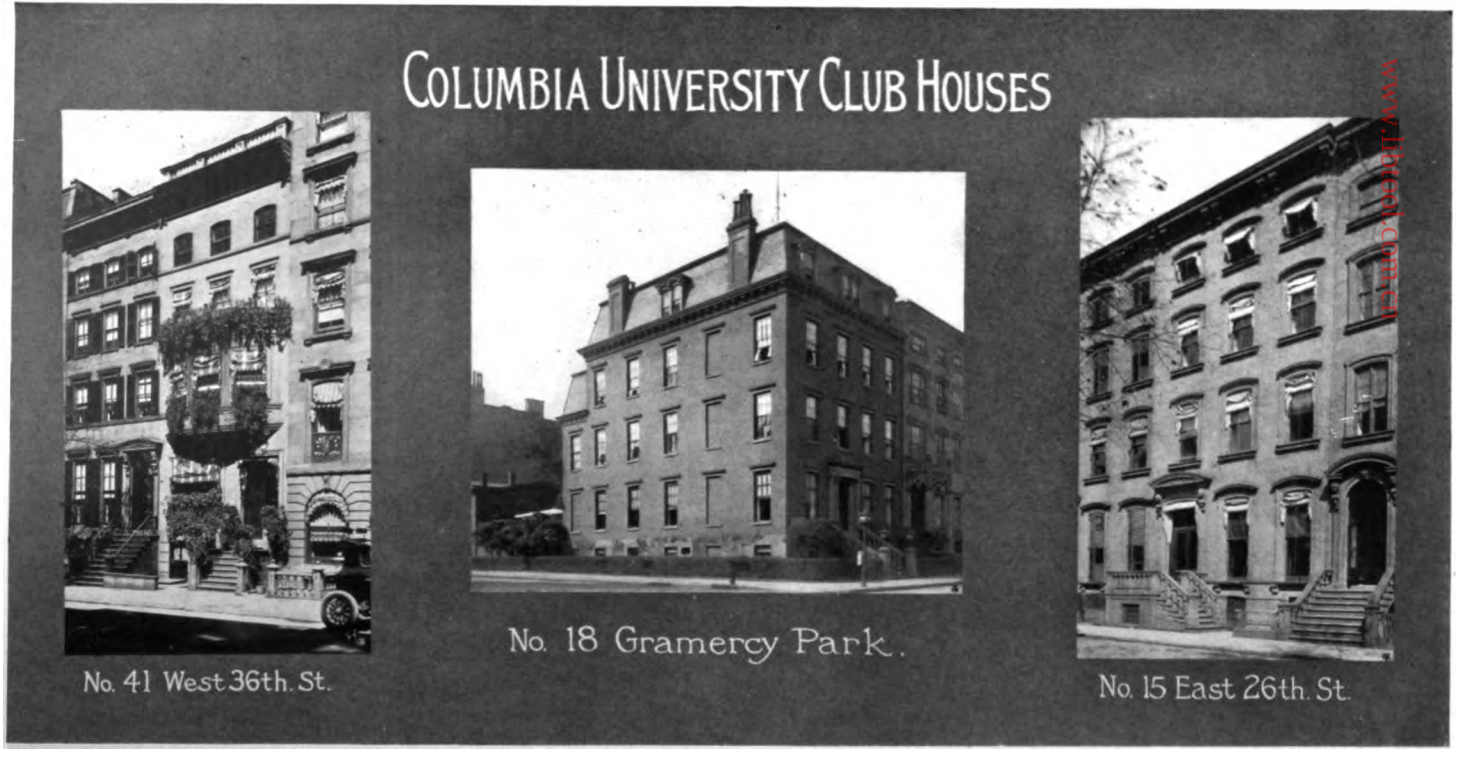
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Institution	Medicine	Law	Applied Science	Architecture	Political Science	Teachers College	Pharmacy	A.M.	Ph.D.	Total
1. Columbia	241	567	63	4	18	2	.....	472	156	1523
2. Yale	363	477	24	7	1	.....	.....	49	5	926
3. C. C. N. Y.	227	361	64	4	3	.....	1	173	26	859
4. Princeton	224	165	10	1	.....	.....	1	22	7	430
5. Harvard	110	183	12	3	.....	.....	.....	40	12	360
6. Amherst	67	97	5	.....	.....	.....	.....	25	10	204
7. Williams	93	72	4	2	.....	.....	.....	10	3	184
8. Rutgers	70	35	5	.....	.....	1	.....	7	6	124
9. New York University	52	44	2	.....	.....	.....	.....	14	.....	112
10. Cornell	26	44	.....	.....	.....	.....	.....	30	7	107
11. St. Francis Xavier	20	68	9	.....	.....	.....	.....	8	.....	105
12. Union	79	19	.....	.....	.....	.....	.....	4	.....	102
13. Brown	49	20	1	.....	.....	.....	.....	18	7	95
14. Trinity (Conn.)	39	26	2	2	.....	1	.....	4	2	76
15. Hamilton	28	40	2	.....	.....	.....	.....	2	2	74
16. Wesleyan	21	22	.....	.....	.....	.....	.....	21	9	73
17. Dartmouth	27	24	1	.....	.....	.....	.....	4	3	59
18. Michigan	17	12	.....	.....	.....	1	.....	17	9	56
19. Manhattan	21	28	.....	.....	.....	.....	.....	5	.....	54
20. Leland Stanford	10	12	3	.....	.....	.....	.....	17	7	49
21. St. John's (Fordham)	8	26	3	.....	.....	.....	.....	1	.....	38
22. Brooklyn Polytechnic	4	12	3	.....	.....	.....	.....	12	4	35
22. Oberlin	6	13	4	.....	1	.....	.....	5	6	35
22. Vassar	.....	.....	.....	.....	.....	.....	.....	32	3	35
25. Bowdoin	22	7	.....	.....	.....	.....	.....	2	2	33
25. Rochester	13	13	.....	1	.....	.....	.....	4	2	33
27. Wellesley	.....	.....	.....	.....	.....	.....	.....	28	4	32
28. California	14	1	.....	.....	.....	.....	1	9	3	28
28. Vermont	12	5	.....	.....	.....	.....	.....	7	4	28
30. Lafayette	7	12	.....	.....	.....	.....	.....	3	3	25
31. Colgate	10	5	.....	.....	.....	.....	.....	8	1	24
31. Minnesota	2	3	1	.....	.....	.....	.....	13	5	24
31. Nebraska	1	4	3	.....	.....	1	.....	8	7	24
34. Hobart	9	12	.....	.....	.....	.....	.....	2	.....	23
35. Holy Cross	18	2	.....	.....	.....	.....	.....	2	.....	22
35. Johns Hopkins	4	8	.....	2	.....	.....	.....	7	1	22
35. North Carolina	10	3	.....	1	.....	.....	.....	7	1	22
38. Georgetown	6	13	.....	.....	1	.....	.....	1	.....	21
38. Wisconsin	7	5	.....	.....	2	.....	.....	3	4	21
40. Toronto	3	.....	.....	.....	.....	.....	.....	8	9	20
41. Ohio State	5	2	.....	.....	.....	.....	.....	7	5	19
41. Ohio Wesleyan	4	4	.....	.....	.....	.....	.....	6	5	19
41. Seton Hall	5	13	.....	.....	.....	.....	.....	1	.....	19
44. Kansas	3	6	.....	.....	.....	1	.....	4	4	18
45. Chicago	1	3	.....	.....	.....	.....	.....	9	4	17
45. Indiana	1	4	1	.....	.....	.....	.....	7	4	17
45. Kenyon	5	11	.....	.....	.....	.....	.....	1	.....	17
45. Knox	1	10	.....	.....	.....	.....	.....	4	2	17
45. Mass. Inst. of Tech.	2	.....	.....	.....	.....	.....	.....	9	6	17
45. Syracuse	5	1	.....	.....	.....	.....	.....	8	3	17
51. Georgia	7	4	.....	.....	.....	.....	.....	3	2	16
51. Virginia	10	5	.....	.....	.....	.....	.....	1	.....	16
53. Missouri	2	2	.....	.....	.....	.....	.....	9	2	15
53. Wash. and Jefferson	5	5	.....	.....	.....	.....	.....	4	1	15
55. Beloit	4	6	.....	.....	.....	.....	.....	2	2	14
56. Trinity (N. C.)	2	1	.....	.....	.....	.....	.....	5	5	13
56. Western Reserve	2	3	.....	.....	.....	.....	.....	8	.....	13
58. Alabama	10	.....	1	.....	.....	1	.....	.....	.....	12
58. Bates	9	2	.....	.....	.....	.....	.....	1	.....	12
58. Boston	3	2	.....	.....	.....	1	.....	5	1	12
58. Middlebury	5	5	.....	.....	.....	.....	.....	2	.....	12
58. Wabash	1	4	.....	.....	.....	.....	.....	7	.....	12
58. West Point	2	9	1	.....	.....	.....	.....	.....	.....	12
64. ff.	342	272	44	7	3	23	1	399	79	1170
Total	2376	2834	268	34	29	32	4	1606	455	7638

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1901–1903 1905– 1903–1905

HOMES OF THE COLUMBIA UNIVERSITY CLUB

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The gains in alumni between 1894 and 1906 by divisions, have been made as follows: Insular and non-contiguous territories, 800 per cent.; South Atlantic division, 117 per cent.; foreign countries, 111 per cent.; South Central division, 91 per cent.; Western division, 80 per cent.; North Atlantic division, 54 per cent.; North Central division, 39 per cent. A decrease has taken place in only two States, namely, Kansas (3) and North Dakota (1), but several foreign countries show a slight loss, particularly in South America.

Table IV presents a summary of the first degrees held by alumni of the various professional faculties and by recipients of the A.M. and Ph.D. degrees. Only those institutions whose total amounts to twelve or over are given by name. It will be seen from the table that the largest number of baccalaureate degrees come from the following institutions in the order named: Columbia, Yale, College of the City of New York, Princeton, Harvard, Amherst, Williams, Rutgers, New York University, Cornell, St. Francis Xavier and Union. Among the alumni of the faculties of medicine and architecture the number of those who completed their undergraduate course at Yale is larger than the number of holders of first degrees from Columbia. The recipients of honorary degrees from Columbia hold baccalaureate degrees from the following institutions: Columbia, 113; Yale, 76; Harvard, 36; Union, 21; Princeton, 19; Trinity, 13; Amherst, 10; Brown, Dartmouth and Pennsylvania, 9 each; Hamilton and Williams, 8 each; miscellaneous, 94 (representing 51 institutions). RUDOLF TOMBO, JR.

THE COLUMBIA UNIVERSITY CLUB

THE Columbia University Club was organized and exists "to promote social intercourse among its members," and more particularly "to further the interests of, and in general to uphold the influence of, Columbia University."

The nucleus of the Club consisted of a self-constituted committee of approximately two hundred former students of the University whose classes were graduated between 1891 and 1901. It is a fact worthy of note that the more actively interested of these

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men were those who, while in the University, not alone gave their attention to the courses included in the curriculum of the University, but also had their enthusiasm kindled and fostered by participating in, or supporting and encouraging that great necessity of under-graduate life—athletics or some other form of public university representation. Initial steps were taken for the incorporation of the Club at a meeting held at Sherry's on the evening of the fourteenth of August, 1901. Immediately thereafter, the new organization moved into rooms at the Royalton Apartment House, 47 West 43d Street. On December 3, 1901, it took possession of its first club-house, at 41 West 36th Street, remaining there until the month of October, 1903, when, with a feeling of confidence imbued by a membership now grown from the original two hundred to over seven hundred, it leased for a period of three years the large and commodious house at 15 Madison Square, North.

The Club prospered in its new quarters and continued to occupy them until the summer of 1905, when an opportunity was offered of acquiring by purchase, upon reasonable terms, the property at the southwest corner of Gramercy Park and Irving Place. At a special meeting of the members called to consider the all-important question of accepting or declining such offer, it was, by the smallest of majorities, decided to purchase the property and to make necessary alterations and additions to the house thereon, and to move thereto as soon as possible. The Club accordingly moved in the early fall, and great has been, and is now, the rejoicing over the wisdom of those whose voice and vote gave to the members a club-house in a location which is proving more and more to be the ideal spot for a club whose existence does not depend upon the glamour of the "Great White Broadway."

The acquisition of the Gramercy Park property brought with it the burden of a 4 per cent. interest payment on a first mortgage to the University of $100,000, and on second mortgage bonds subscribed for by the members of the Club, to an amount of $50,000; and also the increased expenses of maintaining a larger club-house and of providing better and desired additional service. Notwithstanding these larger costs and expenses, the income and proceeds of the Club have more than met them. The Club prospers; it offers to

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› of a few more than one thousand the com-
s and well-appointed club-house; of a game
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of the privilege of being and existing in an
s in the souls of men a desire "to further the
eneral to uphold the influence of, Columbia

ership grows slowly, but mightily. The Club
l graduates of Columbia. It does not desire
to join the Club merely for the advantages it
as its members all graduates, from the oldest
cent, whatever their class or creed or race, who,
e a part of their time, service or money for the
ment of Columbia University, or of the Colum-

y much alive. It started as a young man's club,
membership including graduates of the class of
ng man's club, in that its government and policy
oung in years or young in their enthusiasm and
ia mater.

been called "the downtown home of the Univer-
time such it will be in fact, as in name. A build-
to make the best use of the entire lot is not merely
an immediate probability; a few more members,
ons resulting from such an undertaking can be
th the occupancy of such a building not only will
the opportunity of its members for comfort and
ne members will find further and increasing oppor-
heir influence upon the University and upon those
ld be interested in its activity and progress.

