

To the Trustees of the University of Chicago:

Gentlemen:-

I. For several years the question has been considered whether it is possible in a large institution to organize the faculties which would secure to some extent at least, the advantages of a smaller institution of learning. This question has been discussed informally and formally in committees and in faculties, as well as in the Board of Trustees of the University, but no definite decision had been reached, and in fact no definite formulation of the plan had been attempted. The discussion of this question has not been restricted to the University of Chicago. In certain other large institutions the same question has been raised. But nowhere have any very definite steps been taken towards a realization of the object proposed. This statement is prepared in response to the following resolution recently adopted by your body:

"In view of the close relationship existing between the future policy in respect to college work of the University and the plans for architectural development, and in view also of the opportunity which is open to the University for such an organization of this work as will secure the advantages of the smaller institutions as well as those of the larger, the President is requested to present at his early convenience the general plans for such reorganization."

II. The advantages of the small college commonly recognized are perhaps, on the one hand, for students

- 1) The possibility of closer association with a limited number of other students in the same class;
- 2) a democratic social life in which the social qualities of each man become known to his fellows;
- 3) a more intimate relationship with a few instructors in the class room as well as on the outside.

The advantages on the other hand, for instructors, are

To the Trustees of the University of Chicago:

Gentlemen:-

I. For several years the question has been considered whether

it is possible in a large institution to organize the faculties which would

secure to some extent at least, the advantages of a smaller institution of

learning. This question has been discussed informally and formally in com-

mittees and in faculties, as well as in the Board of Trustees of the University,

but no definite decision had been reached, and in fact no definite formulation

of the plan had been attempted. The discussion of this question has not been

restricted to the University of Chicago. In certain other large institutions

the same question has been raised. But nowhere have any very definite steps

been taken towards a realization of the object proposed. This statement is

prepared in response to the following resolution recently adopted by your body:

"in view of the close relationship existing between the future policy in respect to college work of the University and the plans for architectural development, and in view also of the opportunity which is open to the University for such an organization of this work as will secure the advantages of the smaller institutions as well as those of the larger, the President is requested to present at his early convenience the general plans for such reorganization."

II. The advantages of the small college commonly recognized are

perhaps, on the one hand, for students

1) The possibility of closer association with a limited number of

other students in the same class;

2) a democratic social life in which the social qualities of each man

become known to his fellows;

3) a more intimate relationship with a few instructors in the class

room as well as on the outside.

The advantages on the other hand, for instructors, are

1) Cöoperation with a smaller number of colleagues in the work of administration and in social life;

2) an opportunity to know personally and to aid effectively a limited number of students.

The superiorities of the large universities include, among other things, for the student

1) A wide choice of courses and instructors;

2) access to well equipped laboratories and large libraries;

3) the varied stimulus of a large college community.

The superiorities for instructors ordinarily include:

1) Superior facilities for work;

2) large opportunities to investigate;

3) stimulus from a more specialized and active corps of colleagues.

The problem is to combine these two types in one institution, or to secure as largely as possible the advantages of the smaller institution without losing to any considerable extent those of the larger institution.

III. At the beginning it is worth while to mention certain characteristics which any proposed scheme must exhibit to be of practical value. Among these I may suggest the following:

1) Only the fundamental principles of such a scheme may be presented with any degree of assurance. While it is possible to outline the general structure of the plan, details must be left for the most part to the experience which may be gained in the development of the work.

2) Flexibility above all else must prevail in a scheme the fulfilment of which lies so largely in the future. It would be manifestly unwise to present the minutia of such a proposition except in so far as this may be necessary to a comprehension of the general plan.

1) Cooperation with a smaller number of colleges in the work of

administration and in social life;

2) an opportunity to know personally and to aid effectively a limited

number of students.

The superlatives of the large universities include, among other

things, for the student

1) A wide choice of courses and instructors;

2) access to well equipped laboratories and large libraries;

3) the varied stimulus of a large college community.

The superlatives for instructors ordinarily include:

1) Superior facilities for work;

2) large opportunities to investigate;

3) stimulus from a more specialized and active corps of colleagues.

The problem is to combine these two types in one institution, or to

secure as largely as possible the advantages of the smaller institution with-

out losing to any considerable extent those of the larger institution.

III. At the beginning it is worth while to mention certain

characteristics which any proposed scheme must exhibit to be of practical

value. Among these I may suggest the following:

1) Only the fundamental principles of such a scheme may be presented

with any degree of assurance. While it is possible to outline the general

structure of the plan, details must be left for the most part to the experience

which may be gained in the development of the work.

2) Flexibility above all else must prevail in a scheme the fulfill-

ment of which lies so largely in the future. It would be manifestly un-

wise to present the minutiae of such a proposition except in so far as this

may be necessary to a comprehension of the general plan.

3) Great care must be exercised to diminish the possibilities of unnecessary expenditure. It is assumed that the proposed organization shall not be more expensive than the old as at present conducted. This, of course, does not mean that the same amount of money now being used will be sufficient throughout the future. As students increase the demands will be greater whatever may be the plan of organization. The history of education for fifty years furnishes sufficient evidence of this fact.

4) No plan can be presented which will not suggest difficulties, and many of these difficulties may at first sight seem to be insuperable. If, however, the fundamental principles on which the plan is constructed are correct, it may safely be assumed from the beginning that in the progress of the work difficulties, at least those of an ordinary character, will find solution.

IV. The following may, perhaps, be offered as general principles underlying the scheme:

1) The registration of students in a particular college shall not exceed a number (say 160-175) which will meet the demands of the problem.

2) The colleges organized should be distinctive in their character, each representing a phase of college work, for example, one laying stress on the classical curriculum, another upon the scientific curriculum, another upon that of commercial and industrial life, still another upon modern literature.

3) The requirements for admission and the requirements of study should be of the same standard in all of the colleges, and to secure this all legislation relating to the educational work of the colleges should be enacted by the faculty of the Junior Colleges representing the Junior College work as a whole.

4) Membership in the college should be possible after the student has completed the work of the Junior College and at all events until he has taken

3) Great care must be exercised to diminish the possibilities of unnecessary expenditure. It is assumed that the proposed organization shall not be more expensive than the old as at present conducted. This, of course, does not mean that the same amount of money now being used will be sufficient throughout the future. As students increase the demands will be greater whatever may be the plan of organization. The history of education for fifty years furnishes sufficient evidence of this fact.

4) No plan can be presented which will not suggest difficulties, and many of these difficulties may at first sight seem to be insuperable. It, however, the fundamental principles on which the plan is constructed are correct, it may safely be assumed from the beginning that in the progress of the work difficulties, at least those of an ordinary character, will find solution. IV. The following may, perhaps, be offered as general principles underlying the scheme:

- 1) The registration of students in a particular college shall not exceed a number (say 150-175) which will meet the demands of the problem.
- 2) The colleges organized should be distinctive in their character, each representing a phase of college work, for example, one laying stress on the classical curriculum, another upon the scientific curriculum, another upon that of commercial and industrial life, still another upon modern literature.
- 3) The requirements for admission and the requirements of study should be of the same standard in all of the colleges, and to secure this all legislation relating to the educational work of the colleges should be enacted by the faculty of the Junior Colleges representing the Junior College work as a whole.
- 4) Membership in the college should be possible after the student has completed the work of the Junior College and at all events until he has taken

his bachelor's degree.

5) The students of each college should ultimately form a residential community with an assignment to each college of a building for class rooms and offices, and likewise buildings for dormitories. The latter should include special suites for groups of students whose homes are in the city.

5) The administration of each college should be under the immediate charge of a separate dean and a faculty made up of instructors the larger part of whose work is devoted to the students of that particular college.

6) Unity of administration in the various colleges may be secured by the appointment of a dean who shall have general supervision of all such colleges.

7) Entrance to one college rather than to another should be a matter of choice on the part of the student, determined to some extent by the personnel of the faculty, and to some extent by the subjects, especially emphasized in the curriculum of the college. The acceptance of a student by a particular college should be a matter of choice by the faculty of that college, and such acceptance would mean the assumption of a certain responsibility for the student and his work.

8) Under ordinary circumstances every instructor in a college should be allowed to offer a certain number of courses in the university at large.

9) Under ordinary circumstances the student should be required to take at least one-half of all his courses of study during the period of the Junior College work under the faculty of the college in which he is registered, the remainder of the work being done in university classes under the supervision of the faculty. Provision should be made for the possible transfer of students from one college to another.

his bachelor's degree.

(5) The students of each college should ultimately form a residential community with an assignment to each college of a building for class rooms and offices, and likewise buildings for dormitories. The latter should include special suites for groups of students whose homes are in the city.

(6) The administration of each college should be under the immediate charge of a separate dean and a faculty made up of instructors the larger part of whose work is devoted to the students of that particular college.

(7) Unity of administration in the various colleges may be secured by the appointment of a dean who shall have general supervision of all such colleges.

(8) Entrance to one college rather than to another should be a matter of choice on the part of the student, determined to some extent by the personnel of the faculty, and to some extent by the subjects, especially emphasized in the curriculum of the college. The acceptance of a student by a particular college should be a matter of choice by the faculty of that college, and such acceptance would mean the assumption of a certain responsibility for the student and his work.

(9) Under ordinary circumstances every instructor in a college should be allowed to offer a certain number of courses in the university at large.

(10) Under ordinary circumstances the student should be required to take at least one-half of all his courses of study during the period of the Junior College work under the faculty of the college in which he is registered, the remainder of the work being done in university classes under the supervision of the faculty. Provision should be made for the possible transfer of students from one college to another.

10) The several deans, as in the case of other administrative officers, should be appointed by the Board of Trustees upon the recommendation of the President.

11) The membership of each faculty should be large enough to provide representatives for each of the departments especially represented in the college, and each faculty should have some power of initiative in constituting themselves in order to secure congeniality.

12) Classes should be made up so far as practicable within a particular college, but provision should be made for the acceptance by one college of students of another college in particular cases when recommended by the faculty.

V. It is recommended that the Trustees of the University authorize the President, in consultation with the deans and officers of instruction concerned, to reorganize the work of the Junior Colleges in accordance with the policy outlined above, the reorganization to take effect October first, 1905, and that when the reorganization has been effected the work of the colleges to be conducted in accordance with the regular procedure provided for in the statutes of the University.

10) The several deans, as in the case of other administrative officers, should be appointed by the Board of Trustees upon the recommendation of the President.

11) The membership of each faculty should be large enough to provide representatives for each of the departments especially represented in the college, and each faculty should have some power of initiative in constituting themselves in order to secure congeniality.

12) Classes should be made up so far as practicable within a particular college, but provision should be made for the acceptance by one college of students of another college in particular cases when recommended by the faculty.

V. It is recommended that the Trustees of the University authorize the President, in consultation with the deans and officers of instruction concerned, to reorganize the work of the Junior Colleges in accordance with the policy outlined above, the reorganization to take effect October first, 1905, and that when the reorganization has been effected the work of the colleges to be conducted in accordance with the regular procedure provided for in the statutes of the University.

2 Subjects - 238 elections - 30 for 150 women
Philosophy - Each college of 150 would furnish 2 each quarter
two classes of ¹⁵ each. Half of the colleges, should then provide
or it should be treated as a Senior College study.

Political Econ. ~~One college~~ A college of 1200 would furnish
two classes each quarter of 30 each. One College would do
all the work for the whole 1200.

History Each college of 150 would furnish 2 ^{classes} ~~sections~~
~~each quarter~~ ^{but one class per quarter} of a little under 30 each.

Sociology - A college of 1200 would furnish two sections
of 36 ^{in membership}; One college ~~for~~ with one instructor would
all the work for 1200 women

Greek - By ~~reducing~~ ^{eliminating} ~~discontinuing~~ ^{repeating} courses in ~~different~~
~~quarters~~ If the courses are offered as now, some
being repeated each quarter, one college with
two instructors could do all the work for
the 1200 women, offering 4 courses each quarter
with an average of ¹³ student in a course.
If each course be offered but once a year
one instructor can do all the work, offering
2 courses each quarter ^{for} with average
of 25 students in a class.

Latin - On present method of repeating courses, a college of 1200
would give ^{each quarter} six classes of ~~117 each~~ 95 each or
~~24 classes of 24 each~~ ^{or if the 24 section remain}
of same size as now, 31 ^{about} sections of 18 each.
Or for each of 8 colleges an average of 4 sections of 18 each.
~~Each college~~ Probably this could not be reduced.

Boston. The house consisted of a large hall, a kitchen, a
 workshop, a library, a study, a bedroom, a bathroom, a
 dressing room, a sitting room, a parlor, a dining room,
 a breakfast room, a kitchen, a pantry, a cellar, a
 garden, a stable, a carriage house, a coach house, a
 carriage, a horse, a dog, a cat, a bird, a fish, a
 garden, a stable, a carriage house, a coach house, a
 carriage, a horse, a dog, a cat, a bird, a fish, a

75 students in a class.
 2 courses each quarter, with average
 one in winter could be all the work, offering
 if each course be offered but one year
 with an average of 25 students in a course.
 The 1500 women, offering 4 courses each quarter
 the winter could be all the work for
 being offered each quarter, one college with
 quarters of the course and offered as was some
 work. The winter could be all the work for

all the work for 1500 women
 of 30. The college for with one without could
 be offered. A college 1500 women for with two sections

The college for with one without could
 be offered. A college 1500 women for with two sections

Boston. The house consisted of a large hall, a kitchen, a
 workshop, a library, a study, a bedroom, a bathroom, a
 dressing room, a sitting room, a parlor, a dining room,
 a breakfast room, a kitchen, a pantry, a cellar, a
 garden, a stable, a carriage house, a coach house, a
 carriage, a horse, a dog, a cat, a bird, a fish, a

~~Romances~~
 Latin. On present method of repeating courses, 1200 women
 would give about 31 sections of 18 each; A college of 150
 would give 6 classes ^{average} of 12 each (without division into sections).
 By ~~arranging~~ ^{discontinuing} repetition, ~~there~~ ⁱⁿ would be three courses
 each quarter (q in all), giving an average of 191 in
 each course, ~~or more~~ and for each college of 150
 3 courses ^{with} an average class of 24. ^{in all 24 classes of 24 each.} ~~By arranging~~
 Repetition in different colleges for the different quarters
 might be arranged to produce the same result
 If sections were kept down to their present average
 size ^(about 20), which would probably be necessary,
 there would be about 30 classes per quarter, or
 nearly 4 per college.

Sect Dist.	Courses taught.	Av. Quarterly Registration in 1200 women	Av Quarterly Registration in 150 women	No of colleges of 150 in which courses should be offered.	Av. No of courses on each college each quarter.

The present number of repeating women - 1200 women
 would give about 31 sections of 18 each; divided by 10
 would give 3 classes of 12 each (without minor sections)
 By ~~repeating~~ repetition in the work of these women
 each quarter (in all) giving an average of 141 in
 each quarter, ~~and~~ and for last quarter 120
 & 3 months of an average class of 24.
 Section in different colleges for the different quarters
 might be arranged to produce the same result
 if section were left down to their present size
 size, what would be the result in repeating?
 there would be about 30 classes for quarter, or
 nearly 4 for college.

Dr. 1000 women in each city. each quarter.	Dr. 12 in each quarter. 1200 women.	Dr. 12 in each quarter. 1200 women.	Dr. 12 in each quarter. 1200 women.	Dr. 12 in each quarter. 1200 women.
---	--	--	--	--

THE PROBLEM OF ORGANIZATION FOR THE JUNIOR COLLEGES.

With the growth of the Junior Colleges in numbers provision must be made for buildings. These buildings must be adjusted to the plan of organization to be adopted as the policy of the University. This problem of organization involves three main divisions:

I. The grouping of students for residence purposes, the students falling into two classes, (a) those living in University buildings, and (b) those living at home or in private lodgings.

II. The instruction of students.

III. The faculty organization and administration.

I. Grouping of students in residence halls.

(1) There are two plans to be considered:

- no* — (a) The large dormitory and large commons system.
yes — (b) The self-contained hall or house with its own dining rooms, social halls, studies, and sleeping rooms for a group of from 40 to 100 students.

(Note: In either case club rooms, etc, might be provided as headquarters and luncheon places for students living at home or in lodgings.)

(2) The grouping of students under one or the other of these systems might be according to

- Buildings adjusted to way of them* — (a) Curriculum, for example, A.B. or S.B. students.
no — (b) Degree of advancement in the curriculum, for example, Upper Juniors, Lower Juniors.
(c) Irrespective of either of the criteria mentioned above, the size of the house simply determining the size of the group.

II. Instruction.

no — (1) The instruction of students may be continued on practically the present plan, namely, organization into classes and sections irrespective of residence in the University buildings, and in laboratories and recitation rooms scattered over the University grounds.

Either — (2) Special classes and sections might be held in large recitation buildings in immediate connection with dormitories or ~~recitation~~ residential houses, or

(3) If residence grouping by curriculum should be adopted each residence group might be provided with certain recitation rooms for its own purposes, thus containing not only a residence but an instruction group also.

III. Faculty organization and administration.

The Faculty organization might be

- Buildings fit way plan* — (1) Continued as at present, one faculty administering all the affairs of the Junior Colleges.
(2) The Faculty might be subdivided into committees or sections, each of which would administer the affairs of a particular curriculum,
(3) Each sectional Faculty and the instruction given by it might be associated with the house or group of houses containing such special recitation rooms, as are mentioned above (II, 3).
(4) A member of the Faculty might be a resident in each house, and sustaining a more intimate relation to students than does the present head of a house.

With the growth of the Junior College in numbers provision must be made for buildings. These buildings must be adjusted to the plan of organization to be adopted as the policy of the University. This problem of organization involves three main divisions:

- I. The grouping of students for residence purposes. The students falling into two classes, (a) those living in University buildings, and (b) those living at home or in private lodgings.
- II. The instruction of students.
- III. The faculty organization and administration.

I. Grouping of students in residence halls.

(1) There are two plans to be considered:

- (a) The large dormitory and large common system.
- (b) The self-contained hall or house with its own dining room, social hall, studies, and sleeping rooms for a group of 10 to 100 students.

(Note: In either case club rooms, etc., might be provided as headquarters and luncheon places for students living at home or in lodgings.)

(2) The grouping of students under one or the other of these systems might be according to

- (a) Curriculum, for example, A.B. or S.B. students.
- (b) Degree of advancement in the curriculum, for example, Upper Juniors, Lower Juniors.
- (c) Irrespective of either of the criteria mentioned above, the size of the house simply determining the size of the group.

II. Instruction.

- (1) The instruction of students may be continued on practically the present plan, namely, organization into classes and sections irrespective of residence in the University buildings, and in laboratories and recitation rooms scattered over the University grounds.
- (2) Special classes and sections might be held in large recitation buildings in immediate connection with dormitories or ~~residential houses~~ or
- (3) If residence grouping by curriculum should be adopted each residence group might be provided with certain recitation rooms for its own purposes, thus containing not only a residence but an instruction group also.

III. Faculty organization and administration.

The Faculty organization might be

- (1) Continued as at present, one faculty administering all the affairs of the Junior College.
- (2) The Faculty might be subdivided into committees or sections, each of which would administer the affairs of a particular curriculum.
- (3) Each sectional Faculty and the instruction given by it might be associated with the house or group of houses containing such special recitation rooms, as are mentioned above (II, 3).
- (4) A member of the Faculty might be a resident in each house, and sustaining a more intimate relation to students than does the present head of a house.

CHICAGO October 24th, 1903.

Professor Burton,

My Dear Mr. Burton:-

I learn from Miss Talbot that you are going ahead upon the plans for the Women's quadrangle. Inclosed please find a syllabus of the problems which are coming up for discussion in the Junior College Faculty. There are a great many questions to be settled, it seems to me, before plans can be put into anything like final form. I tried to see you the other day but you were in your seminar. I wish I had a chance to go over the whole matter with you carefully.

Yours sincerely,

George E. Vincent.

Dean.

V.

136
 259
 218
 136

The University of Chicago
 PRINTED BY JOHN A. HICKMAN

THE FACULTY OF
 ARTS, LITERATURE AND SCIENCE
 OFFICE OF THE DEAN OF THE
 JUNIOR COLLEGE

CHICAGO, October 24th, 1903.