GUSTAVUS T. KIRBY

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EDITORIAL COMMENT

The One Hundredth Anniversary of the Foundation of the College of Physicians and Surgeons

The celebration of the one hundredth anniversary of the foundation of the College of Physicians and Surgeons, a full account of which is published as a supplement to this issue, afforded an excellent opportunity for the members of the teaching staff to show to visiting alumni the modern methods of teaching medicine, and the opportunity was well utilized. In the laboratories of the College appropriate demonstrations were shown, and at the Vanderbilt Clinic and the various hospitals of the city selected cases of disease were presented and treated, or surgical operations were performed. Especially to the graduates of a generation ago, who had been out of touch with the College of today, the methods of instruction now employed came as a striking indication of the great progress that has been achieved in recent years in medical education. For the majority of them, their school of practical instruction had been at the bedsides of their early patients, with themselves as both teacher and pupil, and the responsibilities thus thrown upon their untried shoulders were often weighty indeed.

To put theory into practice without a guide and without experience is a procedure uncertain in its results. The graduate of today has obtained in the laboratories a broad grounding in the scientific basis of medicine, and even before he leaves the school he has seen, handled and treated many of the diseases that he is to deal with in his private practice. In the hospital, in which most of the graduates pass the one and one half or two years immediately following their college course, they greatly enlarge their practical experience. It thus happens that when the young doctor enters upon his own practice, he is fairly competent to treat his patients with the intelligence and skill born of experience. Advance in medicine itself and advance in medical education are fast routing the traditional medical empiricism. In their light the saying of Richard Hooker that "Empirics learn physic by killing of the sick," becomes a curiosity of history.

One of the keynotes of the recent celebration, which was sounded by more than one speaker, was the desired wider opening of the hospitals to under-graduates. The hospitals should instruct as well as cure, and this fact can not be impressed too strongly upon the

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minds of hospital trustees. It seems probable that the next great advance in medical education will be along this line.

Kent Hall

Though the demand for Kent Hall has never risen to the note of plaintive persistence which marked the cry of the College for a local habitation, it has not failed to make its appeal to the sentiment as well as the judgment of the University. The Law School will soon celebrate the completion of the first half-century of its existence as a separate school of the University and it is eminently fitting that the end of that period should find it permanently domiciled in a home of its own—in a home, moreover, of a dignity and spaciousness that shall be worthy of its history and its distinguished service to the legal profession. Long enough has it wandered in the wilderness. Quartered successively in the rooms of the Historical Society at Eleventh Street and Second Avenue, in the old Colonnade Building in Lafayette Place and in the Schermerhorn house in Great Jones Street, it took it twenty-five years to reach the University grounds in Forty-ninth Street. There for a dozen years and on the present site of the University for a dozen more it has been quartered on the Library, exercising, lawyerlike, a species of "squatter sovereignty," making the most of its restricted opportunities, almost persuading itself at times that the inveterate tendency of the University library to expand was a trespass on vested rights and should be restrained by appropriate legal proceedings. That the completion of Kent Hall means the evacuation of the library by three hundred students and upwards of thirty thousand law books is perhaps not the least of the blessings which it promises to confer on the University. For the Law School itself it will mean more spacious and appropriate quarters, new and better facilities for carrying on its work of study and research, an atmosphere of its own and the added dignity that comes from open recognition of its place in the academic world. If, in addition to all this, it shall furnish a new impulse to the expansion and development of the law library, the Law School will enter upon the second half of its first century under the fairest auspices.

But if Kent Hall is to be primarily the home of the law school, it is none the less, for the immediate future at least, to be the home of the kindred school of political science. When the school of law has attained its growth and numbers a thousand students, and a library of 100,000 volumes, it may in its turn extrude its vigorous younger brother to shift for himself in the academic struggle for existence.

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When that time comes, if not before, the sturdy youngster, with his record of remarkable growth and his resounding fame, will doubtless build him more stately mansions in which to train the statesmen of the future.

A Unique Lecture Course

This year a somewhat unique experiment will be tried at Columbia University. A series of lectures will be given throughout the year, some twenty-two in all, designed to give a comprehensive survey of the main problems which today are facing specialists in the more important subjects taught at the University. The scheme, as arranged, provides for only one lecture in each of these subjects, which is manifestly inadequate to serve as more than an introduction to any science or art. But it is felt that such an introduction may be none the less a dignified and scholarly exposition of a subject which lies for the most part beyond the horizon of specialists in other fields. A suggestion of the problems which front the investigators in the widely varying fields of university research, a short statement of what has been accomplished, and a recognition of the fact that all advancements in knowledge have mutual bearings,—such are the more general aims of the course.

The lectures, however, have a very direct bearing upon our scheme of education. It has long been felt that, particularly in the graduate and technical schools, our specialization in research tends to narrow the cultural outlook to such a degree, that the doctor of philosophy often lacks an intelligent sense of the meaning and value of work in fields outside his own. Moreover, the sciences in their progress have built up around themselves barriers of technical language, behind which the uninitiated can gain no entrance. These barriers to the outsider,—tools of research to the specialist,—are steadily growing. For those who can never hope to pass them, a statement of the results achieved is necessary from time to time, unless our intellectual interests are to drift widely apart, and lose that mutual sympathy which is the ideal of true university culture. Such statements have in general been made by somewhat irresponsible writers of magazine articles, who lack both perspective and accurate knowledge.

The lectures for this year will be given on Wednesday afternoons from three to four. The series has been arranged as follows: First the physical, then the biological sciences, then the social group, the philosophical group and finally the literary group. There will be from about three to five lectures in each group. While the lectures will be

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open to the public, they are intended expressly for University audiences.

The University Press

The Columbia University Press, as is chronicled elsewhere in these pages, entered, at the beginning of its present fiscal year, in May, on a second period of its history. In the thirteen years of its activity it has not only justified itself to its founders, but it has unostentatiously performed a not inconsiderable service to the University in whose interest it was organized. At the close of this period, which is the end of an old and the beginning of a new dispensation in the management of the affairs of the Press, it is of more than passing interest to note that no less than thirty-one thousand volumes have been distributed with the imprint of the Press and the University. Many of these volumes have met with a wide recognition at home and abroad. The list of Press publications, as a whole notable for the character of the volumes and the range of their subjects, contains a number of works authoritative in their particular field which have been appreciatively discussed and reviewed in the scientific journals of this country and Europe. In no other way, it is safe to state, has the real significance of the University as a source of productive scholarship been made more a matter of direct evidence than by these many volumes, issued with a single imprint and under the direct authority of the University as embodied in its privileged Press.

The Press under the new arrangement, as its own publisher, should hereafter acquire, not only a more distinct individuality as a Columbia institution, but it should be able, through the increased personal attention which must necessarily be given to it by its managers, greatly to increase the volume of its business and consequently its importance to the University as the publishing medium *per se* of the results of its labors. It should, however, to fulfill one of the principal purposes for which university presses are created, render more widely possible the publication of those books which involve, presently or prospectively, a commercial loss in their making, but which, nevertheless, should not be lost to the cause of education, as they not infrequently will be without the benign assistance of a subsidized press. To do all this, as the article in the body of the QUARTERLY points out, the Press must have additional means at its disposal. Its very modest capital of $10,000, acquired at the beginning, is still unimpaired, but it should be very materially increased to enable the Press to follow out the lines of usefulness that these years of experience have indicated. What is

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stated of the Oxford Press after 1585, that "it began to reflect faithfully the current tendencies of thought and study in the University," should also be true of the Columbia University Press, in the interest both of the Press and the University. To do this, however, it must be in the future much more than it has been in the past the recognized medium of publication of the results of the research work of the University in its many directions. A recent announcement of forthcoming publications of the Press contained the very respectable number of nineteen volumes, and more might now be added. The Press, from such an indication, has plainly laid in its first period the foundations for a greatly increased activity and a wider influence.

The Future of the General Catalogue

The survey of the history of the catalogue contained in this issue brings up the question of the future of the publication. At the present rate of increase, the next sexennial edition (1912)—if no changes in contents are instituted—would have to be published in two volumes, and this would manifestly be a disadvantage. The plan of sexennial publication also possesses some disadvantageous features, particularly in connection with the addresses, which usually get very much out of date before the close of the sexennium. Most of the alumni associations now publish lists of their members annually and there is no reason why these associations should not cooperate with the catalogue committee in issuing directories of graduates. The alumni association of each school might arrange to issue once every two years a directory of all the living graduates of its school, together with occupations and addresses, but without including any personal records. These lists could all be printed uniformly, so that they could be bound together in a single volume when desired. The general catalogue could then be published sexennially, as heretofore, but without including records; in this way it would be reduced considerably in bulk and the material could be concentrated into a single volume. The committee on general catalogue would welcome suggestions regarding future editions from all officers and alumni interested in the publication of the volume.

The Columbia University Club

The QUARTERLY wishes to extend warmest congratulations to the Columbia University Club upon its remarkable success, not only in becoming so efficient an instrument for the pleasure of its members as individuals—no unworthy incentive by itself—but also upon becoming so important to Columbia University in the concentration and expression of alumni opinion and

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alumni loyalty. An article upon the development of the club by the alumnus who has been its secretary since its formation, is printed in the present issue.

One or two sentences in Mr. Kirby's article tempt us to a consideration of what Lowell might have called "a certain condescension in alumni"—particularly in the assumption that the University administration, as such, is in some way incapacitated from appreciating the value of the extra-curricular factors in the training of its students. There is no question that the University needs and will always welcome alumni criticism, be it favorable or otherwise, and perhaps we are rushing unwisely to its defence; but it seems to us that the judgments of alumni with regard to their *alma mater* would be of even greater value than they are at present, if the attitude of the alumni were always to reflect an appreciation of the following two factors. The first is that, after all, alumni do not cease to be alumni when they return to their *alma mater* as officers. There are forty-nine graduates of Columbia College and the schools of applied science among our one hundred and ninety professors today, many of them alumni whose contributions while undergraduates to the extra-curricular educational factors were not inconsiderable. On the other hand, at least fifty of the officers in the University Corporation at One Hundred and Sixteenth Street are now members of the Columbia University Club.

The second thing is that the University must of necessity insist that its first business is the efficient carrying out of its programs of study. The other things are important, and no one realizes this better than the University, but they simply could not exist at all except as adjuncts to a central unit of academic work. In the questions that are constantly arising as to the wisest adjustment between this central unit and other student interests, the University officers may sometimes err on the side of over-appreciation of the academic aspect of things, but, after all, they may be counted upon to approach these problems with the broadest interests of the University, as they conceive them, at heart, and with no inconsiderable knowledge of both sides of the question. It has been the experience of practically every institution that decisions which at first seemed to the most loyal of alumni to be serious errors have, in the fulness of time, come to be recognized as wise and far-seeing advances.

The summer session of 1907 was notable not alone for the striking increase in the number of students—1350 at Morningside as against

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Biographies of Kings College Alumni

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Biographies of Kings College Alumni

There appears in this number of the QUARTERLY the first of a series of biographies of the alumni of Kings College. Although no pains have been spared to make these biographical sketches as accurate as possible, it is almost impossible to prevent errors from creeping into a compilation of this kind. The editors of the QUARTERLY would be grateful, therefore, for any additional information concerning these alumni or any corrections which our readers may be kind enough to furnish. Communications may be addressed to the author at Columbia University.

The publication of Dr. Egbert's Latin hymn written for the dedication of St. Paul's Chapel calls to mind the hymn sung at the opening chapel service in the Library on the new site, ten years ago, written for the occasion by Mr. Charles A. Nelson, and which was not published in the *Bulletin* at the time:—

Our Fathers' God, to Thee,
Author of Liberty,
  Our song we raise.
Ever our shield and stay,
O Thou who hast our way
Guided to this glad day,
  Receive our praise.

Here, where our fathers fought,
Battling for right of thought,
  Freedom and Thee,
Long may Columbia stand
Upheld by Thy strong hand,
Blessing our native land,
  Land of the free.

Here let Thy wisdom shine,
Here may Thy truth divine
  Guide all our ways.
Teach us Thy will to know,
Help us Thy love to show,
Arm us Thy works to do,
  Ancient of days.

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Dr. Butler's London Speech

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gainst 64 in 1904, and 25 from the western
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* * *

ı guest at the Independence Day banquet of
London, held at the Hotel Cecil, London, July
onded to the toast, "Our guests," in the fol-
g words:

r. Chairman, Your Excellency, my Lord, and
ıspiration of this gathering and the inspiration
ks, and the inspiration of the words that have
your presence, it should not be difficult, even
ıests, to find a word to say in response to the
ıan has so eloquently proposed. To my mind
:t about this celebration of the Fourth of July
ı is held with the greatest of cordiality and
favoring and gracious presence of the leaders
action, in the capital of the British Empire itself.
one of us to think that such a gathering could
lse in the world as between a motherland and a
ıow independent? It is unthinkable, because the
possible this celebration in the British capital
and America alone. Some of these reasons have
Dr. Clemens in the very beautiful and eloquent
)f his speech. He has pointed out with absolute
act that we are celebrating, not something which
want and do not believe in, but something which
its history has fought for and stood for. These
seen three great civil wars which belong to them
en the war between the Parliament and the Stuart
:n the war between Great Britain and the American
have seen the war between the northern and the
f the United States; and all three were successive,
gical steps towards a single end, in which the heart,
ence of both peoples really believed. Stripped from
ng and from personal attitude, it must be that the
ıture will show us how these two peoples, at first
united by a great ocean, have been uniformly press-
ımon end and common purpose.
ı keen attention and interest to the very admirable
g address of our honored friend, your former am-
rtimer Durand. What he said about the danger of
)ple becoming a new type, and, in a way, a new race,

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is in one sense true. But should we not, on the other hand, remark the very significant fact that the greatest tribute to be paid to the English language and to the Common Law of England is that they exert imperial authority over those migrating hosts from all parts of the civilized world who come to our shores. They come, a million a year, to that seaboard yonder, speaking various tongues, and having owed allegiance to various systems of jurisprudence and of politics, and the two great powers that take hold of them are our speech and our traditional law. Those great unifying forces, with their centuries of history and of achievement behind them, are the basis of real and enduring relationships, because they stand for the things that the statesmen have worked for, they stand for the things that the warriors have fought for; and it is the ideals, the hopes, the reflections, and the high feeling enshrined in our language, and the sense of justice and equity as between man and man, and man and government, that finds its place in our law, which are the two great foundations upon which we build.