Professor Burton,

My dear Mr. Burton:-

I learn from Miss Taylor that you are
 going ahead upon the plans for the Women's
 please find a syllabus of the problems which I am
 occasion in the Junior College Faculty. There are a great many questions
 to be settled, it seems to me, before plans can be put into anything
 like final form. I tried to see you the other day but you were in
 your seminar. I wish I had a chance to go over the whole matter with
 you carefully.

Yours sincerely,

Carrie Chapman

Rule I.

1. Multiply the no. of women ^(w) in ~~each~~ ^{each} course by the ratio of 1000 or 1200 to the no. of women in the Jr. Coll. in the given quarter. This ratio may be called. 1000-seq. ratio. or the 1200-seq. ratio. = S.R.

2. Divide the product by 30, 60, or 100 according to the usage of the dept. in respect to this course. The result is the no. of ^{other} sections of this course. Do the same for each course.

3. Divide the no. of sections of each kind by 4. The result is the no. of rooms of each kind needed by the dept.

$$R = \frac{W. \times S.R.}{30, 60 \text{ or } 100} \times \frac{1}{4}$$

Rule II.

1. Multiply the no. of students (ntw) in each course by the ratio of 1000 or 1200 to the ^{total} no. of students in the given quarter. ^{in Jr. Coll.}

$$S \times C.R. = S \times \frac{1000}{c.no.}$$

2. Multiply the above product by the ratio of women to the average of men & women in the department. i.e. by the departmental sex ratio = d.s.r. The result is the no. student in that course.

3. Proceed as in 2 & 3 above.

(over)

Rule III.

1. Find the no of sections of each kind in the ^{dept in the} given quarter. $A = 30 \sim \text{less}$. $B = 60 \sim \text{less}$, $C = 100 \text{ or less}$
2. Multiply this no. by the ratio of 1000 or 1200 to the no of students in college this quarter.
3. Multiply the product by the ~~no. of~~ dept sex ratio.
4. Divide the product by 4. to get the no. of women.

$$n = \frac{\text{no. of section in dept.} \times \frac{1000 (1200)}{\text{no. of students in college in given quarter}} \times \text{Sex ratio}}{4}$$

$$n = \frac{\text{Section no.} \times \text{C.R.} \times \text{S.R.}}{4}$$

Rule III. is fallacious: it ignores the element of the size of sections. A department (like work ag.) which has very small sections would if its no. of student were doubled not double the no. of sections, but increase the size of them.

Rule IV.

1. Find the no & average size of sections of each kind.
2. Multiply by college 1000 ratio & 1200 ratio, multiply the size of class or no. as need may be.
3. Multiply by dept sex ratio.
4. Divide by 4.

To the Trustees of the University of Chicago:

Gentlemen:-

I. For several years the question has been considered whether it is possible in a large institution to organize the facilities which would secure to some extent at least, the advantages of a smaller institution of learning. This question has been discussed informally and formally in committees and in faculties, as well as in the Board of Trustees of the University, but no definite decision had been reached, and in fact no definite formulation of the plan had been attempted. The discussion of this question has not been restricted to the University of Chicago. In certain other large institutions the same question has been raised. But nowhere have any very definite steps been taken towards a realization of the object proposed. This statement is prepared in response to the following resolution recently adopted by your body:

"In view of the close relationship existing between the future policy in respect to college work of the University and the plans for architectural development, and in view also of the opportunity open to the University for such an organization of this work as will secure the advantages of the smaller institutions as well as those of the larger, the President is requested to present at his early convenience the general plans for such reorganization."

II. The advantages of the small college commonly recognized are perhaps, on the one hand, for students

- 1) The possibility of closer association with a limited number of other students in the same class;
- 2) a democratic social life in which the social qualities of each man become known to his fellows;
- 3) a more intimate relationship with a few instructors in the class room as well as on the outside.

To the Trustees of the University of Chicago:

Gentlemen:-

I. For several years the question has been considered whether it is possible in a large institution to organize the facilities which would secure to some extent at least, the advantages of a smaller institution of learning. This question has been discussed informally and formally in committees and in faculties, as well as in the Board of Trustees of the University, but no definite decision had been reached, and in fact no definite formulation of the plan had been attempted. The discussion of this question has not been restricted to the University of Chicago. In certain other large institutions the same question has been raised. But nowhere have any very definite steps been taken towards a realization of the object proposed. This statement is prepared in response to the following resolution recently adopted by your body:

"In view of the close relationship existing between the future policy in respect to college work of the University and the plans for architectural development, and in view also of the opportunity open to the University for such an organization of this work as will secure the advantages of the smaller institutions as well as those of the larger, the President is requested to present at his early convenience the general plans for such reorganization."

II. The advantages of the small college commonly recognized are perhaps, on the one hand, for students

- 1) The possibility of closer association with a limited number of other students in the same class;
- 2) A democratic social life in which the social qualities of each man become known to his fellows;
- 3) A more intimate relationship with a few instructors in the class room as well as on the outside.

The advantages on the other hand, for instructors, are

- 1) Cooperation with a smaller number of colleagues in the work of administration and in social life;
- 2) an opportunity to know personally and to aid effectively a limited number of students.

The superiorities of the large university include, among other things, for the student

- 1) A wide choice of courses and instructors;
- 2) access to well equipped laboratories and large libraries
- 3) the varied stimulus of a large college community.

The superiorities for instructors ordinarily include:

- 1) Superior facilities for work;
- 2) larger opportunity to investigate;
- 3) stimulus from a more specialized and active corps of colleagues.

The problem is to combine these two types in one institution, or to secure as largely as possible the advantages of the smaller institution without losing to any considerable extent those of the larger institution.

III. At the beginning it is worth while to mention certain characteristics which any proposed scheme must exhibit to be of practical value. Among these I may suggest the following:

- 1) Only the fundamental principles of such a scheme may be presented with any degree of assurance. While it is possible to outline the general structure of the plan, details must be left for the most part to the experience which may be gained in the development of the work.

The advantages on the other hand, for instructors, are
1) Cooperation with a smaller number of colleagues in

the work of administration and in social life;
2) an opportunity to know personally and to aid effectively
a limited number of students.

The superiorities of the large university include, among

other things, for the student

1) A wide choice of courses and instructors;
2) access to well equipped laboratories and large libraries
3) the varied stimulus of a large college community.

The superiorities for instructors ordinarily include:

1) Superior facilities for work;
2) larger opportunity to investigate;
3) stimulus from a more specialized and active corps of
colleagues.

The problem is to combine these two types in one institution,

or to secure as largely as possible the advantages of the smaller
institution without losing to any considerable extent those of the
larger institution.

III. At the beginning it is worth while to mention certain

characteristics which any proposed scheme must exhibit to be of

practical value. Among these I may suggest the following:

1) Only the fundamental principles of such a scheme may
be presented with any degree of assurance. While it is possible to
outline the general structure of the plan, details must be left for
the most part to the experience which may be gained in the develop-
ment of the work.

2) Flexibility above all else must prevail in a scheme the fulfilment of which lies so largely in the future. It would be manifestly unwise to present the minutia of such a proposition except in so far as this may be necessary to a comprehension of the general plan.

3) Great care must be ~~extensively~~ exercised to diminish the possibilities of unnecessary expenditure. It is assumed that the proposed organization shall not be more expensive than the old as at present conducted. This, of course, does not mean that the same amount of money now being used will be sufficient throughout the future. As students increase the demands will be greater whatever may be the plan of organization. The history of education for fifty years furnishes sufficient evidence of this fact.

4) No plan can be presented which will not suggest difficulties, and many of these difficulties may at first sight seem to be insuperable. If, however, the fundamental principles on which the plan is constructed are correct, it may safely be assumed from the beginning that in the progress of the work difficulties, at least those of an ordinary character, will find solution.

IV. The following may, perhaps, be offered as general principles underlying the scheme:

1) The registration of students in a particular college should not exceed a number (say 160-175) which will meet the demands of the problem.

2) The colleges organized should be distinctive in their character, each representing a phase of college work, for example, one laying stress on the classical curriculum, another upon the

2) Flexibility above all else must prevail in a scheme the fulfillment of which lies so largely in the future. It would be manifestly unwise to present the minutiae of such a proposition except in so far as this may be necessary to a comprehension of the general plan.

3) Great care must be ~~exercised~~ exercised to diminish the possibilities of unnecessary expenditure. It is assumed that the proposed organization shall not be more expensive than the old as at present conducted. This, of course, does not mean that the same amount of money now being used will be sufficient throughout the future. As students increase the demands will be greater whatever may be the plan of organization. The history of education for fifty years furnishes sufficient evidence of this fact.

4) No plan can be presented which will not suggest difficulties, and many of these difficulties may at first sight seem to be insuperable. If, however, the fundamental principles on which the plan is constructed are correct, it may safely be assumed from the beginning that in the progress of the work difficulties, at least those of an ordinary character, will find solution.

IV. The following may, perhaps, be offered as general

principles underlying the scheme:

- 1) The registration of students in a particular college should not exceed a number (say 160-175) which will meet the demands of the problem.
- 2) The colleges organized should be distinctive in their character, each representing a phase of college work, for example, one laying stress on the classical curriculum, another upon the

scientific curriculum, another upon that of commercial and industrial life, still another upon modern literature.

3) The requirements for admission and the requirements of study should be of the same standard in all of the colleges, and to secure this all legislation relating to the educational work of the colleges should be enacted by the faculty of the Junior Colleges representing the Junior College work as a whole.

4) Membership in the college should be possible after the student has completed the work of the Junior College and at all events until he has taken his bachelor's degree.

5) The students of each college should ultimately form a residential community with an assignment to each college of a building for class rooms and offices, and likewise buildings for dormitories. The latter should include special suites for groups of students whose homes are in the city.

5) The administration of each college should be under the immediate charge of a separate dean and a faculty made up of instructors the larger part of whose work is devoted to the students of that particular college.

6) Unity of administration in the various colleges may be secured by the appointment of a dean who shall have general supervision of all such colleges.

7) Entrance to one college rather than to another should be a matter of choice on the part of the student, determined to some extent by the personnel of the faculty, and to some extent by the subjects especially emphasized in the curriculum of the college. The acceptance of a student by a particular college should be a matter of choice by the faculty of that college, and such acceptance

scientific curriculum, another upon that of commercial and industrial life, still another upon modern literature.

3) The requirements for admission and the requirements of study should be of the same standard in all of the colleges, and to secure this all legislation relating to the educational work of the colleges should be enacted by the faculty of the Junior Colleges representing the Junior College work as a whole.

4) Membership in the college should be possible after the student has completed the work of the Junior College and at all events until he has taken his bachelor's degree.

5) The students of each college should ultimately form a residential community with an assignment to each college of a building for class rooms and offices, and likewise buildings for dormitories. The latter should include special suites for groups of students whose homes are in the city.

6) The administration of each college should be under the immediate charge of a separate dean and a faculty made up of instructors the larger part of whose work is devoted to the students of that particular college.

7) Unity of administration in the various colleges may be secured by the appointment of a dean who shall have general supervision of all such colleges.

8) Entrance to one college rather than to another should be a matter of choice on the part of the student, determined to some extent by the personnel of the faculty, and to some extent by the subjects especially emphasized in the curriculum of the college. The acceptance of a student by a particular college should be a matter of choice by the faculty of that college, and such acceptance

would mean the assumption of a certain responsibility for the student and his work

8) Under ordinary circumstances every instructor in a college should be allowed to offer a certain number of courses in the University at large.

9) Under ordinary circumstances the student should be required to take at least one-half of all his courses of study during the period of the Junior College work under the faculty of the college in which he is registered, the remainder of the work being done in university classes under the supervision of the faculty. Provision should be made for the possible transfer of students of one college to another.

10) The several deans, as in the case of other administrative officers, should be appointed by the Board of Trustees upon the recommendation of the President.

11) The membership of each faculty should be large enough to provide representatives for each of the departments especially represented in the college, and each faculty should have some power of initiative in constituting themselves in order to insure congeniality.

12) Classes should be made up so far as practicable within a particular college, but provision should be made for the acceptance by one college of students of another college in particular cases when recommended by the faculty.

13) Provision should be made in each college for giving sequent courses at the same hour during three quarters and for requiring students to register for such sequent series practically for the entire year.

would mean the assumption of a certain responsibility for the student and his work

8) Under ordinary circumstances every instructor in a college should be allowed to offer a certain number of courses in the University at large.

9) Under ordinary circumstances the student should be required to take at least one-half of all his courses of study during the period of the Junior College work under the faculty of the college in which he is registered, the remainder of the work being done in university classes under the supervision of the faculty. Provision should be made for the possible transfer of students of one college to another.

10) The several deans, as in the case of other administrative officers, should be appointed by the Board of Trustees upon the recommendation of the President.

11) The membership of each faculty should be large enough to provide representatives for each of the departments especially represented in the college, and each faculty should have some power of initiative in constituting themselves in order to insure congeniality.

12) Classes should be made up so far as practicable within a particular college, but provision should be made for the acceptance by one college of students of another college in particular cases when recommended by the faculty.

13) Provision should be made in each college for giving sequent courses at the same hour during three quarters and for requiring students to register for such sequent series practically for the entire year.

14) The staff of each college should include in addition to the dean and the regular members of the faculty 1) the heads of the various houses which form the college, and 2) three members of the general faculty selected annually by the permanent staff of the college.

V. It is recommended that the Trustees of the University authorize the President, in consultation with the deans and officers of instruction concerned, to reorganize the work of the Junior Colleges in accordance with the policy outlined above, the reorganization ~~be~~ to take effect October first, and that when the reorganization has been effected the work of the colleges be conducted in accordance with the regular procedure provided for in the statutes of the University.

14) The staff of each college should include in addition

to the dean and the regular members of the faculty 1) the heads of the various houses which form the college, and 2) three members of the general faculty selected annually by the permanent staff of the college.

V. It is recommended that the Trustees of the University

authorize the President, in consultation with the deans and officers of instruction concerned, to reorganize the work of the Junior Colleges in accordance with the policy outlined above, the re-organization to take effect October first, and that when the reorganization has been effected the work of the colleges be conducted in accordance with the regular procedure provided for in the statutes of the University.

Registration in Junior College Classes, 1902-3

Department	Spring 1902			Autumn 1902			Winter 1903		
	Men	W.	Total	Men	W.	Total	Men	W.	Total
Philosophy	22	17	39	21	12	33	21	36	57
"	18	16	34	16	25	41	11	24	35
Political Econ.	24	5	29	25	22	47	26	17	43
	34	5	39	11	14	25	20	3	23
				19	6	25	24	5	29
				33	8	41	25	7	32
				5	1	6	35	6	41
History	40	70	110	47	82	129	25	20	45
Sociology				39	43	82	42	63	105
				16	22	38	14	17	31
Greek	10		10	11	5	16	9	20	29
	17	21	38	6	5	11	7	7	14
	9	4	13	9	16	25	4	6	10
Latin	4	17	21	7	14	21	7	3	10
	4	19	23	2	3	5	1	6	7
	8	12	20	1	7	8	10	20	30
	5	16	21	11	23	34	11	26	37
	16	17	33	2	9	11	27	27	54
	1		1	7	8	15	8	28	36
	12	22	34	4	25	29	1	12	13
	5	10	15	2	29	31	15	12	27
	1	13	14	18	11	29	5	10	15
				7	24	31	15	12	27
				18	11	29			
				6	17	23			
Romance	3	5	8	10	10	20	3	22	25
	14	16	30	7	19	26	9	1	10
	8	15	23	10	17	27	9	14	23
	18	14	32	7	10	17	16	16	32
	17	13	30	7	10	17	24	19	43
	7	5	12	25	14	39	2	8	10
	11	13	24	25	14	39	26	26	52
	3	5	8	7	19	26	26	26	52
				7	19	26	23	23	46
				3	13	16	2	8	10
				10	16	26			
				4	4	8			

Mathematics	Spr. 1902		June	Autumn 1902			Winter 1902			Total
	N.	W.		N.	W.	Total	N.	W.	Total	
	7	6	13	17	7	24	9	14	23	15
	13	11	24	15	5	20	14	18	32	18
	16	12	28	17	9	26	18	18	36	23
	11	7	18	11	15	26	23	23	46	29
	24	3	27	12	14	26	30	30	60	14
	9	8	17	11	14	25	12	00	12	8
	* 19	10	29	8	18	26	28	19	47	23
	11	15	26	9	12	21	19	30	49	29
	110	72	182				13	18	31	28
							10	2	12	27
										12
Physics	24	10	34	10	1	11	11	7	18	12
	10	3	13	14	4	18	21	14	35	12
	34	13	47	20	16	36	10	2	12	12
Chemistry	1/2 96	12	108	33	8	41	21	6	27	27
	1/2 11	2	13	22	6	28	22	8	30	30
	1/2 8	5	13	28	1	29	24	2	26	26
	1/2 36	4	40	33	1	34	37	1	38	38
(General Inorg. Chem.)	32	10	42							
	183	33	216	116	16	132	104	17	121	121
Geology	22	10	32	20	12	32	19	11	30	30
							14	8	22	22
Zoology	5	4	9	20	10	30	24	16	40	40
Physiology	17	24	41	19	22	41	37	22	59	59
Botany	9	10	19	16	7	23	8	7	15	15
	3	19	22	8	2	10	3	0	3	3
	10	29	39							
Public Speaking	18	1	19	13	4	17				

1	1	1
2	2	2
3	3	3
3	3	3

1 2 3

23

Registration in Junior College Classes.

4

Philosophy

Spring 1902			Autumn 1902			Winter 1903			3 2 ⁿ	Average
Men	W	Both	Men	W	Both	Men	W	Both	M. W. Both	M. W. Both
22-17	39		21 12	33		21 36	57			
18-16	34		{ 16 25	41		{ 11 24	35			
			{ 25 22	47						
			{ 11 14	25		26 17	43			
Total 40-33 73			73 73 146			58 77 135			171-183-354 57-61-118	
Total no in jr. coll. 245-259-504			332-348 680			316-307 623			893-914-1807 298-305-602	

Men & women being practically equal in no. in the department no allowance need be made for the inequality.

Sections	A (30)	B (60)	C (100)	1 A	3 B	3 B	1 A	1/3 A
men 1902, 3								
for men & women								
Sections	A	B	C	5 B	(1.5)	5 B	(1.6)	5 A
When there are 1000 women								40 B
When 1200 women	A	B	C	2 A	(1.75)	6 B	(2)	16 B
Classrooms								
for 1000	1 B.			1 1/4 B		1 1/4 B		1 1/4 B
" 1200	1 1/4 B			1 1/4 B } 2 B		1 1/2 B.		1 1/2 B.

Classrooms for 1000	80 = 3 A	42 = 2 A	240 = 9 A	Av. Max.
for 1200	75 = 3 A } = 6 A	218 = 8 A	68 = 3 A	(2 1/2) - 3 class rooms
		10 A	12 A	50 A

Calculated by taking women separately & multiplying by ratio of present women to 1000 & 1200