He must be a poor American who can stand over yonder before the home of the Mother of Parliaments untouched in his very deepest feelings. He must be a poor American who can go into Westminster Abbey, which in Kipling's fine line is "the Abbey that makes us we," and look upon the graves of the men whose words we learn by heart for their beauty, their significance, and their eternal power, and not feel the strength of their undying presence.

This day is a day that Milton might have sung for, this day is a day that Chatham and Burke both spoke for, and to me, gentlemen, as a guest of the American Society in London, the most moving and affecting and paramount feeling which grows out of this celebration is the fact that it is held here in London itself, and held with acquiescence, and joy, and thanksgiving for what it means to the motherland, as well as to her oldest child.

* * *

The International Zoological Congress

Three years ago the International Zoological Congress, meeting at Berne, Switzerland, voted to hold the seventh congress in Boston, under the presidency of Alexander Agassiz. Previous meetings of the Congress have been held in England, France, Germany, Holland and Russia, and American zoologists were gratified to have the opportunity of welcoming their European colleagues on this side of the water. The scientific part of the Congress was thus limited to the Boston meeting, but the majority of the foreign visitors took advantage of the invitations from zoologists in New York, Philadelphia and Washington to visit the scientific institutes in these different places, and thus to get a notion, if indeed only an imperfect one, of the extent to which natural science in this country is cultivated.

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The time is opportune for such a Congress in this country, for American zoology, representing as it does so many different lines of research, has not yet taken its proper place in the estimation of European men of science who are too often inclined to place it with the undeveloped science of Louis Agassiz. In his brief address of welcome to Columbia, Professor Wilson spoke of the debt owed by American zoologists to Agassiz, referring in Agassiz's own words to his effect on American zoology as "the fertilizing influence of a great mind," and this Congress demonstrated the fact that development and differentiation of the young science in America, fed by contact with the minds of Europe, has led to a mature growth characterized by great diversity and by striking virility. This was happily expressed by Professor Blanchard, of the Sorbonne, who, in responding to Professor Wilson's address, paid a handsome tribute to zoological science in America with especial reference to applied zoology, palæontology, experimental zoology and cytology. Typically American institutions like the Museum of Natural History, the research laboratory at Cold Spring Harbour, the biological laboratory and Fish Commission building at Woods Hole, were fully appreciated by the visitors, while the beautiful new buildings of the Harvard Medical School impressed them with the munificence and interest in science of American men of wealth. For four days the delegates and members attended sectional meetings in the buildings of the Harvard Medical School, the papers presented representing every branch of biological science, and it is a matter of deep gratification that the papers given by the American zoologists were of an exceptionally high order of merit. Most of the papers were technical in character, attracting the attention only of those chiefly interested, but a few more general ones like Wilson's on "Chromosomes and sex," Loeb's on "Chemistry of vital phenomena," and Bateson's on "Genetics" were largely attended.

A special feature of this Congress was the importance given to the social side. In Boston, elaborate preparations were made for the comfort and entertainment of the women of the Congress, every day having some particular event of interest for those who did not care for the more rigorous technical side of the meeting. In New York, as in other cities after the Boston meeting, there was no other business than inspection of some of the great institutions for research and instruction, combined with entertainments of various kinds. A day and evening at Columbia and a day and evening at the American Museum of Natural History, a day at the Zoological Park, one at Cold Spring

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Harbour, and one on the Hudson—as guests of Professor Osborn—filled the week in a most agreeable manner.

* * *

New Courses in Jurisprudence

The faculties of law and political science announce the following exceptional opportunities for the study of general and comparative jurisprudence during the academic year 1907–08:

Comparative Jurisprudence.—In addition to the regular courses in the departments of public law and jurisprudence (History and institutes of Roman law, European legal history, Civil law of western Europe, and Comparative constitutional law) the Kaiser Wilhelm professor for 1907–08, Dr. Rudolf Leonhard, dean of the faculty of law of the University of Breslau, will give courses in English during the first half year (October–February) as follows: (*a*) The institutes of Justinian, compared with American and German private law. (*b*) The use of the Corpus Juris Civilis in modern law suits. (*c*) The social tendencies of German law and their significance for civilization. Courses *a* and *b* will take the place during the first half year of Jurisprudence 263 and 361. Course *c* will be open not only to registered students in the University, but to all qualified persons on payment of a small fee.

General Jurisprudence.—The Carpentier lectures on the science of law will be given in 1907–08 by Professor John Chipman Gray, LL.D., Royall professor of law in Harvard University, as follows: A course of twelve lectures on "The nature and sources of the law." Three hours a week for four weeks in April, 1908. The Carpentier lectures are open to the public, subject to the prior claims of students in the schools of law and political science, of the graduates of those schools and of the officers of the University. No fee is charged.

* * *

Columbia and the Carnegie Technical Schools

At the recent dedication of the Carnegie Institute and Technical Schools, the University was represented by Dean Goetze of the faculty of applied science, Thomas Evans, class of '85 S., being present as delegate from the University of Cincinnati. Among the Columbia men who have had a share in the erection or management of the schools may be mentioned George Carnegie Palmer, '83 C., '88 Arch., Henry F. Hornbostel, '91 Arch., and Samuel Plonsky, 1900 Arch., architects of the Carnegie Technical Schools; Charles M. Clark, '97 S., and Charles W. MacMullen, '97 S., were the consulting electrical engineers; Arthur

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A. Hamerschlag, class of '90 S., is the director of the Carnegie Technical Schools, and Miss Anna B. Smith, T. C., is head of the department of domestic art.

* * *

The honorary degree of doctor of laws was conferred on President Butler by Cambridge University on July 5.—The Crown Order of the Second Class has been conferred by Emperor William upon Professor John W. Burgess, dean of the faculty of political science and first Theodore Roosevelt professor.—Governor Hughes has appointed Professor Francis M. Burdick, of the faculty of law, to a commissionership for the promotion of uniformity of legislation in the United States. He has also appointed President Butler, Seth Low and Isaac N. Seligman delegates to the Trust Conference of the National Civic Federation (Chicago, October 22), and Professor E. R. A. Seligman a delegate to the National Conference for the Consideration of State and Local Taxation (Columbus, O., November 12).

* * *

A bronze statue, representing the god Pan, has recently been given to the University by Mrs. Henry C. Potter, and will soon be set out. No plans have yet been made as to the placing of the statue, but a site will probably be found for it in the Grove.

The statue represents the horned and hoofed god in a recumbent position, his two reeded pipes to his mouth. The bronze is thirteen feet, nine inches long. Its highest point is one of Pan's uncrooked knees, five feet, seven inches from the base. It is one of the largest bronzes that has ever been cast in the single piece in this country, and is the work of George Gray Barnard.

* * *

A life-size portrait of Professor A. D. F. Hamlin, head of the school of architecture, was presented to the University in the Avery Library on the afternoon of May 28. The presentation was made by Professor J. R. Wheeler, acting dean of the faculty of fine arts, on behalf of the department of architecture. The portrait was painted by Mr. J. Redding Kelly.

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SUMMARIES OF UNIVERSITY LEGISLATION

The Trustees

June meeting.—The Committee on the General Catalogue reported that the fourteenth edition of the catalogue had been published, and it was

Resolved, That the Trustees express their high appreciation of the service rendered to the University by Professor Rudolf Tombo, Jr., as secretary of the Committee on the General Catalogue in the preparation, publication and distribution of the fourteenth edition of the catalogue and that the Clerk be directed to convey to Dr. Tombo the thanks of the board.

Resolved, That the thanks of the Trustees be tendered to the members of the class of 1880 for their gift of three wrought iron gates for Hamilton Hall, executed and put in place at a cost of $2,000.

The thanks of the Trustees were also tendered to the Earle Memorial Library Committee for the gift of the classical library of the late Professor Mortimer Lamson Earle, of the class of '86; to F. Augustus Schermerhorn, of the class of '68, for his gift of $2,500 to be added to the Special Fund for Mining and Metallurgy; to Sutherland R. Haxtun, of the class of '88 Law, executor of the estate of Mrs. Annie Arnoux Haxtun, for a genealogical library bequeathed to the University by Mrs. Haxtun; to W. O. Wiley, of the class of '82, for a set of the Weimar edition of Goethe; to an anonymous friend of the University for 500 copies of the Manual of Devotion for St. Paul's Chapel, received through Bishop Potter; to Felix M. Warburg for 200 volumes relating to social and political movements in Russia; to Miss Mary Stuart Pullman for a gift to the Earle Memorial Fund; to the anonymous donor of $150, for the equipment of the laboratory for surgical research, received through Dr. J. W. Draper Maury.

The President announced the acceptance, by Professor K. J. Rudolf Leonhard, of Breslau, of the Kaiser Wilhelm professorship in Columbia University in 1907–8.

The President reported the following elections to the University Council (for three years from July 1, 1907): *Faculty of Medicine*—Walter B. James, M.D., LL.D., Bard professor of the practice of medicine, reelected; *Faculty of Applied Science*—Henry S. Munroe, Ph.D., Sc.D., professor of mining, reelected; *Faculty of Political Science*—Professor Munroe Smith, J.U.D., LL.D., professor of Roman law and comparative jurisprudence, reelected; *Faculty of Philosophy*—George Rice Carpenter, A.B., professor of rhetoric and English composition, to succeed William H. Carpenter, Ph.D., Villard professor of Germanic philology, term expired; *Faculty of Pure Science*—Cassius J. Keyser, Ph.D., Adrain professor of mathematics, to succeed James F. Kemp, E.M., Sc.D., professor of geology, term expired.

The following appointments for the academic year 1907–8 were made: Bergen Davis, Ph.D., instructor in physics, to be Ernest Kempton Adams research fellow; Eugene E. Agger, Ph.D., and Robert E. Chaddock, A.M., to be lecturers in political economy, and Edward H. Sturtevant, Ph.D., to be tutor in classical philology at Barnard College; Robert H. McConnell and Sidney Haas to be assistants in diseases of children; George H. Ryder to be instructor in gynecology; Arthur M. Shrady to be instructor in hydrotherapy and chief of clinic (change of title); George H. McFarland to be instructor in obstetrics; David G. Allen to be assistant in bacteriology and hygiene, Herbert B. Wilcox assistant in clinical pathology, and Claude A. Frink and Howard H. Mason assistants in medicine; Howard D. Collins to be instructor in surgery; William Blanchard to be assistant in genito-urinary diseases; Harmon Smith to be instructor in clinical laryngology and T. Laurance Saunders instructor in otology.

The following appointments were confirmed: Harry L. Parr, A.B., Mech.E., instructor in mechanical engineering; Edward J. Kunze, B.S.,

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M.E., tutor in mechanical engineering; Edward D. Thurston, Jr., A.B., Mech.E., assistant in mechanical engineering.

The following promotions were made: James D. Voorhees, M.D., from lecturer in obstetrics to adjunct professor of obstetrics; Royal Whitman, M.D., from clinical lecturer and instructor in orthopædic surgery to adjunct professor of orthopædic surgery; George R. Lockwood, M.D., from instructor in medical diagnosis to adjunct professor of clinical medicine; William K. Draper, M.D., from instructor in medical diagnosis to adjunct professor of clinical medicine; Van Horne Norrie, M.D., from instructor in medical diagnosis to adjunct professor of clinical medicine; William N. Berg, from assistant to tutor in biological chemistry.

The following assignments to faculties were made: Louis A. Loiseaux, B.S., adjunct professor of the Romance languages and literatures, to a seat in the faculty of philosophy; William P. Montague, Ph.D., adjunct professor of philosophy, to a seat in the faculty of philosophy; K. G. Rudolf Leonhard, Kaiser Wilhelm professor, to a seat in the faculties of law and political science for the year 1907–8.

Leaves of absence for the academic year 1907–8 were granted to Frank J. Goodnow, LL.D., Eaton professor of administrative law and municipal science; Thomas S. Fiske, Ph.D., professor of mathematics; William P. Trent, LL.D., professor of English literature; Benjamin D. Woodward, Ph.D., professor of the Romance languages and literatures; and Bashford Dean, Ph.D., professor of vertebrate zoology.