Sections	4 B (2)	5 B (3)	5 B (2.5)
	4 B (4 1/3)	5 B (3.5)	8 B (4)

$$\begin{aligned} 36 \times 3/4 &= 117 \} 4 B \\ 24 \times 3/4 &= 78 \} \approx 5 B \\ 17 \times 3/4 &= 55 = 2 A \end{aligned}$$

$$\begin{aligned} 60 \times 4 &= 240 = 5 B \\ 17 \times 4 &= 68 = 2 B \end{aligned}$$

$$\begin{array}{r} 33 \\ 42/3 \\ \hline 132 \\ 22 \\ \hline 154 \end{array}$$

$$\begin{array}{r} 73 \\ 3.5 \\ \hline 15 \times 36.5 \\ 219 \\ \hline 245.5 \end{array}$$

$$\begin{array}{r} 77 \\ 4 \\ \hline 308 \end{array} \quad \begin{array}{r} 154 \\ 245 \\ 308 \\ \hline 3707 \\ 238 \end{array}$$

$$\begin{array}{r} 61 \\ 4 \\ \hline 244 \end{array}$$

Experiment in Physics

Experiment	Date	Page	Initials	Finals	Remarks
1	11-11-11	1	11	11	11
2	11-11-11	2	11	11	11
3	11-11-11	3	11	11	11
4	11-11-11	4	11	11	11
5	11-11-11	5	11	11	11
6	11-11-11	6	11	11	11
7	11-11-11	7	11	11	11
8	11-11-11	8	11	11	11
9	11-11-11	9	11	11	11
10	11-11-11	10	11	11	11
11	11-11-11	11	11	11	11
12	11-11-11	12	11	11	11
13	11-11-11	13	11	11	11
14	11-11-11	14	11	11	11
15	11-11-11	15	11	11	11
16	11-11-11	16	11	11	11
17	11-11-11	17	11	11	11
18	11-11-11	18	11	11	11
19	11-11-11	19	11	11	11
20	11-11-11	20	11	11	11
21	11-11-11	21	11	11	11
22	11-11-11	22	11	11	11
23	11-11-11	23	11	11	11
24	11-11-11	24	11	11	11
25	11-11-11	25	11	11	11
26	11-11-11	26	11	11	11
27	11-11-11	27	11	11	11
28	11-11-11	28	11	11	11
29	11-11-11	29	11	11	11
30	11-11-11	30	11	11	11
31	11-11-11	31	11	11	11
32	11-11-11	32	11	11	11
33	11-11-11	33	11	11	11
34	11-11-11	34	11	11	11
35	11-11-11	35	11	11	11
36	11-11-11	36	11	11	11
37	11-11-11	37	11	11	11
38	11-11-11	38	11	11	11
39	11-11-11	39	11	11	11
40	11-11-11	40	11	11	11
41	11-11-11	41	11	11	11
42	11-11-11	42	11	11	11
43	11-11-11	43	11	11	11
44	11-11-11	44	11	11	11
45	11-11-11	45	11	11	11
46	11-11-11	46	11	11	11
47	11-11-11	47	11	11	11
48	11-11-11	48	11	11	11
49	11-11-11	49	11	11	11
50	11-11-11	50	11	11	11
51	11-11-11	51	11	11	11
52	11-11-11	52	11	11	11
53	11-11-11	53	11	11	11
54	11-11-11	54	11	11	11
55	11-11-11	55	11	11	11
56	11-11-11	56	11	11	11
57	11-11-11	57	11	11	11
58	11-11-11	58	11	11	11
59	11-11-11	59	11	11	11
60	11-11-11	60	11	11	11
61	11-11-11	61	11	11	11
62	11-11-11	62	11	11	11
63	11-11-11	63	11	11	11
64	11-11-11	64	11	11	11
65	11-11-11	65	11	11	11
66	11-11-11	66	11	11	11
67	11-11-11	67	11	11	11
68	11-11-11	68	11	11	11
69	11-11-11	69	11	11	11
70	11-11-11	70	11	11	11
71	11-11-11	71	11	11	11
72	11-11-11	72	11	11	11
73	11-11-11	73	11	11	11
74	11-11-11	74	11	11	11
75	11-11-11	75	11	11	11
76	11-11-11	76	11	11	11
77	11-11-11	77	11	11	11
78	11-11-11	78	11	11	11
79	11-11-11	79	11	11	11
80	11-11-11	80	11	11	11
81	11-11-11	81	11	11	11
82	11-11-11	82	11	11	11
83	11-11-11	83	11	11	11
84	11-11-11	84	11	11	11
85	11-11-11	85	11	11	11
86	11-11-11	86	11	11	11
87	11-11-11	87	11	11	11
88	11-11-11	88	11	11	11
89	11-11-11	89	11	11	11
90	11-11-11	90	11	11	11
91	11-11-11	91	11	11	11
92	11-11-11	92	11	11	11
93	11-11-11	93	11	11	11
94	11-11-11	94	11	11	11
95	11-11-11	95	11	11	11
96	11-11-11	96	11	11	11
97	11-11-11	97	11	11	11
98	11-11-11	98	11	11	11
99	11-11-11	99	11	11	11
100	11-11-11	100	11	11	11

Political Economy

Spring 1902			Autumn 1902			Winter 1903			Total 3 Dr.	Average
Men.	W.	mtw	men.	W.	mtw	men.	W.	mtw		
24	5	29	{	19	6	25	{	20	3	23
34	5	39		33	8	41		24	5	29
				5	1	6		27	7	34
								35	6	41
Total	58	10	68	57	15	72	106	21	127	221-46-267
Sections		1 A			2 A			2 A		5 A
1902-3		1 B			1 B			2 B.		4 B
										$\frac{5}{3} A$ $\frac{4}{3} B$

Section 1000 women 24 } 2 A
 Section 1200 " 24 }
 Reckoned by Average 49 } 3 A
 4 }
 32 } 3 A
 28 }
 24 }
 3/4 A

Multiplier for increase to 1000 - $\frac{5}{3}$
 " " " 1200 2
 " ratio women $\frac{1}{3}$
 Sections when there are 1000 women
 " " " 1200 "

women
 $\frac{25}{27} A + \frac{20}{27} B$
 $\frac{20}{9} A + \frac{8}{9} B$

Reckoning each quarterly separately and women at each subject alone.

Women Students in each class.

For 1000 W. $5 \times 4 = 20$ $5 \times 4 = 20$	$6 \times 4 = 24$ $8 \times 4 = 32$ $1 \times 4 = 4$ $6 \times 4 = 24$ $1 \times 4 = 4$	$6 \times 3\frac{1}{2} = 19\frac{1}{2}$ $8 \times 3\frac{1}{2} = 27\frac{1}{2}$ $1 \times 3\frac{1}{2} = 3\frac{1}{2}$ $6 \times 2\frac{1}{2} = 15$ $1 \times 2\frac{1}{2} = 2\frac{1}{2}$	$8 \times 3\frac{1}{4} = 26$ $7 \times 3\frac{1}{4} = 23\frac{1}{4}$ $6 \times 3\frac{1}{4} = 21\frac{1}{4}$ $8 \times 4 = 32$ $7 \times 4 = 28$ $6 \times 4 = 24$
For 1200 W. $10 \times 4.5 = 45$ $10 \times 4.5 = 45$			
Rooms for 1000 $\frac{1}{2} A$	$\frac{3}{4} A$		$\frac{3}{4} A$
Rooms for 1200 $\frac{1}{2} A$	$\frac{3}{4} A$		$\frac{3}{4} A$

Women in 1902

$259 = \frac{1}{4} \text{ of } 1000$
 $\frac{1}{4.5} \text{ of } 12000$

$15 \times 4 = 60$

$$\begin{array}{r} 10 \\ 423 \\ \hline 47 \end{array}$$

$$\begin{array}{r} 15 \\ 3\frac{1}{2} \\ \hline 52 \end{array}$$

$$\begin{array}{r} 21 \\ 4 \\ \hline 84 \end{array}$$

$$\begin{array}{r} 47 \\ 52 \\ 84 \\ \hline 183 \\ 61 \end{array}$$

<u>History</u>	Spring 1902	Autumn 1902	Winter 1903	Total	Average
	40 - 70 110	47 - 82 129	25 - 20 45		
		39 - 43 82	42 - 63 105		
		44 - 48 38	44 - 48 31		
Total	40 - 70 110	86 - 125 211	67 - 83 150	193 - 278 - 471	64 - 93 - 157

~~much of the~~
~~1000 women~~
~~for 1200 women~~
~~for 1200~~
 Students
 1/2 1200

328 = 11 A

~~438 = 15 A~~
~~287 = 10 A~~
~~150 = 5 A~~ } 15 A

80 = 3 A
 252 = 9 A } 12 A = 4 A

for 1000 women 70 x 4 = 280

for 1200 women 70 x 4.5 = 315

Sections of
 1000 (6) 36
 1200 (200) 46

82 x 3 = 246
 43 x 3 = 129

82 x 3 1/2 = 287
 43 x 3 1/2 = 171

56

56

20 x 3 1/4 = 65
 63 x 3 1/4 = 205

20 x 4 = 80
 63 x 4 = 252

36

36

Rooms 1 1/4 Cor/D

1 1/4 Cor/D

315
 459
 372
 3 | 1145
 382

93 x 4 = 372
 6
 366

Sociology

16 - 22 38 14 - 17 31

for 1000 women

22 x 3 = 66

17 x 3 1/4 = 55

for 1200 women

22 x 3 1/2 = 77

17 x 4 = 68

Sections under 40 1000

2 B

2 B A

1200

2 B

2 B-

Rooms

1/2 B

1/2 B

1/2 B

1/2 B

Sections under 30 - 1000 -

3

2

1200 &

3

3

Rooms

3/4 A

3/4 A.

93
 372
 366

1000	1000	1000	1000	1000	1000	1000	1000	1000
1000	1000	1000	1000	1000	1000	1000	1000	1000
1000	1000	1000	1000	1000	1000	1000	1000	1000
1000	1000	1000	1000	1000	1000	1000	1000	1000
1000	1000	1000	1000	1000	1000	1000	1000	1000
1000	1000	1000	1000	1000	1000	1000	1000	1000
1000	1000	1000	1000	1000	1000	1000	1000	1000
1000	1000	1000	1000	1000	1000	1000	1000	1000
1000	1000	1000	1000	1000	1000	1000	1000	1000
1000	1000	1000	1000	1000	1000	1000	1000	1000

<u>Green</u>	Spring 02		Autumn 02		Winter 03		Total	Average	
10		10	11	5	16	9	20	29	
17	21	38	6	5	11	7	7	14	
9	4	13	9	16	25	4	6	10	
			7	14	21	7	3	10	
			2	3	5	1	6	7	
			4	4					
Total	36	25	61	35	47	82	28	42	70
		3-20			6-14			5-14	
Departmental sex ratio		15:14							
1000 Eq. ratio		4			3			3 1/4	
1200 " "		4.5			3.5			4	
Section		10							
		20			10			52	
1000 Jr. Cell ratio		2			1.5			1.6	
1200 " " "		2.4			1.3 1/4			2.	

By Rule 1.

1000	84
	16
Section (1000)	4 A
1200	95
	18

15	48
15	38
48	75
42	65
9	15
12	12
8 A	
18	
18	
56	
49	
11	
14	

65
23
20
10
20
7 A
80
28
24
12
24

OK.

Section (1200) 5A
Rooms 1 1/4 A

8A
2 A
7A.
1 3/4 A.

OK.

By Rule III

$$2A = \frac{4 \times 2 \times \frac{15}{14}}{4} = 2 \frac{1}{4} \quad 2A = \frac{6 \times 1.5 \times \frac{15}{14}}{4} = 2 \frac{1}{2} \quad 2A = \frac{5 \times 1.6 \times \frac{15}{14}}{4} = 2 \frac{1}{4}$$

By Rule IV.

~~$$2A = \frac{3 \times 20 \times 2 \times \frac{15}{14}}{4}$$~~

Date
Page
No.
of
Pages
of
Volume
of
Series
of
Project

11
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
91
92
93
94
95
96
97
98
99
100

101
102
103
104
105
106
107
108
109
110
111
112
113
114
115
116
117
118
119
120
121
122
123
124
125
126
127
128
129
130
131
132
133
134
135
136
137
138
139
140
141
142
143
144
145
146
147
148
149
150
151
152
153
154
155
156
157
158
159
160
161
162
163
164
165
166
167
168
169
170
171
172
173
174
175
176
177
178
179
180
181
182
183
184
185
186
187
188
189
190
191
192
193
194
195
196
197
198
199
200

201
202
203
204
205
206
207
208
209
210
211
212
213
214
215
216
217
218
219
220
221
222
223
224
225
226
227
228
229
230
231
232
233
234
235
236
237
238
239
240
241
242
243
244
245
246
247
248
249
250
251
252
253
254
255
256
257
258
259
260
261
262
263
264
265
266
267
268
269
270
271
272
273
274
275
276
277
278
279
280
281
282
283
284
285
286
287
288
289
290
291
292
293
294
295
296
297
298
299
300

301
302
303
304
305
306
307
308
309
310
311
312
313
314
315
316
317
318
319
320
321
322
323
324
325
326
327
328
329
330
331
332
333
334
335
336
337
338
339
340
341
342
343
344
345
346
347
348
349
350
351
352
353
354
355
356
357
358
359
360
361
362
363
364
365
366
367
368
369
370
371
372
373
374
375
376
377
378
379
380
381
382
383
384
385
386
387
388
389
390
391
392
393
394
395
396
397
398
399
400

401
402
403
404
405
406
407
408
409
410
411
412
413
414
415
416
417
418
419
420
421
422
423
424
425
426
427
428
429
430
431
432
433
434
435
436
437
438
439
440
441
442
443
444
445
446
447
448
449
450
451
452
453
454
455
456
457
458
459
460
461
462
463
464
465
466
467
468
469
470
471
472
473
474
475
476
477
478
479
480
481
482
483
484
485
486
487
488
489
490
491
492
493
494
495
496
497
498
499
500

501
502
503
504
505
506
507
508
509
510
511
512
513
514
515
516
517
518
519
520
521
522
523
524
525
526
527
528
529
530
531
532
533
534
535
536
537
538
539
540
541
542
543
544
545
546
547
548
549
550
551
552
553
554
555
556
557
558
559
560
561
562
563
564
565
566
567
568
569
570
571
572
573
574
575
576
577
578
579
580
581
582
583
584
585
586
587
588
589
590
591
592
593
594
595
596
597
598
599
600

<u>Latin</u>	Spring 1902	Autumn 1902	Winter 1903
{ 4-17	21	1-7	8
{ 4-19	23	11-23	34
{ 8-12	20	{ 2-9	11
{ 5-16	21	{ 4-6	10
{ 16-17	33	7-8	15
1	1		
12-22	34	{ 4-25	29
{ 5-10	15	{ 2-29	31
{ 1-13	14	{ 7-24	31
		18-11	29
		6-17	23

Totals 55 127 182 62-159 221 54-147 207 171-433-604 57-144-201

Sections

9A⁺

10A⁺

9A

576

Departmental separation $\frac{29}{20} \approx \text{app. } \frac{3}{2}$

~~AA~~ = $\frac{Ax}{1000}$ fr. Call 1000 mtr 2
1200 2.4

1.5
1.75

1.6
2.

$$2A(1000) = \frac{9 \times 2 \times \frac{3}{2}}{4} = 7A$$

$$\frac{10 \times 1.5 \times 1.5}{4} = 6A$$

$$\frac{9 \times 1.6 \times 1.5}{4} = 6A$$

OK.

$$2A(1200) = \frac{9 \times 2.4 \times 1.5}{4} = 8.1A$$

$$\frac{10 \times 1.75 \times 1.5}{4} = 7A$$

$$\frac{9 \times 2 \times 1.5}{4} = 7A$$

OK.

Romance - Spring 1902

$$\begin{cases} 3-5 & 8 \\ 14-16 & 30 \end{cases}$$

$$8-15 \quad 23$$

$$18-14 \quad 32$$

$$\begin{cases} 17-13 & 30 \\ 7-5 & 12 \end{cases}$$

$$11-13 \quad 24$$

~~81~~

Autumn 1902

$$10-10 \quad 20$$

$$7-19 \quad 26$$

$$10-17 \quad 27$$

$$\begin{cases} 7-10 & 172 \\ 7-10 & 17 \end{cases}$$

$$25-14 \quad 39$$

$$25-14 \quad 39$$

$$7-19 \quad 26$$

$$7-19 \quad 26$$

$$\begin{cases} 13-13 & 26 \\ 10-16 & 26 \end{cases}$$

$$4-4 \quad 8$$

$$132-165 \quad 297$$

Winter 1903

$$\begin{cases} 3-22 & 25 \\ 9-1 & 10 \end{cases}$$

$$9-14 \quad 23$$

$$\begin{cases} 16 & 16 \\ 19 & 19 \end{cases}$$

$$24 \quad 24$$

$$2-8 \quad 10$$

$$\begin{cases} 26 & 26 \\ 26 & 26 \end{cases}$$

$$\begin{cases} 23 & 23 \\ 23 & 23 \end{cases}$$

$$23 \quad 23$$

$$24-8 \quad 10$$

$$24-8 \quad 10$$

$$24-8 \quad 10$$

$$24-8 \quad 10$$

$$24-8 \quad 10$$

$$24-8 \quad 10$$

$$24-8 \quad 10$$

$$24-8 \quad 10$$

$$24-8 \quad 10$$

$$24-8 \quad 10$$

$$24-8 \quad 10$$

$$24-8 \quad 10$$

$$24-8 \quad 10$$

$$24-8 \quad 10$$

$$24-8 \quad 10$$

$$24-8 \quad 10$$

$$24-8 \quad 10$$

$$24-8 \quad 10$$

$$24-8 \quad 10$$

$$24-8 \quad 10$$

$$24-8 \quad 10$$

$$24-8 \quad 10$$

$$24-8 \quad 10$$

$$24-8 \quad 10$$

$$24-8 \quad 10$$

$$24-8 \quad 10$$

$$24-8 \quad 10$$

$$24-8 \quad 10$$

$$24-8 \quad 10$$

$$24-8 \quad 10$$

Total Average

$$78 \quad 81 \quad 159$$

$$132-165$$

$$297$$

$$24-8 \quad 10$$

$$24-8 \quad 10$$

$$305-356-641 \quad 102-124-230$$

Departmental sex ratio

$$26/23$$

$$\frac{4}{512}$$

Section

7A.

10A+2B

12A

7A 1000

$$\frac{7 \times 2 \times \frac{26}{23}}{4} = 4A$$

$$\frac{10 \times 1.5 \times \frac{26}{23}}{4} = 4.5A$$

$$\frac{2 \times 1.5 \times \frac{26}{23}}{4} = 1.1B$$

$$\frac{12 \times 1.5 \times \frac{26}{23}}{4} = 5A \quad \left. \begin{matrix} 5A \\ 1B \end{matrix} \right\} 13.$$

7A 1000

$$\frac{7 \times 2.4 \times \frac{26}{23}}{4} = 5A$$

$$\frac{10 \times 1.75 \times \frac{26}{23}}{4} = 6A$$

$$\frac{2 \times 1.75 \times \frac{26}{23}}{4} = 1B$$

$$\frac{12 \times 1.75 \times \frac{26}{23}}{4} = 6A \quad \left. \begin{matrix} 6A \\ 1B \end{matrix} \right\} 13$$

$$81 \times 4 \frac{2}{3} = 386$$

$$165 \times 3 \frac{1}{2} = 580$$

$$140 \times 4 = 560$$

$$580$$

$$386$$

$$31 \overline{) 1526}$$

$$508$$

Station	Time	Lat	Long	Alt	Temp	Wind	Clouds
1	00-00	32-55	101-10	100	50	0-0	0-0
2	01-00	32-55	101-10	100	50	0-0	0-0
3	02-00	32-55	101-10	100	50	0-0	0-0
4	03-00	32-55	101-10	100	50	0-0	0-0
5	04-00	32-55	101-10	100	50	0-0	0-0
6	05-00	32-55	101-10	100	50	0-0	0-0
7	06-00	32-55	101-10	100	50	0-0	0-0
8	07-00	32-55	101-10	100	50	0-0	0-0
9	08-00	32-55	101-10	100	50	0-0	0-0
10	09-00	32-55	101-10	100	50	0-0	0-0
11	10-00	32-55	101-10	100	50	0-0	0-0
12	11-00	32-55	101-10	100	50	0-0	0-0
13	12-00	32-55	101-10	100	50	0-0	0-0
14	13-00	32-55	101-10	100	50	0-0	0-0
15	14-00	32-55	101-10	100	50	0-0	0-0
16	15-00	32-55	101-10	100	50	0-0	0-0
17	16-00	32-55	101-10	100	50	0-0	0-0
18	17-00	32-55	101-10	100	50	0-0	0-0
19	18-00	32-55	101-10	100	50	0-0	0-0
20	19-00	32-55	101-10	100	50	0-0	0-0
21	20-00	32-55	101-10	100	50	0-0	0-0
22	21-00	32-55	101-10	100	50	0-0	0-0
23	22-00	32-55	101-10	100	50	0-0	0-0
24	23-00	32-55	101-10	100	50	0-0	0-0
25	00-00	32-55	101-10	100	50	0-0	0-0

$$AP = \frac{A \cdot \sin \theta}{\sin \phi} = \frac{100 \times \sin 30^\circ}{\sin 45^\circ} = 70.7$$

$$AD = \frac{A \cdot \sin \theta}{\sin \phi} = \frac{100 \times \sin 30^\circ}{\sin 45^\circ} = 70.7$$

$\sin 30^\circ = 0.5$
 $\sin 45^\circ = 0.707$
 $\sin 60^\circ = 0.866$

German Spring 1902

Autumn 1902

Winter 1903

Total

Av.