STUDENT LIFE

Beginning with the **classday** exercises in the gymnasium on Monday, June 10, the customary activities of commencement week were celebrated by the class of 1907. Mild weather favored the week's festivities throughout, and the campus was thronged with visitors daily. The usual classday addresses were delivered as follows: President's address, J. W. Brodix; class roll-call, F. L. Hopkins; class history, S. L. Pierrepont; class poem, G. H. Reaney; class prophecy, F. S. Hetherington; presentation oration, W. E. Kelley; valedictory, R. H. Haskell. Proceeding to St. Paul's Chapel, the class ivy was planted by K. B. Collins. After the singing of *Sans Souci*, an informal reception and tea was held in Earl Hall by the ladies of the faculty. In the evening the annual classday dance took place, at which a large number were present.

In the annual **baseball** game between the seniors and the faculty, which was played on South Field on the following day, the latter team scored their third consecutive victory by defeating their opponents by the score of 5 to 3. The game lasted seven innings. The line up follows:

Faculty	1907
Biklé, 2b.	Doty, c.
Inglis, c.	McKinlay, 3b.
Shoemaker, p.	Bailey, 2b.
Botsford, s.s.	Hard, p.
Knapp, r.f.	Cauchois, 1b.
Wills, 3b.	Aplington, c.f.
Tombo, 1b.	King, s.s.
Marshall, c.f.	Bosworth, l.f.
Benson, l.f.	Collins, r.f.

Faculty	0	0	2	0	0	3	0	—	5
1907	0	0	0	1	0	0	2	—	3

This is the fourth victory for the faculty since the annual game became a permanent feature of commencement week. Following is the complete record of games:

1901 Faculty 8, Seniors 9.
1902 Faculty 4, Seniors 2.
1903 Faculty 12, Seniors 28.
1904 Faculty 17, Seniors 16.
1905 rain.
1906 Faculty 5, Seniors 2.
1907 Faculty 5, Seniors 3.

On the preceding day the Faculty team defeated the nine of the Horace Mann School in a five inning game by the score of 4 to 0.

A novel feature was introduced this year in the form of an **open air chess match** on a twenty-four foot board between Professor H. B. Mitchell, the champion player of the Faculty Club, and Otto Brown, manager of the uni-

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versity chess team. The contest took place on the terrace in front of Hartley Hall immediately after the baseball game. Much interest was shown in the game by the spectators. The board consisted of a white sheet in which squares were cut at regular intervals. Oval disks of red and blue served as pieces, and were manipulated by means of long poles held by the players. The match was very closely contested and resulted in a victory for Brown, who checkmated with his queen and rook after about thirty-five moves and three quarters of an hour of play.

A decided improvement is noticeable in the **year-book** of the class of 1907. The editors have departed from previous custom, and eliminated the semi-humorous individual records, substituting in their place a chronological account of the activities of each member of the class during his life at Columbia. The book is neatly bound in leather and carefully compiled.

Elections to the newly formed **Board of Student Representatives** have resulted as follows: H. Fowler, '08; H. P. Banks, '08; J. N. Boyle, '08 L.; H. R. Graham, '08 S.; F. W. Kobbe, '08; P. von Saltza, '08 S.; A. A. van Tine, '08; Foster Ware, '08; M. L. White, '08 S.

The Columbia University **Southern Club** was organized in 1906, as a student organization, whose object is three-fold: to bring occasionally into personal contact the men in Columbia from the South, to extend advice and direction when desired to men from the South entering the University, and to promote among Southern institutions interest in Columbia. The Club is in no way connected with the administrative department of the University. The committee on new students, with representatives from the several schools and departments, will advise and direct new men from the South in the matters of obtaining board and lodging, registering at the University, arranging courses of study, etc., and will present to the different members of the several faculties any new student who desires such introduction. The club formed last spring a series of committees, which included the following officers and students:

Faculty members: Professors William P. Trent, John Bassett Moore, Henry L. Moore and William R. Shepherd. Executive committee: W. Watson Davis, Alabama, president; E. C. Roy, Kentucky, vice-president; Wiley A. Bell, Mississippi, secretary, and B. W. Griffith, Mississippi, treasurer. Committee on new students: E. C. Roy, Kentucky, S. J. Stiggins, Florida, B. W. Griffith, Mississippi, A. Frank, Tennessee, J. M. Wiley, Alabama, E. R. Dorsey, Georgia, and L. M. Dawkins, South Carolina, law; H. E. Bullard, Georgia, and W. Watson Davis, Alabama, political science; P. G. Craig, Arkansas, philosophy; Julian Blanchard, North Carolina, pure science; E. A. McKanna, Oklahoma, M. L. O'Neale, Tennessee, and Ralph Dudley, Georgia, applied science; and Wiley A. Bell, Mississippi, College.

FOSTER WARE

ATHLETICS

The year in **rowing**, which was brought to a close by the annual regatta at Poughkeepsie, bids fair to mark the turning point in the recent history of Columbia's crews. First came the victory over Harvard on May 11, in a race which proved an eye-opener to many a rowing expert who knew but little of the coaching ability of James C. Rice. One week later the Varsity eight was beaten by the Annapolis crew in a hard-fought two-mile row on the Severn. While no attempt is made to explain away the defeat, it is generally conceded that, all things considered, the conditions at that time were anything but favorable to the Columbia crew. There was the long, wearisome railroad journey the day before, the strange course, noted for its tricky currents, and the so-called flying-start, upon which the Navy oarsmen insisted and with which the Varsity crew was almost totally unacquainted.

Then came the Harlem regatta on Decoration Day, in which Columbia won four firsts and one second place.

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Two day's later the squad of thirty-two oarsmen moved to quarters at Highlands, opposite Poughkeepsie. From then on, it became evident that there was ground for the early hopes placed in Coach Rice. His methods were spoken well of by the daily press, and his crews, especially the Freshman and Varsity eights, were soon recognized as likely to figure prominently in the coming regatta. When the hour of the race came, however, Cornell's past record secured for the Ithacans the choice of "favorite," with the Navy crew second. Columbia, Pennsylvania and Syracuse were generally rated as equal aspirants for third place. All calculations, however, were completely upset when, in one of the finest exhibitions of rowing, the Varsity eight led the six other crews throughout the four miles and only lost to Cornell's superior strength in the very last second of the great race. So close was the contest that the spectators on the shore were uncertain which crew had won. The official announcement gave the race to Cornell by three feet, although the official time, by reason of an oversight, shows a difference of 1 and ⅜ seconds between the boats.

The freshman crew suffered a mishap in the start of the race, which ruined the chances of victory for Columbia. A large hole was punched in the bow of the 1910 shell and the compartment rapidly filled with water. As it was, the freshmen made an excellent showing, considering their handicap. They secured fourth place and finished but a few seconds behind Syracuse and Pennsylvania. The Varsity four finished last in their race.

Due credit for the splendid performance made by the Varsity eight must be given to Coach Rice, who in his first year at the head of Columbia's rowing affairs has brought about a complete revolution for the better. Commenting editorially on the year in college rowing, the *New York Times* says: "Coach Courtney, his veteran ability sustained by the numbers and general aquatic enthusiasm of the Cornellians on the weedy Cayuga, gains this year his customary triumph. But with a physically weaker crew—a crew which nevertheless kept skillfully ahead of the Red and White shell up to one stroke before the end—Mr. James C. Rice has won and deserves the coachmanship honors of the season." The summary of the regatta follows:

Varsity Race, 4 miles

1. Cornell 20:02⅘
2. Columbia 20:04
3. Annapolis 20:13
4. Pennsylvania 20:33⅘
5. Wisconsin..... } time not taken
6. Georgetown.... }
7. Syracuse (did not finish)

Freshman Race, 2 miles

1. Wisconsin 9:58
2. Syracuse 10:03
3. Pennsylvania 10:04
4. Columbia 10:05⅘
5. Cornell 10:07

Four-oared Race, 2 miles

1. Syracuse 10:37⅕
2. Cornell 10:40
3. Pennsylvania 10:49
4. Columbia 10:59⅘

After the race G. Mackenzie '08 was elected captain for next year.

J. J. Young, '08, has been elected captain of the baseball team for next year, and A. A. Van Tine manager. A. Zink, '09, has been elected captain of the track team, and R. G. Estee, '08, manager.

FOSTER WARE

The following papers relating to the game of football were published by the University on June 13, 1907:

I. PETITION OF ALUMNI AND FORMER STUDENTS

On April 22, 1907, the following petition, addressed to the President of the University and numerously signed by alumni and former students, was received, and on the following day referred for consideration to the University Committee on Student Organizations, the University authority without whose approval no organization of students may be formed which represents the University in any way before the public:

We, the undersigned alumni, and sometime members of Columbia University, respectfully present the following:

We appreciate that the attitude of

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President Butler has had a marked influence in leading to the improvements in the game of football which have been brought about, and that if some such stand had not been taken by prominent universities, such as Columbia and Harvard, the evil tendencies which had crept in, instead of being remedied, might have grown worse.

The general opinion on the season just closed, during which the new game has been on trial, is that the game has been distinctly improved. Not only has the game as played this year been singularly free from roughness and so-called brutality, but there has also been a marked absence of unfair tactics, possible and profitable under the old rules. The change seems to be due not only to the new rules, but also to a gratifying improvement in general college sentiment and the better feeling of the teams toward each other, brought about, no doubt, by the recent agitation on the subject. The players have found the game so much more enjoyable and so much less exhausting that the universal opinion is in favor of increasing the time of play. The spectators have found the season one of remarkable interest. We feel safe in saying that there has never been so keen an appreciation, so universal an interest in the game as there has been this year.

There has been a very noticeable decrease in the injuries resulting from the game, particularly in the larger colleges having properly trained elevens. If statistics could be obtained we believe they would show that the injuries and fatalities in football during the past year have been less than in many other branches of sport, such as shooting, automobiling, polo, hunting, skating, swimming, coasting, etc., in proportion to the numbers engaged.

An undue amount of time should not be given to football, or to any other sport, to the detriment of university work. We are assured, however, by the undergraduates and the undergraduate management that if football is again played at Columbia it would not, in any way, be allowed to interfere with the University studies. The teams at West Point and Annapolis, which are absolutely first-class, devote less than two hours a day to football. This allowance of time is no more than should be devoted to outdoor exercise by the average student, and should in no way interfere with the college work.

The position that athletics hold in the mind of the schoolboy, preparing for college, cannot be overlooked. However false this point of view, the fact remains, that in every preparatory school in the country, throughout the autumn, football, the one intercollegiate fall sport of prominence, is discussed by the boys more than any other subject. This fact, and the desire of many boys to go where they can play the game, has a very important influence on their choice of universities. Columbia, with no football team, is practically unmentioned and forgotten for six months of the year.

During the past year there have been a number of sons of prominent alumni of Columbia, whose fathers wished, and had intended that they should go to Columbia, but who have been dissuaded from their intention by the fact that there was no football at Columbia. These boys were of the very class who were most likely to be of service to the University in years to come.

From the standpoint of the alumni, the football games in the past have been a source of keen pleasure, not only from the mere enjoyment of the game, but also from the pleasure of the reunions. Men are thus drawn together, at a time when all are actuated by a common feeling of enthusiasm and loyalty, and old feelings are quickly rekindled. The Graduates Club at New Haven on the day of the Yale-Harvard game is an inspiration. Alumni come from all over the country, not only because they wish to see the game, but because in seeing it they will meet hundreds of old college friends at a time when all have a common interest and enthusiasm. Such things take time to build up, but we had more than a beginning at Columbia. The Saturday of every game there were constantly increasing gatherings of Columbia men, meeting to attend the game and to renew college ties and friendships.

The Columbia University Club,

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whose wonderful success should be a source of pride to every Columbia man, and which is a most valuable ally of the University, was started at a time when football enthusiasm ran highest, 1901. We think the men who had most to do with getting it up and achieving this success will bear witness that the awakened college spirit and enthusiasm, largely due to football, was their greatest aid.

Recognizing very fully the point of view which the president and the faculty took in the stand they made, the undersigned, believing that the object of that stand and the position of the president and the faculty in regard to football has been justified, respectfully ask if the time has not now arrived to allow the restoration of the game of football, provided it can be done with proper restrictions as to the time to be devoted to it and without detriment to the work of the University.

II. Report of the University Committee on Athletics

On May 3, 1907, the following report was addressed to the University Committee on Student Organizations by the University Committee on Athletics:

May 3, 1907

TO THE UNIVERSITY COMMITTEE ON STUDENT ORGANIZATIONS, COLUMBIA UNIVERSITY

Gentlemen:

At a meeting of the University Committee on Athletics, held April 19, 1907, the following resolutions were adopted:

Resolved, That it is the sense of this Committee that intercollegiate football should be permitted at Columbia in the autumn of 1907, for the following reasons:

(1) The purpose of the prohibition of football has been accomplished, so far as it is possible to accomplish it by prohibition. Largely through Columbia's action, the very nature of the game has been so changed by careful legislation and thorough supervision that its interest for the spectators is as great as ever, while the safety of the players is now fully protected, serious injuries have almost wholly disappeared, and foul play has been brought under adequate control. Furthermore, the new game is one which may be played by a wide range of candidates, instead of, as formerly, being limited to a small number of exceptionally strong and heavy men.

(2) This committee is satisfied, from careful observation, that the students are willing and prepared to resume the game in a manner which will be clean, honorable and creditable to Columbia; that it need not seriously interfere with their academic work; and that, while they are anxious to compete with one or two representative teams, they have no desire to over-emphasize this aspect of the game, which is, moreover, within the complete control of this committee.

(3) This committee feels that the preservation of a spirit of loyalty among the undergraduates is of paramount importance; that the prohibition of football has seriously weakened that spirit; that, now that the prohibition has accomplished what it sought to accomplish in the betterment of the game itself, there can be no more effective way of preserving that spirit than by permitting the resumption of the sport—an expression of confidence in the undergraduates which cannot fail to restore and stimulate the sense of loyalty and enthusiasm which are essential to healthy university life.

Yours very truly,

G. Norris, '07, *secretary*
Robert LeRoy, '08 Law
William G. Palmer, '07
Allan B. A. Bradley, '02
George L. Meylan
F. S. Bangs, '78, *chairman*

III. Report of the University Committee on Student Organizations

On May 20, 1907, the following report addressed to the President of the University was submitted over the signatures of four members of the University Committee on Student Organizations, accompanied by the subjoined minority report over the signature of the chairman of the committee alone:

MAJORITY REPORT

May 10, 1907

President Nicholas Murray Butler,
Columbia University

Dear Sir:

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In accordance with your recent request we respectfully submit the following report or opinion bearing upon the proposition for the restoration of intercollegiate football. The immediate occasions for preparing the opinion are, the numerous petitions from the alumni; the frequent expressions from the students both in meetings and in the student press; and a recent conference held by us in your presence with Mr. Bangs, the chairman of the University Committee on Athletics.

We have felt and will always feel an earnest and sympathetic desire to meet the sentiment of the student and alumni bodies so far as we conscientiously are able, and it is this desire which leads us to express ourselves at some length. We do not fail to realize that an athletic contest, and above all a football game, calls graduates and students together in a vast cheering throng. It affords an opportunity for the expression of loyalty to *alma mater*, for social meetings and for the cultivation of solidarity.

The players, moreover, are inspired by a profound feeling of devotion to their college or university and by the spirit of "do or die" in its service. For this they master elaborate and complicated signals; undergo long and hard training; sacrifice personal comfort and every conflicting engagement; and lightly esteem physical risk or danger. We are presented with devotion to an ideal, that appeals very strongly to the young; and scarcely less strongly to those who are older. It is difficult for either to maintain poise, balance or judgment. We feel these influences no less than do others.

We have not been without sympathy for our own student body. They seem to be deprived of an opportunity or privilege enjoyed in sister institutions. It is natural for them to assume that their proper liberties have been interfered with and it is perhaps inevitable that resentment and even apparent alienation should ensue. This has been a cause of profound regret to us.

But the question is a very serious one; perhaps the most serious confronting the world of higher education today. In rendering our opinion we cannot forget that we are charged with the responsibilities of an institution founded, endowed and carried on primarily for intellectual and moral training and for preparation for professional life. It is a matter of grave consequence with us to keep this end in view and to maintain conditions conducive to it, or at least not antagonistic to it. Excessive social life, engrossing outside engagements and devotion to athletic sport beyond reasonable recreation and fun, cannot be looked upon with favor by any responsible officer. A college or university must be a place of quiet and studious atmosphere, of regular and systematic work, of freedom from distractions and interruptions, or else the subjects which it has to teach can never be learned. In considering this matter we are therefore confronted with a question of conscience as well as of judgment, and must act accordingly.

Football has abundantly shown itself to be the most engrossing and exciting of all sports, and its reputation in this respect is well established and well deserved. Its players and supporters have for years gone far beyond the limits which suffice for any other game. While we are prepared freely to admit that the game has been materially changed as regards danger, we do not believe, nor can we bring ourselves to think, that in other aspects it has essentially altered. It is complicated, difficult and absorbing. It has back of it an intense partisanship. It is exciting; it draws great crowds, and, on the day of an important match, it paralyzes the activities of a college or university. The quiet required for study, for teaching and for learning, cannot make headway against it. We are unable to convince ourseleves that, in these respects, the future would be different from the past.

The game, moreover, is played in the fall term. It begins often before the general student body is assembled. It nips in the bud habits of systematic and uninterrupted work at the very opening of the year. Many a man, especially in the professional schools, who desires to devote himself to his studies, has been forced out on the field by an inexorable student sentiment, or dragged out by the coaches—

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to the great injury of his work. Despite the resulting enthusiasm, the solidarity fostered among the students and alumni, and the great desire to be represented by a team in intercollegiate contests, we cannot but feel that in all the main functions of an educational institution, Columbia is, and other universities and colleges would be, far better off without the game.

There are other important reasons. The educational world today is alive to the fact that athletic activities have achieved a preponderance of consideration on the part of actual or intending students that is disproportionate and extremely objectionable. We have passed through a recent crisis in this respect. But while there has been uttered much apparently brave and positive speech, by various authorities, Columbia, almost alone of eastern institutions, has had the courage to let the prevailing dissatisfaction find expression in concrete acts. While we regret more than we could easily express, that we are alone in this respect, and while the difficulties of our situation are thereby much increased; nevertheless, we regard our position as a strong one, and we believe it would be a mistake to recede from it.

The petition of the alumni mentions the point that football is an absorbing subject among schoolboys, and that interest in the sport is a very strong, if not a deciding fact in the choice of a college. We cannot concede that this consideration is so strong. Football is much discussed undeniably in the schools, but the strongest factor in the choice of a college by a boy not otherwise decided, is in our opinion the parent. While our sister institutions are given over so largely and avowedly to fostering the athletic contests, it is the wisest policy of Columbia to appeal to the sober judgment of the elders, many of whom, from what they have learned of football, have felt grave doubts as to the wisdom of even sending a lad to college.

As was set forth in the report of the committee of officers submitted last spring, we may therefore very properly afford all proper and possible facilities for recreative sport among our students, but we should keep the intercollegiate phase well within bounds set by educational interests. It may be questioned whether we are yet within those limits. This constructive policy and the inauguration of new and somewhat modified interests constitute a subject, to whose importance we are very keenly alive. Along these lines we believe that we can provide both a reasonable and satisfactory outlet for the athletic spirit so prevalent among our students, and one free from the objections which may now be advanced against the present order of things.

We have also been much encouraged to believe that in this way would especially disappear the commercial and professional aspects of the situation. The great importance of gate-receipts and the huge sums involved in intercollegiate contests; the consequent large and inordinate desire to win; and the presence upon teams of undesirable members would give way before a moderate and good natured rivalry and a spirit of good sportsmanship. With respect to intercollegiate football, we do not believe this stage has been reached, and until it is attained we see grave objections to the introduction of contests.

Columbia consists very largely of professional schools. They are characterized and distinguished by required and definite courses of study. The work is gauged to the full strength of the average man and for superior excellence makes the same demand upon the exceptional man. This required work can be successfully performed if athletic sport is recreation moderately undertaken. The severe and absorbing training, the recurring absences of out-of-town games and the excitement are almost insuperable detriments. We think the same conditions ought to prevail to a scarcely less degree in the college, except in so far as the students are less mature. We think the widely prevalent idea that a college is the place essentially of social life and interests other than educational, a grave mistake and that the standard of systematic work, of hours of recreation, of intramural sport in term time and of intercollegiate contests in vacation should be aimed at.

When therefore an opinion is asked

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as to the wisest and best course for Columbia to pursue, while we deplore the necessity of differing with so many students and alumni, we cannot do otherwise than express honest convictions, based upon long observation and much experience. The pronounced intention and purpose of an institution to do one thing, and then the introduction of an outside and extraneous factor which practically prevents such performance, seems to us inconsistent, impracticable and in the long run impossible of perpetuation.

Respectfully,
G. C. D. Odell,
J. F. Kemp,
M. T. Bogert,
Henry Bedinger Mitchell

Columbia University has undertaken a definite athletic policy which has for its end the restoration to sport of the educational and character-building functions which properly pertain to it. This end is impossible of accomplishment so long as student sentiment values victory irrespective of the means by which it is attained. To change this sentiment requires on the one hand a wider student participation in sport for the sake of sport and on the other the elimination of commercialism, professionalism, and brutality.

The increased emphasis upon intramural athletics, and freedom from the pressure of intercollegiate football, are slowly working the desired transformation. When it is completed, to a general and vigilant student sentiment I would gladly see entrusted all athletic matters. But it is not yet established, nor are its beginnings fit to bear the resumption of football and its concomitants. Of our students and alumni alike we must ask the patience the magnitude of the task compels.

Henry Bedinger Mitchell

Professor Bogert would like to add to the majority report of the committee that he is strongly in favor of the restoration of intramural football.

Marston T. Bogert

On the understanding that the revised rules remove much, if not most of the excessive danger of the old game, Professor Kemp is not disposed to deprive our students of the enjoyment of this or any other sport which may be properly carried on among themselves for recreation and fun. He is prepared to join with Profesor Bogert, provided such admission is not interpreted as looking toward the introduction of intercollegiate football.

J. F. Kemp

APPENDIX BY PROFESSOR KEMP

The undersigned desires also to record, in connection with the above report, the following statement: It coincides in part with a suggestion which, as Mr. Bangs stated at the conference, he had made to the president a year or two ago; but it also has been felt by myself for several years to be the only feasible solution of the athletic problem. It is greatly to be hoped and desired that the presidents of groups of colleges and universities within a practicable zone; or, at least, a goodly proportion of them might get together and restrict during term time athletics of all sorts to intramural preparation and contests, or to contests with near neighbors, such as might be played Saturday afternoons, traveling included. They might then be followed by intercollegiate tournaments or meets as soon as the vacation had come, as is now done in boating. Basketball might be played in the Christmas holidays; all the other sports, baseball, lacrosse, tennis, track, golf, etc., all but football, in the closing weeks in June. The term time would then be devoted primarily to work, and would be without the constantly recurring, and in the highest degree demoralizing, absences on journeys.

J. F. Kemp

MINORITY REPORT

May 14, 1907

President Nicholas Murray Butler,
Columbia University

Dear Sir:

In dissenting to a limited extent, and only to a limited extent, from the opinion of a majority of the committee, I wish, as briefly as possible, to state my reasons.

At the start, I wish to express my agreement with all in the majority report of the committee, that is said concerning the evils of the athletic

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situation in general, and the football situation in particular. My disagreement begins with the means proposed to attain the end we are with one accord seeking.

That end, as I conceive it, is very comprehensive. It means fundamentally the attitude in which students, and not only here in Columbia, should be brought to regard their *alma mater*, as the mother of heroes, statesmen, poets, scientists, and, in general, good citizens. She clearly is not now so regarded. And athletics are in good measure, though not altogether, responsible for this changed regard. Included in this present attitude is the lost emphasis on the university as a school for intellectual and moral culture, the over emphasis on extra academic achievement, athletic and other, the passion for contest and victory by fair means or foul, with the attendant evils of professionalism and commercialism.

The question I ask myself is this: Can not the athletic situation be handled so as to make even it contribute to the restoration of the old ideal of college life? My answer is, I believe it can.

The next question is, By what means? There is first the method of prohibition of intercollegiate contests, already put in force in the matter of football. This method, since the problem is larger even that football, must be carried further, I think very much further, if it is to succeed in attaining the end above proposed. Personally, I do not believe it can be carried out and that if carried out consistently it could succeed. It would result in serious alienation of both the resident student body and an influential part of the alumni, and make it quite impossible for the members of the faculty to have any profound influence in the shaping of student ideals and character. I need only suggest the existence of the more material aspects of this undertaking. A less vigorous application of this method would work the same alienation without accomplishing the end.

I personally believe there is just now, in view of present conditions, a second and better method than prohibition. It is a restriction of the extra academic activities, both athletic and non-athletic by the faculty through and with the assistance of representatives of the student body itself. This requires a system of joint action, of free exchange of views by representatives of the faculty and students. There could thus be kept before the student body certain ideals on which faculty and student representatives could agree; and the strife to live up to them and enforce them would be in constant exhibition. This is, to be sure, a very onerous obligation, never discharged, but needing to be done every year, just as certainly as our academic courses need to be given every year for new men. The exhibition and application of high ideals in the concrete life of the students is, it seems to me, the very most important course needing to be established in the University. It will not march of itself while the faculty is busy here and there in merely things intellectual. It will not get itself done by any method of prohibition. It must be done by the faculty and only through and with the older students.

In order to bring the students into such a frame of mind as to make this possible, the reestablishment of football seems to me the first necessary step, without which frame of mind nothing can be done with the student body toward establishing the better and truer ideals of university life.

The prohibition of it is accepted by large numbers of both students and alumni as having been wise and salutary, though the method of doing it without the assistance of the student body, it is generally agreed, was unwise and has been attended with unfortunate results.

As the prohibition may be regarded as one step, a first and very important step, in attaining the end in view, so its reestablishment under certain restrictions, in which the moral purpose is made clear, may be regarded as the next wise step. In this way no reversal of policy will appear, but consistency in policy may be exhibited.

I am, then, in favor of the reestablishment of intercollegiate football for the above reasons, and only in the in-

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dicated manner, of a most carefully planned and thoroughly applied scheme for the moral education of students in and through their extra academic activities, and in conjunction with the students themselves.

I may say, in conclusion, that I am not blind to the difficulty of the task, but my personal knowledge of the attitude of the undergraduate members of the athletic committee in grasping moral principles and applying them skillfully to cases in hand, gives me the strongest faith in the practicability of this plan.

I think I am right in saying that the committee is in essential agreement as to the aim and general policy above indicated; that the majority is in doubt as to the practicability of the means suggested to accomplish the end; and that the majority denies the necessity of reestablishing football in order to carry out the policy proposed.

Whether intercollegiate football be reestablished or not, some such task as herein suggested should be undertaken, though I am sure, with fewer chances of success if the prohibition be continued. The details of this plan can be submitted later if it is desired.

I, of course, am not opposed to intramural football.