14-18 32

13-26 39

28-40 68

14-11 25

17-19 36

3-6 9

20-20 40

21-8 29

{ 11-16 27

{ 9-16 25

{ 10-07 17

22-19 41

{ 6-4 10

{ 12-10 22

5-14 19

15-15 30

9-14 23

14-18 32

18-18 36

{ 23 23

{ 30 30

{ 12 12

{ 28 28

{ 19 19

{ 30 30

13-18 31

Total 89-120 209 131 129 260 124-140 264 344-389-733/115-130-244

Departmental sex ratio 1-1/15

520

Section

2A-4B

8A-2B

8A-2B

for coll. 1000 ratio

2.

#

1.5

1.6

1200

2.4

1.75

2.

$$2A(1000) = \frac{2 \times 2 \times 1\frac{1}{5}}{4} = 1A$$

$$\frac{8 \times 1.5 \times 1\frac{1}{5}}{4} = 3\frac{3}{5}A$$

$$\frac{8 \times 1.6 \times 1\frac{1}{5}}{4} = 8\frac{2}{5}A$$

$$2B(1000) = \frac{4 \times 2 \times 1\frac{1}{5}}{4} = 2\frac{2}{5}B$$

$$\frac{2 \times 1.5 \times 1\frac{1}{5}}{4} = 1\frac{1}{5}B$$

$$\frac{2 \times 1.6 \times 1\frac{1}{5}}{4} = 1B$$

$$2A(1200) = \frac{2 \times 2.4 \times 1\frac{1}{5}}{4} = 1A$$

$$\frac{8 \times 1.75 \times 1\frac{1}{5}}{4} = 3\frac{3}{4}A$$

$$\frac{8 \times 1.6 \times 1\frac{1}{5}}{4} = 4\frac{4}{5}A$$

$$2B(1200) = \frac{4 \times 2.4 \times 1\frac{1}{5}}{4} = 2.6B$$

$$\frac{2 \times 1.75 \times 1\frac{1}{5}}{4} = 1B$$

$$\frac{2 \times 2 \times 1\frac{1}{5}}{4} = 1\frac{1}{5}B$$

Departmental sex ratio ~~for 1000~~

for 1000

4

3

3 1/4

for 1200

4 1/2

3 1/2

4

Section for
1000

2-36

3-35

4-40

2-22

2-38

1-24

$$B, \frac{11}{4} = 3B$$

$$A, \frac{3}{4} = 1A$$

Time	Distance	Speed	Time	Distance	Speed	Time	Distance	Speed
10	100	10	20	200	20	30	300	30
20	200	20	30	300	30	40	400	40
30	300	30	40	400	40	50	500	50
40	400	40	50	500	50	60	600	60
50	500	50	60	600	60	70	700	70
60	600	60	70	700	70	80	800	80
70	700	70	80	800	80	90	900	90
80	800	80	90	900	90	100	1000	100
90	900	90	100	1000	100			

Time	Distance	Speed	Time	Distance	Speed	Time	Distance	Speed
10	100	10	20	200	20	30	300	30
20	200	20	30	300	30	40	400	40
30	300	30	40	400	40	50	500	50
40	400	40	50	500	50	60	600	60
50	500	50	60	600	60	70	700	70
60	600	60	70	700	70	80	800	80
70	700	70	80	800	80	90	900	90
80	800	80	90	900	90	100	1000	100
90	900	90	100	1000	100			

Time	Distance	Speed	Time	Distance	Speed	Time	Distance	Speed
10	100	10	20	200	20	30	300	30
20	200	20	30	300	30	40	400	40
30	300	30	40	400	40	50	500	50
40	400	40	50	500	50	60	600	60
50	500	50	60	600	60	70	700	70
60	600	60	70	700	70	80	800	80
70	700	70	80	800	80	90	900	90
80	800	80	90	900	90	100	1000	100
90	900	90	100	1000	100			

Time	Distance	Speed	Time	Distance	Speed	Time	Distance	Speed
10	100	10	20	200	20	30	300	30
20	200	20	30	300	30	40	400	40
30	300	30	40	400	40	50	500	50
40	400	40	50	500	50	60	600	60
50	500	50	60	600	60	70	700	70
60	600	60	70	700	70	80	800	80
70	700	70	80	800	80	90	900	90
80	800	80	90	900	90	100	1000	100
90	900	90	100	1000	100			

English	Spring 02	Dec	Autumn 1902	Winter 1903.	Total	Average
	5-34	39	18-34	52	13-40	53
	74-62	136	10-11	21	7-33	40
	17-11	28	9-24	33	36-48	84
	17-29	46	15-40	55	25	25
	12-8	20	29-27	56	38	38
			30-30	60	19	19
			28-33	61	31	31
			28-30	58	38-25	63
			14-21	35		
			32-14	46		

Total 125-144 309 213-264 477 150-203 353 488-611-109 163-204-566

4
816

Departmental sex ratio 10/9.

Multiplication for 1000	#2.	1.5	1.6
1200	452.4	1.75	2
Closes as things are	2 A 2 B. 1 D (150)	1 A 8 B	3 A 5 B
For 1000	6 B 2 D or 3 C	15 B or 13 B 2 1 C	8 B 5 A
For 1200	7 B 3 D or 4 C	17 B	10 B 6 A
			1 C 3 B
			1 C 3 B

Mathematics

Spring 1902

Autumn 1902

Winter 1903

Total

7-6	13	17-7	24	14-16	35
{13-11	24	{15-5	20	{3-17	20
{19-10	29	{17-9	26	{15	15
16-12	28	{12-14	26	{18	18
11-7	18	{11-19	30	14-8	22
24-3	-27	8-17	25	8-10	18
9-8	17	8-18	26	28	23
11 15	26	9-12	21	{27	29
				{28	28
				27	27
				12	12

110 72 182 97-101 198 116 131 247 323-304 627

av. 108-101 209

8A

8A

11A

4
404 82

Multiplication

1000	2.	1.5	1.6
1200	2.4	1.75	2

Sections

1000	16A	12A	18A	-	Room 5A
1200	20A	14A	22A		6A.

$$\begin{array}{r} 72 \\ 42\frac{1}{3} \\ \hline 288 \\ 48 \\ \hline 336 \end{array}$$

$$\begin{array}{r} 101 \\ 3\frac{1}{2} \\ \hline 303 \\ 51 \\ \hline 354 \end{array}$$

$$\begin{array}{r} 131 \\ 4 \\ \hline 524 \\ 354 \\ \hline 336 \\ \hline 3 \overline{) 1214} \\ \underline{9} \\ 314 \\ \underline{300} \\ 14 \end{array}$$

$$\begin{array}{r} 6 \times 4 = 24 \\ 30 \\ \hline 24 \\ \hline 576 \end{array}$$

Physics Spring 1902

Aut. 1902

M. W	msw.
24-10	34
10-3	13
<u>34-13</u>	<u>47</u>

m w	msw
{ 10-1	11
{ 14-4	18
20-16	36
44-21	65

11-7	18
21-14	35
10-2	12
<u>42-23</u>	<u>65</u>

Total av

$$\frac{120-57-177}{40-19-59} = \frac{4}{76}$$

Departmental sex ratio $\frac{2}{3}$

Multiplic
for 1000

2
2.4

1.5
1.75

1.6
2

Classes

3A
4A

3A
4A

3A
4A

Romms
1A
AA

Chemistry

$\frac{1}{2}$ 96-12	108
$\frac{1}{2}$ 11-2	13
$\frac{1}{2}$ 38-5	13
$\frac{1}{2}$ 36-4	40
32-10	42

{ 33-8	41
{ 22-2	
{ 22-6	28
{ 28-1	29
{ 33-1	34

{ 21-6	27
{ 22-8	30
{ 24-2	26
{ 37-1	38

W

W

116-16

104-17

332-55

111-18

Departmental

Multiplic for women only

~~2~~

3

3 1/4

for 1000

4

for 12000

4 2/3

3 1/2

4

for 1000 - students

2 1/2

42

46

Total

av.

52.

for 1200

22 x 4 1/3 = 102

49

7

2 1/3 1/2
6 1/2 10 3 1/2
1 1/2 56

10

56

12

17 1/4
68

102
56
46
3 | 226
75

62

Alexander Smith

1. Laboratory 31 x 45.
2. Reading Room for 4 or 5 students
3. Quiz room for section of 30 with lecture table, gas & water.
4. A. Store room 240 sq ft
5. A balance room 240 sq ft
6. A small private lab & office for chief instructor.

42
53

Geography.