HERBERT G. LORD

THE ALUMNI

Columbia University Club

The Columbia University Club as usual made special preparations for its members to view the boat-race at Poughkeepsie and the entertainment committee under the supervision of Robert S. Woodward, Jr., provided five parlor-cars and two dining-cars for the members and their guests. During the summer there have been many applications for both permanent and transient accommodation at the club house, and many more rooms could be rented were they available. The Club is a favorite gathering place for the alumni during the summer, and the open air dining-room has been well filled during the entire season.

Washington Alumni Association

A number of graduates of Columbia, resident in Seattle, Washington, met recently and took steps towards the formation of an alumni association for the state of Washington, the headquarters to be in Seattle. Charles McNamee, '77 L., was chosen president, and J. Y. C. Kellogg, 1906 L., Baily Building, Seattle, secretary of the temporary organization.

On July 25 a meeting of the temporary organization of the alumni of the state of Washington was held at the University Club, Seattle, the following being present: Charles McNamee, '77 L., O. H. P. La Farge, '91 S., Frederick W. Kelly, '89 Pol. Sc., Everett B. Stackpole, A.M. 1902, Charles A. Budd, Victor V. Moore, E. E. Barr, Dr. August J. Ghiglione, 1904 M., Max Hardman, Dr. Bruce Elmore, 1900 C., 1903 M., George H. Walker, '92 L., Dr. Guy S. Peterkin, '95 M., George A. Custer, 1906 L., J. Y. C. Kellogg, 1906 L., all of Seattle, and Dr. H. W. Dewey, '81 M., of Tacoma. Mr. Kellogg reported for the committee on constitution, and the draft submitted by him was adopted. Mr. McNamee was declared permanent president and Mr. Kellogg permanent secretary of the Columbia University Alumni Association of the State of Washington. Dr. Dewey was chosen vice-president and Mr. Barr treasurer. The annual meeting of the new association is to be held in the month of March, and the executive committee will arrange for an initial dinner or smoker in the fall. In addition to those mentioned above, the following Columbia men are charter members of the association: Lyman Colt, Dr. Clarence A. Smith, '87 M., William C. Butler, '87 S. (of Everett), William K. Greene, '91 C., Carl Marrow, F. L. Seixas, F. H. Brownell, John E. Boyer, '91 L. (of Walla Walla), J. Seton Lindsey, Gerald A. Lowe, '97 L., J. S. Cotee, Milo J. Loveless, Guy S. Eldredge, 1907 S., and L. C. Gilman, '83 L.

China Alumni Association

On the occasion of the Centenary Conference of Missions, which brought

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together in the city of Shanghai a number of Columbia men from interior points, a dinner of Columbia graduates resident in China was held. At the meeting the "China Association of Alumni of Columbia University" was organized, Dr. F. L. Hawks Pott, '83, being chosen president, and F. E. Hinckley, Ph.D., 1905, secretary and treasurer. The membership of the new association comprises the following: A. J. Bowen, Pol. Sc., 1904–05, Wuhu (care A. E. Cory); G. H. Butler, 1903, Shanghai; A. E. Cory, Ph., 1905–06, Wuhu; F. Garrett, A.M., 1904, Nanking; W. H. Gleysteen, A.M., 1903, American Presbyterian Mission, Peking; R. Hamaguchi, A.M., 1904, Mitsui Bussan Haisha, Shanghai; F. E. Hinckley, Ph.D., 1905, U. S. Consulate, Shanghai; W. B. Pettus, 1904, Nanking; F. L. H. Potts, '83, St. John's College, Shanghai; C. M. L. Sites, Ph.D., '99, Nanyang College, Shanghai.

Mr. Hinckley planned to go to Japan in the summer and to meet a number of graduates living in Tokio. A Columbia Club exists in the latter city and it may be the pleasure of the members of this club to enlarge the scope of organization so as to form a regular alumni association for Japan.

Pittsburg Alumni Association

A meeting of the Columbia Alumni Association of Pittsburg was held at the Union Club on May 28, and the following officers were unanimously elected for the year 1907–1908: William McConway, Jr., '95 S., president; Arthur Hamerschlag, director, Carnegie Technical School, and Frank Schlesinger, A.M. '97, Ph.D. '98, director, Allegheny Observatory, vice-presidents; E. W. Bartberger, 1900 Arch., 1014 Westinghouse Building, secretary and treasurer; Paul S. Ache, 1903 L., Dr. R. B. Faulkner, '75 M., and James M. Clark, '87 L., members at large of the executive committee. Dr. William McC. Scott, '89 M., of Black Lick, Pa., and A. M. Templeton of Washington, Pa., were admitted to membership.—Another meeting of the association was held at the Union Club on June 24.

Louisiana Association

The Columbia Alumni Association of Louisiana was organized in the city of New Orleans on May 28, 1907, Ralph J. Schwarz, A.M. 1904, 1905 L., being elected president, and Leslie Brewster Smith, 1905, secretary-treasurer of the new association. Any graduates or former students of Columbia residing in the state of Louisiana who have not heard of the formation of this association are requested to send their names and addresses to Mr. Schwarz at 805 Common Street, New Orleans.

Society of Columbia University Architects

The Society of Columbia University Architects has amended its constitution so as to admit to membership those who have graduated from, or who have passed at least one academic year at Columbia University in the department of fine arts. The officers for the year 1907–8 are: President, D. Everett Waid, '92; vice-president, H. Snyder Kissam, '86; second vice-president, I. N. P. Stokes, '94; secretary, Will Walter Jackson, '92, 50 Beekman St.; recorder, F. Livingston Pell, '95; treasurer, H. G. Emery, '94, 68 Bible House.

The meetings of the Society are held on the evenings of the fourth Tuesday of October, January and April, while the Board of Governors meets on the afternoon of the second Tuesday of October, January, April and May.

Ph.D. Association

The fourth regular meeting of the Association of Doctors of Philosophy was held in the School of Mines building on the afternoon of commencement day. President Luqueer submitted his annual report, an abstract of which follows:

A few words may be spoken on the meaning of the Ph.D. degree, (1) to the caustic critic, (2) to the friendly critic, (3) to the aspirant to the degree, and (4) to the holder of the degree.

True learning, it may be urged by the caustic critic, is an endless process. None of its stages should be marked by a tag which would seem to the uninitiated or to the over-proud possessor a sign of finality. Again, the work required for the degree is often without valuable significance, it is but a

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listening to lectures, a reading of books and a making a compilation of all discoverable statements regarding points of infinitesimal worth. Again, the dissertation, written without style, evincing no genius, preserving no valuable result, is often but a tasteless, ineffective publication. And the degree itself is no certificate of teaching ability, no warranty of future usefulness. It creates but a scholastic caste, unworthy the republic of letters.

To the friendly critic, on the other hand, the Ph.D. degree stands as the outer mark of two or three years post-graduate study along lines chosen by the student under the guidance and inspiration of the best teachers of the university. This would necessarily seem to be of greatest benefit to the student. Furthermore, the professors themselves are stimulated to higher and better work by dealing with students who are the outcome of a more or less severe process of elimination, whose intelligences are awakened and who pursue their work with more mature self-determination and interest. Their dissertations, too, though in some cases valueless in matter and tasteless in form, are, in many others, a distinct contribution to knowledge. At the least, they offer material aid to the man of genius able to cull from them data for far-reaching and effective treatment and generalization.

What is the meaning of the degree to the aspirant? To the college freshman the four years ahead seem a long path. He pictures the end of the journey as the point at which he will be fully equipped for undertaking any task the world may offer. But the college years with their student associations and enthusiasms, with their elements of literature, of languages, of science, quickly pass. The world widens; the definite opportunity for beginning life-work seems to recede. To those undecided as to entering upon a business, or a profession, either of divinity, law, or medicine, the opportunity for further study and self-equipment, along somewhat definite lines, is a great boon. Becoming a candidate for the degree, he enters a great fellowship. He meets students with similar ambitions from other colleges. Often he takes residence at other universities, at home or abroad. Now the effort is made not so much for absorption as for expression. He gathers materials to impress upon them a new form. Often the field of his particular research is narrow; but in his own thinking he strives to relate it with the wide territories surrounding it and the great heavens vaulted above it. Still young, his sympathies need not be limited to his special task. He realizes that he is one of many. Broad interests and many-sided power may be developed in the fringes of attention while the focus is busy burning its way into some little dark recess of truth.

When he has been granted the degree, what may it mean to him? Historically, the degree was primarily a teaching degree. It marked fitness and intention to teach the subject for which the degree was given. At present, to the doctor who is appointed instructor in some college or university, the pathway of continued research along lines of early choice is more widely open than before. The association of his fellows, the needs of his students, all help in keeping him intellectually awake and progressive. But to many outside the college world, the details of business or profession distract the attention and deaden ambition aiming at literary or scientific expression. This is not a new plaint. Sir Thomas More uttered it, three hundred and ninety years ago. In his quaint letter to Peter Giles accompanying a portion of the "Utopia," he enumerates the many things that kept him from the early dispatching 'of thys so lytle busynesse,' as he termed his book. But nevertheless he did finally write it. It is to those outside college that this association may be of especial value and stimulus. There is no work so narrow or restricted but that it has relations to the larger world; no task of such limited horizon that may not offer problems for scientific investigation, whose solution may not be of social benefit. We become dead in our work if we do not build suspension bridges from it to the work of other men and to the needs of the world.

Every meeting of this association

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may suggest some such connection, some such service. The simple yet heroic narrative of a Crampton; the beautifully formed and wide-visioned address of a Dickinson Miller, the conversation between men becoming increasingly differentiated in their life work but more and more united by human sympathy, all may have their quickening impulse. The existence of an association standing for honorable, patient, effective intellectual effort, initiated by post-graduate study at Columbia, and uniting those who, early and late, have received its degree of doctor of philosophy, can not fail to have a good influence upon present and future candidates for the degree. Nor are the conditions for obtaining the doctorate fixed and static. The body of men who have received the degree from a university form the highest product of the university as an institution of instruction. Such a body, as organized in this Association, should attain to self-consciousness, to self-criticism. It should be able to modify, if need be, the requirements leading to the degree, and the aims of the men who seek it. Subjects for dissertation, methods of instruction, study and research, results as shown by printed thesis or future productiveness, all are subjects for our inquiry and for helpful betterment; or, if good, for our applause.

Thus let us count it a privilege to belong to this Association. It is not the degree that exalts, but the work meriting the degree. Let us not hold the degree in dead hands, but in thought that is virile and active. It is a sign of nobility. We meet from time to time lest we forget that *noblesse oblige*.

The members nominated for the various offices by the committee chosen for this purpose at the last meeting were unanimously elected, as follows: *President*, Frederic Ludlow Luqueer, Principal, P. S. 126, Brooklyn; *vice-president*, Adam Leroy Jones, Princeton University; *secretary*, Rudolf Tombo, Jr., Columbia University; *treasurer*, Allan Perley Ball, College of the City of New York; members at large of *executive committee:* Political science, Charles Emil Stangeland, State College of Washington; philosophy, Frank Wadleigh Chandler, Brooklyn Polytechnic Institute; pure science, Roland McMillan Harper, Geological Survey of Alabama.

Ph.D. Notes

1902.—Stephen P. Duggan has an article in the *City College Quarterly* for June, 1907, on "Some distinctive features of American education."

1904.—Gregory D. Walcott, who has been dean of Blackburn College (Illinois), has been elected to the chair of psychology and philosophy at Hamline University, St. Paul, Minn.

1905.—Professor Fletcher Harper Swift, assistant professor of education in the University of Washington, has accepted an election to the position of assistant professor of education in the University of Minnesota.

News of the Classes

1877.—The last commencement was the thirtieth anniversary of Mr. John B. Pine's graduation from Columbia College. In view of his singular devotion and eminent services to his *alma mater*, it seemed fitting to some of his friends in the University to celebrate this anniversary in quiet but affectionate fashion, by a simple festivity at which there might be a true flow of soul. Thirty members of the University (one for each year elapsed since 1877) who had been associated with Mr. Pine either as trustees, as administrative officers, or as trustees of the University Press or editors of the QUARTERLY, entertained him at dinner at the Faculty Club on the evening of June 6. The steward provided an excellent repast, and the tone of the gathering proved delightfully informal. President Butler sat at the head of the table and acted as toastmaster. No one had been informed beforehand that he might be called upon to speak; the speeches were in consequence truly off-hand, and the more hearty and enjoyable for that reason. The thirty hosts (Δειπνοσοφισταί) were the following: Nicholas Murray Butler, '82, George R. Carpenter, Harvard '86, William H. Carpenter, Hamilton '81, Timothy M. Cheesman, '74, Francis B.

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Crocker, '82, William A. Dunning, '81, Franklin H. Giddings, Union '77, Frederick A. Goetze, '95, Frank J. Goodnow, Amherst, '79, William Hallock, '79, A. D. F. Hamlin, Amherst '75, Frederick P. Keppel, '98, George W. Kirchwey, Yale '77, Samuel W. Lambert, Yale '80, Brander Matthews, '71, John B. Moore, Virginia '80, Henry L. Norris, Stevens 1902, Henry F. Osborn, Princeton '77, Harry Thurston Peck, '81, Edward D. Perry, '75, Edwin R. A. Seligman, '79, Frank Dempster Sherman, '84, Munroe Smith, Amherst '74, Calvin Thomas, Michigan '74, Rudolf Tombo, Jr., City College '95, William P. Trent, Virginia '84, John Howard Van Amringe, '60, James R. Wheeler, Vermont '80, Edmund B. Wilson, Yale '78, and Frederick J. E. Woodbridge, Amherst '89. Letters of regret were received from several men who were unable to be present.

The Alumni Association of the Early Eighties.—In connection with the celebration of the twenty-fifth anniversary of the class of '82 on commencement day, there was formed an Alumni Association of graduates from 1880 to 1885, inclusive, for the purpose of dining together and holding other reunions, where a number of alumni of approximately the same time could gather for mutual pleasure and keep in touch with Columbia matters. James Duane Livingston, '80, was elected president and Girard Romaine, '82, secretary and treasurer.

1882.—The twenty-fifth anniversary of the graduation of the class was celebrated on commencement day and was a pronounced success, there being a full turnout of the members. The class participated in the commencement ceremonies of the morning and after the dedication of the bronze torchères in front of the School of Mines building and of the window in the Hamilton Hall library, sat in a body at the alumni luncheon. An automobile ride in the afternoon and informal gatherings in the evening brought to an end a happy anniversary.

1886Arch.—Henry Snyder Kissam has announced his engagement to Miss Mary Margaret Murray, of Paris, Ontario, Canada. The wedding is to take place early in the fall.

1887L.—Frederic Taber Cooper, A.M. '91, Ph.D. '95, formerly of *The Bookman*, has succeeded Joseph M. Rice as editor of *The Forum*.

1888.—On commencement day the class held a reunion and kept open house as usual during the afternoon on the third floor of Hamilton Hall. On June 6 Henry A. Sill was married to Miss Afreda Payson. The dinner which he gave to the members of the Benedick Club, an '88 organization, on May 18 was thoroughly enjoyed by those present.

1889 L.—William R. Willcox has been selected by Governor Hughes to head the recently constituted Public Utilities Commission.

1892.—The class of '92 College and Science held its annual commencement reunion, dining first at Pabst's Restaurant and then proceeding to South Field and the college campus to participate in the *Kneipe* of '97.—Alanson T. Briggs, the permanent chairman of the '92 reunion committee and an indefatigable worker for the class welfare, was married to Miss Maud Miller, of Elkton, Ky., on June 24.

1893.—The regular commencement anniversary dinner of the class of '93, College, was held at the Faculty Club and was attended by seventeen members of the class. Phelps, who is the rector of an Episcopal Church in Delaware, had the honor of having come the longest distance for the reunion. Those present included Merrall, Lilienthal, Taintor, Whyland, Underhill, Wade, Brown, Hellman, Max Bernheim, Newhouse, Johnson, Keating, Phelps, Lefferts, Brinckerhoff, Squires and Hervey.—Pollard is now curator of the Museum of the Staten Island Association of Arts and Sciences with headquarters at New Brighton.—The fifteenth anniversay dinner will take place during the first week in December at the Columbia University Club, and soon afterwards it is proposed to issue a supplement to the decennial class book, bringing it down to date.

1899.—The eighth annual commencement reunion of the class of '99, College, was held at the University on the afternoon and evening of commence-

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ment day. The members of the class assembled early in the afternoon and attended the alumni luncheon. After the alumni meeting the class adjourned to South Field, and also participated in an enjoyable automobile ride. In the evening a dinner was held at The Claremont, in conjunction with the class of 1901, at which the ties of junior and freshman days were pleasantly renewed. At the conclusion of the dinner, both classes marched over to South Field and attended the open air decennial celebration of '97. Among those present were the following: Matthew, Giffin, Harrington, Ehret, Baker, Pell, Lichtenstein, Hinck, Mitchel, Cardozo, Hackett, Deane, Ernst, Marcus, Seward, Fletcher, Fort, Lesem and Corning.—Oscar R. Lichtenstein was married to Miss Mary Boyd at North Adams, Mass., on June 27, 1907; Charles H. Tuttle was married to Miss Helene Louise Wheeler at St. Luke's Church, New York City, on June 1, 1907; John S. Harrison was married to Miss Elisabeth Shepard Southworth on June 27, 1907, at Gambier, Ohio. Howard S. Harrington has become a member of the firm of Wallace, Butler and Brown, 54 Wall Street, New York City; and John P. Mitchel has recently been appointed commissioner of accounts of the City of New York.—The class records with sorrow the death of John F. McCann, Jr., who died on June 19, 1907, at his home in the City of New York, after a lingering illness of some weeks. He was born in the City of Brooklyn on March 9, 1879, and received his preparatory education in the schools of that city and at Saint Francis Xavier's Academy. Entering college in the fall of 1895, he soon became one of the most popular men of the class. After graduating from college, he entered the Columbia law school and received the degree of bachelor of laws in 1902. He became associated with Dos Passos Brothers, and later opened his own office in New York City.

1902.—The quintennial reunion of the class was held at the University on commencement day. The class of 1902, Science, also participated in the celebration. The following men were present from the College: G. C. Atkins, Bradley, Bullard, Boardman, Carey, Carter, Clark, Collins, Faile, Fitch, Glenney, Halstead, Harper, A. G. Hays, Hincks, Holland, Hutton, Jackson, Johnston, Kelly, Lieb, Marsching, McClure, Meeks, Potter, Ryttenberg, St. John, Schuster, Spence, Strebeigh, West, Yohannan. Others present during the afternoon or evening, but not at the dinner were Budington, Danton, Gerster, Haas, Middleton, Nesbit, Ward, Winslow. Preceding the dinner, the election of class officers for the next five years was held, resulting as follows: President, A. B. A. Bradley; vice-president, H. S. Holland; secretary and treasurer, Ralph W. Carey. It was voted to have a standing committee to act for the class whenever occasion shall arise, the same to consist of the officers and R. P. Jackson. A previously adopted resolution was amended to provide for annual reunions at commencement.—Danton received the degree of Ph.D. from the University and Nesbit that of A.M. Hopkins has just received his M.D. from Johns Hopkins. Norton Atkins and Lawrence have completed their course at the General Theological Seminary and have both gone to assume charge of churches in North Carolina. Immediately after commencement an epidemic of matrimony broke out in the class, three members being married in two days. Arthur Stratford was married on June 19 to Miss Helen Lockwood of Jersey City. On the same day the wedding of Louis Ledoux to Miss Jean Logan, of Yonkers, took place, while on the twentieth George Danton was married to Miss Annina Periam (Ph.D. 1905) of Newark, N. J. Another recent wedding was that of Burke Jenkins.—John Jerome Kelly has formed a partnership with George H. Watson, Jr., under the firm name of Watson and Kelly, to transact a general banking and brokerage business at 67 Exchange Place.

1903.—Robert Livingston Schuyler, A.M. 1904, has announced his engagement to Mrs. Sadie Van Dyke Brooks. The wedding is to take place in the early autumn.—N. Waring Barnes, who has been instructor in English at Ohio Wesleyan University for the past two years, has been elected professor

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of rhetoric and English composition at De Pauw University, Greencastle, Indiana.

1904.—The class of 1904, College, held its triennial reunion on the afternoon and evening of commencement day. Edwin H. Updike has formed a partnership for the general practice of law with G. C. Atkins, 1902, and the new firm have opened offices at 219 Broadway. William A. Aery, who has served as instructor at Hampton Institute, Hampton, Virginia, has decided to spend at least another year in the same work, which he reports as being most interesting.—The second issue of the *1904 Class Bulletin*, which is published each year by the class, is nearing completion.—Ernest Stauffen, Jr., has announced his engagement to Miss Mary Brent Stewart, of New York.

1905.—Robert Le Roy captured the Tri-State tennis title at Cincinnati, O., on September 7. He also succeeded in reaching the final round in the national tournament at Newport as well as in the Longwood tournament.—Steward Slosson is engaged to Miss Alexandra H. Stevens, daughter of Mrs. Berkely Mastyn.

1906 S.—Oscar E. Stevens, E.E., was married on June 1, at Plymouth, Mass., to Miss Caroline Morgan, daughter of Col. and Mrs. R. Hathaway Morgan, of Plymouth and New Bedford.

1906 L.—Reeve Schley, A.B., Yale 1903, was married on September 7, 1907, to Miss Kate De Forest Prentice. The wedding took place at St. Peter's Church, Monmouth Beach, N. J.

NECROLOGY

Leroy Milton Yale, AB. '62. The *Archives of Pediatrics* for November, 1906, contained an interesting sketch of Dr. Yale's career, from which we reprint the following paragraphs at the request of his classmate, Charles S. Knox:

Dr. Leroy Milton Yale was born at Holmes Hole (now Vineyard Haven), Mass., February 12, 1841, the son of Leroy Milton and Maria Allen Yale, and died September 12, 1906. He graduated from Columbia College in 1862, and from Bellevue Hospital Medical College in 1866. In that institution he lectured for some time on orthopedic surgery. For a few years he held a lectureship on obstetrics in the University of Vermont. He was surgeon to Charity Hospital from 1870 to 1877, to Bellevue Hospital from 1877 to 1882, to Presbyterian Hospital from 1880 to 1885. He was a member of the New York County Society and Academy of Medicine, of the Century Association, and, since 1891, of the American Pediatric Society, in which, though contributing but little beyond his paper on "The local treatment of diphtheria" contained in the fifth volume of its transactions, he was greatly interested. He was co-editor of the *Medical Gazette*, 1867–68, and medical editor of *Babyhood*, 1884–1891. His books are: "Nursery problems," New York and Philadelphia Contemporary Publication Company, 1893, and "The century book of mothers," 1901. A long list of journal articles from his pen is quoted in the subject catalogue of the Surgeon General's Library.

Dr. Yale was credited by good judges with an unusual knowledge of the technical processes of the art of etching. In the establishment of the New York Etching Club he took an active part, and was its president from 1877 to 1879. Frank Weitenkampf, curator of prints at the New York Public Library, made the following statement: "Dr. Yale produced several hundred plates, mostly landscapes, of which a certain number were in the nature of an artistic traveler's memoranda of places visited. The best of his serious work had the qualities demanded of painter-etching and found in the plates of the masters of the art—good composition, economy of line and a proper sense of both the possibilities and limitations of the etching-needle. Dr. Yale was, furthermore, an enthusiast on the subject of etching, who encouraged more than one to take up the needle. His name is indissolubly connected with the development of painter-etching in this country."

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His medical attainments were not always estimated at their full value, though he had enjoyed opportunities to gather knowledge and attain proficiency to a rare degree. His early surgical career taught him accuracy and care in all his work, though he may gradually have shrunk from mechanical labor. But thoughtful surgeons are certain to become good diagnosticians. Their habits of precision he carried into the general practice of his later life, and he became a good practitioner in the best sense of the word, the very philosophical physician whom Plato delights in calling godlike. His heart was the equal of his brain. The kindly and lovable traits of his nature were exhibited both in his daily life and his professional work. That is what attracted him to children, and children to him. That, and his general information, acquired through the habit of utilizing every moment of his life, a good part of which was blighted by infirmities quietly borne, made him a delightful companion. Moreover, no man could be more averse to the prevailing commercial spirit of our period than Dr. Yale. Altogether, he was one of those who, no matter at what age, always die too soon.

A. J.

BLUNT, Matthew Marsh, A.B. 1850, A.M. 1853, Brig. Gen. U. S. A. ret., died recently.

BOYD, Rev. Alexander Samuel, A.B. 1906, Drew Theological Seminary, class of 1907, died on May 17, 1907.

BROWER, John Lovett, LL.B. 1867, A.B. C. C. N. Y. 1862 and A.M. 1865, died on December 20, 1906.

BUCKNALL, George James, M.D. 1864, died on June 10, 1907. He received the degree of A.B. from Santa Clara College in 1860.

CROSBY, Ernest Howard, LL.B. 1878, A.B. New York University 1876 and A.M. 1879, died recently in Baltimore, Md., of pneumonia, aged fifty-one years. He was widely known as a social reformer, lecturer and author. He was appointed a judge of the International Court at Alexandria, Egypt, when Benjamin Harrison was President. Mr. Crosby was a Republican in politics and succeeded Mr. Roosevelt as representative in the State Assembly in 1887. After serving as a legislator, he went to the International Court. On his way home, he visited Count Tolstoy, whom he greatly admired, and afterwards wrote a book entitled "Tolstoy and his message." He also wrote "Captain Jinks, hero," "William Lloyd Garrison, non-resident and abolitionist," "Tolstoy as a schoolmaster," "Broadcast," and "Plain talk in psalm and parable." Mr. Crosby was the first president of the Social Reform Club and was chairman of the New York committee of the "Friends of Russian freedom."

DUER, James Gore King, A.B. 1862, died on May 27, 1907, in New York City, aged sixty-four years. He was a grandson of William Alexander Duer, one of the early presidents of Columbia College. He was at one time president of the Westchester Kennel Club, and a member of the Union and New York Athletic Clubs and the Delta Phi fraternity.

DUFFIELD, William Ward, A.B. 1841, died at his home in Washington, D. C., on June 23, 1907, aged eighty-four years. He served as a lieutenant in the Mexican War and as colonel of the Ninth Michigan Regiment in the Civil War, and later was made a brigadier general. From 1894 to 1898 he was superintendent of the coast and geodetic survey at Washington.

FREEMAN, Wilberforce, LL.B. 1868, A.B. Princeton 1864 and A.M. 1867, died at his home in Orange, N. J. recently, after a long illuess. He was a presidential elector, a member of the Orange board of education, president of the Half-Dime Savings Bank of Orange, a member of the New England Society of Orange, of the New Jersey Historical Society, the Essex County Country Club, and the Princeton Alumni Association.

GOODHART, Lawrence George, LL.B. 1894, Ph.B. St. Francis Xavier 1894, died on June 30, 1907.

HAIGHT, Theodore, a member of the class of 1877, College, died on July 10, 1907, at Los Angeles, Cal.

KISSAM, Benjamin Tredwell A.B. 1838, A.M. 1851, died on July 11, 1907, aged eighty-eight years. Mr. Kissam studied law after graduating from Columbia and was one of the founders of the Bar Association. He was a life

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member of the Alumni Association of Columbia College and of the St. Nicholas Society of New York.

LAIGHT, Charles, M.D. 1868, died at Rome, Italy, on March 31, 1907.

MCCANN, John Franklin, Jr., A.B. 1899, A.M. 1901, LL.B. 1902, died in New York City on June 19, 1907, aged twenty-seven years.

MOLONY, Augustus Aloysius, M.D. 1869, died in New York City on January 30, 1907.

MONEYPENNY, John, A.B. 1847, M.D. 1850, died on January 20, 1907, at Cambridge, New York.

MONTMARQUET, Joseph Didier, M.D. 1889, died on December 15, 1906.

MORRIS, James, A.B. 1852, LL.B. Harvard 1854, died on May 22, 1907, at his home in New York City. He was a prominent figure in the Bar Association and was a member of the City Club, the St. Nicholas Society and the Columbia University Alumni Association.

NEWELL, George Baldwin, LL.B. 1875, died on April 20, 1907, in Paris, France. He had lived abroad for some years. He was a member of the Bar Association of New York and the University Club.

OAKLEY, Ralph, LL.B. 1878, died on May 12, 1907, at Englewood, N. J., aged fifty years. He was a director and a member of the executive committee of the Lloyd's Plate Glass Insurance Company, and belonged to the Bar Association and the Lawyers' Club.

PARKER, Willard, A.B. 1866, A.M. 1869, M.D. 1870, died on June 24, 1907, at his home in New York City. He was a member of the Century Club.

PATTON, John, Jr., LL.B. 1877, A.B. Yale 1875, died on May 24, 1907, at Grand Rapids, Mich., of typhoid fever, aged fifty-six years. He was a member of the State Central Committee of Michigan and for two years was president of the State League of Republican Clubs. He was made United States Senator to fill the vacancy left by the death of Senator Stockbridge.

PEACOCKE, John Monsell, M.D. 1883, died suddenly at his home in Brooklyn, on July 3, 1907, aged fifty-nine years.

PERKIN, Sir William, Sc.D. 1906, died on June 14, 1907, in London, England, aged sixty-nine years. Sir William Perkin became famous as the discoverer of the color mauve, in 1856. The jubilee of this discovery was celebrated in this country and in England last year. A Perkin Medal was instituted, to be given each year to the American who had excelled in chemistry during that year, and a reference library was founded at the Chemists' Club of New York City. Sir William held the following degrees: Ph.D. Würzburg 1878, LL.D. St. Andrews 1880, Sc.D. Victoria 1903 and Leeds 1906, Ph.D. Heidelberg 1906, D.Eng. Munich 1906, LL.D. Johns Hopkins 1906. The honor of knighthood was conferred upon him shortly before he came to America.

POMEROY, Eugene Hall, A.B. 1860, LL.B. 1862, died on July 1, 1907, in New York City, aged sixty-six years. He was a member of the New York Athletic Club.

RALPH, William Le Grange, M.D. 1879, died on July 9, 1907, at Washington, D. C., aged fifty-six years. After practicing medicine for a time, he devoted the rest of his life to ornithology, and he donated about 10,000 specimens to the Smithsonian Institution. In 1897 Dr. Ralph became custodian of the collections of birds' eggs in the National Museum at Washington; later his official title was changed to that of curator.

REES, B. Franklin, E.M. 1875, was killed in Chattanooga, Tenn., on August 25, 1907, while driving an automobile. He was fifty-four years of age.

RUSSELL, William Hamilton, A.B. 1878, died on July 22, 1907, at Lyons, France, aged fifty-one years. He was a member of the firm of Clinton & Russell, architects of 32 Nassau Street, and belonged to the New York Yacht, University, City, Midday, St. Anthony, Knickerbocker, Westchester County, Larchmont Yacht, Players and Manhattan Clubs and to several architectural societies.

SLOCUM, William Edwin, LL.B. 1864, B.S. C. C. N. Y. 1862 and M.S. 1865, died on June 13, 1907.

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STATISTICS

Summer Session

A—*Students Classified According to Sex*

	General		Medical	Total	
Men	608	45.04%	42	650	46.70%
Women	742	54.96%	..	742	53.30%
	1350	100.00%	42	1392	100.00%

B—*Students Classified as Old and New*

	General		Medical	Total	
Previously registered	573	42.45%	22	595	42.74%
New Students...	777	57.55%	20	797	57.26%
	1350	100.00%	42	1392	100.00%

C—*Students Classified According to Faculties*

I.	Non-matriculated		734
II.	Matriculated:		
	1. Columbia College	63	
	2. Barnard College	37	
	3. Applied Science	131	
	4. Fine Arts	2	
	5. Political Science	20	
	6. Philosophy	154	
	7. Pure Science	41	
	8. Teachers College	167	
	9. College of Pharmacy	1	616
			1350
Medical Summer Session:			
	1. Non-matriculated	27	
	2. Matriculated	15	42
			1392

D—Students Classified According to Teaching Positions

	Number of Students	Percentage of Total Enrollment
Elementary schools.....	274	20.30 %
Secondary schools	168	12.45
Higher educational institutions.....	56	4.15
Normal schools.....	50	3.70
Principals (school).....	62	4.59
Superintendents	19	1.41
Special teachers.....	44	3.26
Private school teachers.....	23	1.70
Not engaged in teaching.....	654	48.44
Total..	1350	100.00 %

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E—*Students Classified According to Residence*

North Atlantic Division:			
Connecticut	24		
Maine	2		
Massachusetts	26		
New Hampshire	2		
New Jersey	133		
New York:			
Outside of New York City	138		
Manhattan and The Bronx	395		
Brooklyn	90		
Queens	18		
Richmond	12	515	
		653	
Pennsylvania	58		
Rhode Island	4		
Vermont	3		
		905	67.04%
South Atlantic Division:			
Delaware	1		
District of Columbia	30		
Florida	8		
Georgia	21		
Maryland	58		
North Carolina	18		
South Carolina	16		
Virginia	22		
West Virginia	6		
		180	13.33%
South Central Division:			
Alabama	15		
Arkansas	3		
Kentucky	20		
Louisiana	2		
Oklahoma	1		
Tennessee	5		
Texas	21		
		67	4.96%
North Central Division:			
Illinois	17		
Indiana	30		
Iowa	17		
Kansas	9		
Michigan	10		
Minnesota	11		
Missouri	11		
Nebraska	3		
Ohio	35		
South Dakota	2		
Wisconsin	4		
		149	11.04%
Western Division:			
California	5		
Colorado	11		
Montana	1		

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New Mexico	1		
Oregon	1		
Utah	2		
Washington	4		
		25	1.85%
Insular Territories:			
Porto Rico		1	.07%
Foreign Countries:			
Belgium	1		
Brazil	2		
Canada	4		
Cape Colony	1		
Chile	1		
China	4		
Costa Rica	1		
France	1		
Germany	2		
India	2		
Italy	1		
Mexico	1		
Switzerland	1		
Turkey in Asia	1		
		23	1.71%
		1350	100.00%

Of the medical students, 24 came from New York (22 from Greater New York), 7 from New Jersey, 3 from Pennsylvania, and 1 each from Connecticut, District of Columbia, Indiana, Massachusetts, Oregon, Tennessee, Washington, and Mexico.

F—Aggregate Attendance on Courses

Subjects	Number of Courses	Number of Registrations	Percentage of Total Enrolment
Chemistry	12	257	7.54
Domestic Science	4	96	2.82
Drawing	5	76	2.23
Economics	2	35	1.03
Education	11	480	14.08
Engineering	5	42	1.23
English	9	408	11.97
Geography	2	79	2.31
Geology	3	32	0.94
German	13	200	5.87
Greek	3	17	0.50
History	6	192	5.63
Kindergarten	4	139	4.08
Latin	6	81	2.38
Manual Training	6	146	4.28
Mathematics	11	246	7.21
Music	2	42	1.26
Nature Study	4	54	1.58
Philosophy	4	67	1.96
Physical Education	9	172	5.04
Physiology	4	25	0.73
Physics	8	204	5.98
Psychology	5	130	3.81
Romance Languages	11	189	5.54
Total	149	3,409	100.00

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G—Aggregate Attendance on Courses, 1900–1907

Department	Total Enrolment 1900	Total Enrolment 1901	Total Enrolment 1902	Total Enrolment 1903	Total Enrolment 1904	Total Enrolment 1905	Total Enrolment 1906	Total Enrolment 1907
Anthropology	—	—	—	13	13	—	—	—
Botany	28	—	—	—	—	—	—	—
Chemistry	—	—	59	72	119	156	164	257
Domestic Science	—	—	—	—	14	35	58	96
Economics	—	—	—	21	28	12	32	35
Education	415	402	351	618	317	366	305	480
Engineering	—	—	—	—	—	—	—	42
English	280	301	260	334	332	367	363	408
Geography	59	—	38	—	55	49	49	79
Geology	—	—	—	25	21	19	—	32
German	—	67	101	152	174	201	204	200
Greek	—	—	—	—	—	10	6	17
History	15	71	51	134	122	88	103	192
Kindergarten	—	—	—	—	—	—	—	139
Latin	—	14	51	50	67	55	69	81
Manual Training	21	44	72	112	124	134	127	146
Mathematics	73	71	108	164	217	210	199	246
Mechanical Drawing	—	—	—	—	35	38	56	76
Mineralogy	—	—	—	—	—	—	28	—
Music	—	—	—	48	34	47	24	42
Nature Study	—	30	46	53	34	42	24	54
Philippine Islands	—	—	—	11	—	—	—	—
Philosophy	24	58	53	62	48	42	45	67
Physical Education	42	67	88	105	149	157	147	172
Physics	40	56	82	68	86	96	136	204
Physiology	—	—	—	10	23	19	23	25
Psychology	88	155	89	92	138	91	95	130
Romance Languages	—	20	51	110	98	114	101	189
Sociology	—	—	—	—	—	33	48	—
Total	1,085	1,356	1,500	2,254	2,248	2,381	2,406	3,409
No. of courses given	28	42	59	78	111	117	123	149

At the Commencement exercises in June 235 higher degrees were awarded, as against 220 in 1906. Of these 118 A.M.'s were granted to men and 75 to women, while of the Ph.D.'s 37 were conferred upon men and 5 upon women. 129 of the recipients of higher degrees had their major subject in the faculty of philosophy, 61 in political science, 43 in pure science, and 2 in fine arts. The most popular major subjects were education (55), English (29), philosophy (14), economics (12), chemistry (11), and sociology (10).

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REGISTRATION AT COLUMBIA UNIVERSITY, IN ALL FACULTIES, DURING THE ACADEMIC YEARS 1898–1907

Faculties	1898–1899	1899–1900	1900–1901	1901–1902	1902–1903	1903–1904	1904–1905	1905–1906	1906–1907
Columbia College	403	465	476	492	495	504	534	589	638
Barnard College	202	251	301	339	358	403	366	390	419
Total undergraduates	605	716	777	831	853	907	900	979	1057
Faculties of Political Science, Philosophy, Pure Science*	376	442	466	535	623	692	782	861	877
Total non-professional graduate students	376	442	466	535	623	692	782	861	877
Faculty of Applied Science	363	414	498	541	638	650	601	580	537
Faculty of Law	349	380	423	440	461	384	341	286	264
Faculty of Medicine	726	787	797	809	795	674	555	437	381
Faculty of Pharmacy	—	—	—	—	—	—	442	353	254
Teachers College**	297	391	528	634	633	688	721	865	743
Fine Arts { Architecture	96	77	68	85	84	90	78	107	106
Fine Arts { Music ***	—	—	—	—	—	—	44	33	31
Total professional students	1831	2049	2314	2509	2611	2486	2782	2661	2316
Deduct double registration†	—	—	*105*	*134*	*132*	*196*	*226*	*268*	*154*
Net total	2812	3207	3452	3741	3955	3889	4238	4233	4096
Summer Session	—	—	417	579	643	1001	961	1018	1041
Grand net total ‡	2812	3207	3761	4234	4507	4709	4981	4964	4859
Stud. in extension courses §	1173	751	679	900	1196	1590	1886	2738	2719

* Women graduate students registered at Barnard College in 1898 and 1899 but have been included here under the graduate faculties, as they have been so registered since 1900. These figures also include auditors registered in the graduate faculties; these were accounted for separately in all reports previous to 1903; they were abolished in 1905.

** The decrease in 1906–07 is owing to the fact that Columbia and Barnard students enrolled as candidates for a professional diploma in Teachers College are no longer included in the primary registration.

*** Music was included under Barnard College prior to 1904–05.

† Students in Columbia University and in Barnard College also enrolled in Teachers College as candidates for a professional diploma (except in 1906–1907), Teachers College students enrolled in the non-professional graduate faculties as candidates for the higher degrees, students who graduated from Columbia College in February and entered a graduate faculty at that time, and students enrolled in Columbia College and Fine Arts.

‡ Excluding summer session students who returned for work in the succeeding fall.

§ Prior to 1905–06 only such students as were in attendance at the University are included.

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