22-10 32 20-12 32 {19-11 30 25-41 14
214-8 22

Multipl. 4
for women only 4 2/3

3
3 1/2

3 1/4
4

14
4
56

Sections 2 A
2 A

2 A
2 A

2 A
3 A

For 1200 47

42

76

165

58

Zoology

~~22-10~~ 5-4 ~~22~~ 9 20-10 30 29-16 ~~45~~ 54-30
~~14-8~~ ~~22~~

Multiplies 1000
for women only 1200

4

3

3 1/4

4 2/3

3 1/2

4

Students - 1000
1200

~~132~~ 16
~~153~~ 19
47

30

~~12~~ 35

~~52~~
~~22~~
~~44~~ 64

118

39

~~Sections~~

~~2 A~~
~~4 A~~
~~2 A~~

~~4 A~~
~~2 A~~

Sections 1000
1200

~~2 A~~ 1 A
~~2 A~~ 1 A

~~2 A~~ 1 A
1 B

2 A ~~3 A~~
~~1 A~~
2 A

Class
room

1/2 A
~~2 A~~
1/4 B

1/2 A
1/4 B

3/4 A
1/4 A
1/4 B

$$\begin{array}{r}
 2-29 + 42\frac{1}{2} = 135 \\
 2-29 + 42\frac{1}{2} = 135
 \end{array}$$

Physiology

Spring 1902	Aut. 1902	Winter 1903	Total	Av.
17-24 41	19-22 41	37-22 59	73-68	

Multiply (1000) 4	3	3 1/4		
for women only (1200) 4 2/3	3 1/2	4		
Section 1000 2B (students) 96	2B (66)	2B (70)		
Section 1200 2B (114)	2B (77)	2B (88)		
Classroom 4 1/2 B	1/2 B	1/2 B		

48
9
7
64

Botany

m	w	st	m	w	st	m	w	st	Total	average
9-10		14	16-7		23	8-7		15		
3-19		22	8-2		10	3-0		3		
10-20		39	24 9		33	11 7		18	57-74-121	19-24 40
zone. 10-22 58		70	3 (st. 27)			3 1/4 (27)				4
Multiply 1000 4 (students) 232			3 1/2 (32)			4				98
only 1200 4 2/3 (272)										
Section 1000 8A (232 women st.)			2A (27)			1A (23)			282	94
1200 9A (270) 254			2A 32			1A 28			332	110

Public Hearing

18-1 19	15-4 17
---------	---------

270
32
28
3/330
180

58
423
232
38
270

58
10
74

$$\begin{array}{r} 192 \\ 22 \overline{) 4224} \\ \underline{44} \\ 22 \\ \underline{22} \\ 0 \end{array}$$

Based on pp. 4-15

No. of courses + total no. of women in
these courses in a junior college of 1200 women

	Col 1	Col. 2	Col. 3	Col 4	Col 5	Col 6	Col 7
	Spring C.	Autumn C.	Winter C.	Summer C.	av. size of class	for 150 women	av. size of class
Philosophy	2 - 148	2 - 255	2 - 308	2 - 238	119	2 - 30	15
Polit. Econ.	2 - 45	2 - 52	2 - 84	2 - 60	30	2 - 8	4
History	1 - 315	2 - 437	2 - 332	1 1/3 - 361	217	1 2/3 - 45	27
Sociology		1 - 77	1 - 68	1 - 73	73	1 - 9	9 (220)
Greek	2 - 112	6 - 165	5 - 168	4 1/3 - 148	34	4 1/3 - 18 1/2	4 1/4
Latin	5 - 572	7 - 557	6 - 588	6 - 572	98	6 - 7 1/2	12
Romance	5 - 365	6 - 577	6 - 560	5 2/3 - 501	87	5 2/3 - 63	10
German	6 - 540	7 - 452	6 - 560	6 1/3 - 517	88	6 1/3 - 65	11
English	5 - 648	6 - 924	6 - 812	5 2/3 - 828	142	5 2/3 - 103	18
Mathematics	7 - 769	5 - 695	4 - 524	5 1/3 - 663	124	5 1/3 - 83	16
Physics	2 - 59	2 - 74	3 - 92	2 1/3 - 75	35	2 1/3 - 9	4
Chemistry	2 - 57	2 - 56	2 - 68	2 - 62	31	2 - 8	4
Geography	1 - 45	1 - 42	1 - 76	1 - 54	54	1 - 7	7
Zoology	1 - 49	1 - 35	1 - 64	1 - 43	43	1 - 5	5
Physiology	1 - 108	1 - 77	1 - 88	1 - 91	91	1 - 14	14
Botany	2 - 216	2 - 32	2 - 28	2 - 92	46	2 - 18	6
Total last three	343	144	180				

$$\begin{array}{r}
 33 \\
 42\frac{1}{2} \\
 \hline
 132 \\
 22 \\
 \hline
 154
 \end{array}$$

$$\begin{array}{r}
 73 \\
 3,5 \\
 \hline
 219 \\
 \hline
 37 \\
 \hline
 256
 \end{array}$$

$$\begin{array}{r}
 77 \\
 4 \\
 \hline
 808
 \end{array}$$

Table to show proper distribution of Departments

of colleges are organized of ~~the~~ women each. 17

(All Figures on the basis of Third Quarter)

Depart ^t	No. of courses taught per quarter	No. of courses per quarter without reg ⁿ	Av. Quarterly registr ⁿ in 1280 women	Av. Quarterly Registr ⁿ in 1280 women	No. of colleges of ³⁰⁰ women in which courses are offered.	Av. no. of courses in each college each quarter.	Av. size of classes or sections	
Philosophy	2	1 1	240	30	60	4	2	30
Political Sc.	$\frac{2}{3}$	$\frac{1}{3}$	60	8-16	1	2	30	
Political Econ.	2	$1\frac{1}{3}$	375	45-90	2	2	94	
History	3	$1\frac{2}{3}$	73	9-14	1	2 (2 yrs)	37	
Sociology	1 (2 yrs)	1 (2 yrs)	150 150	19-36	3	2	25	
Greek	$4\frac{2}{3}$	$1\frac{1}{3}$	576	92-144	3	2	24	
Latin	6	3	516 516	63-126	4	$4\frac{1}{2}$	29	
Romance	$5\frac{1}{3}$	3	520 520	65-130	4	$4\frac{1}{2}$	29	
German	$6\frac{1}{3}$	2	820 820	104-208	4	7	30	
English	$5\frac{2}{3}$	$2\frac{1}{3}$	404 404	84 102	4	4	25 25	
Mathematics	$5\frac{1}{3}$	3	76	9-14	1	2	38	
Astronomy	$\frac{1}{3}$	$\frac{1}{3}$	72	9-14	1	2	36	
Physics	3	$1\frac{1}{3}$	54	7-14	1	2	27	
Chemistry	$2\frac{1}{3}$	$1\frac{1}{3}$	40 40	5-10	1	1	40	
Geol.	1	$\frac{1}{3}$	91	11-22	1	3	30	
Geography	1 *	1	92 92	12 1/2-25	1	3 4 or 3	25 33	
Zoology								
Physiology								
Botany								

x- Register gives $1\frac{2}{3}$; but Census Report shows but 1

17
 (All specimens in the basin of the river)
 of the following are arranged in the order in which they were found

Plant No.	Locality	Height	Flowers	Leaves	Stems	Roots	Other
1	...	...	...	...	...	...	...
2	...	...	...	...	...	...	...
3	...	...	...	...	...	...	...
4	...	...	...	...	...	...	...
5	...	...	...	...	...	...	...
6	...	...	...	...	...	...	...
7	...	...	...	...	...	...	...
8	...	...	...	...	...	...	...
9	...	...	...	...	...	...	...
10	...	...	...	...	...	...	...
11	...	...	...	...	...	...	...
12	...	...	...	...	...	...	...
13	...	...	...	...	...	...	...
14	...	...	...	...	...	...	...
15	...	...	...	...	...	...	...
16	...	...	...	...	...	...	...
17	...	...	...	...	...	...	...
18	...	...	...	...	...	...	...
19	...	...	...	...	...	...	...
20	...	...	...	...	...	...	...
21	...	...	...	...	...	...	...
22	...	...	...	...	...	...	...
23	...	...	...	...	...	...	...
24	...	...	...	...	...	...	...
25	...	...	...	...	...	...	...
26	...	...	...	...	...	...	...
27	...	...	...	...	...	...	...
28	...	...	...	...	...	...	...
29	...	...	...	...	...	...	...
30	...	...	...	...	...	...	...
31	...	...	...	...	...	...	...
32	...	...	...	...	...	...	...
33	...	...	...	...	...	...	...
34	...	...	...	...	...	...	...
35	...	...	...	...	...	...	...
36	...	...	...	...	...	...	...
37	...	...	...	...	...	...	...
38	...	...	...	...	...	...	...
39	...	...	...	...	...	...	...
40	...	...	...	...	...	...	...
41	...	...	...	...	...	...	...
42	...	...	...	...	...	...	...
43	...	...	...	...	...	...	...
44	...	...	...	...	...	...	...
45	...	...	...	...	...	...	...
46	...	...	...	...	...	...	...
47	...	...	...	...	...	...	...
48	...	...	...	...	...	...	...
49	...	...	...	...	...	...	...
50	...	...	...	...	...	...	...
51	...	...	...	...	...	...	...
52	...	...	...	...	...	...	...
53	...	...	...	...	...	...	...
54	...	...	...	...	...	...	...
55	...	...	...	...	...	...	...
56	...	...	...	...	...	...	...
57	...	...	...	...	...	...	...
58	...	...	...	...	...	...	...
59	...	...	...	...	...	...	...
60	...	...	...	...	...	...	...
61	...	...	...	...	...	...	...
62	...	...	...	...	...	...	...
63	...	...	...	...	...	...	...
64	...	...	...	...	...	...	...
65	...	...	...	...	...	...	...
66	...	...	...	...	...	...	...
67	...	...	...	...	...	...	...
68	...	...	...	...	...	...	...
69	...	...	...	...	...	...	...
70	...	...	...	...	...	...	...
71	...	...	...	...	...	...	...
72	...	...	...	...	...	...	...
73	...	...	...	...	...	...	...
74	...	...	...	...	...	...	...
75	...	...	...	...	...	...	...
76	...	...	...	...	...	...	...
77	...	...	...	...	...	...	...
78	...	...	...	...	...	...	...
79	...	...	...	...	...	...	...
80	...	...	...	...	...	...	...
81	...	...	...	...	...	...	...
82	...	...	...	...	...	...	...
83	...	...	...	...	...	...	...
84	...	...	...	...	...	...	...
85	...	...	...	...	...	...	...
86	...	...	...	...	...	...	...
87	...	...	...	...	...	...	...
88	...	...	...	...	...	...	...
89	...	...	...	...	...	...	...
90	...	...	...	...	...	...	...
91	...	...	...	...	...	...	...
92	...	...	...	...	...	...	...
93	...	...	...	...	...	...	...
94	...	...	...	...	...	...	...
95	...	...	...	...	...	...	...
96	...	...	...	...	...	...	...
97	...	...	...	...	...	...	...
98	...	...	...	...	...	...	...
99	...	...	...	...	...	...	...
100	...	...	...	...	...	...	...

Table to show proper distribution of Departments
 if Colleges are organized of 300 women each.
 (All figures on the basis of three quarters).

18

Depts.	No. Colleges	av. no. of students per quarter in each college	av. size of each class	College A (300) (300 students)	College B (300) (300 students)	College C (300) (300 students)	College D (300) (300 students)
Philosophy	4	3	30	4	4	4	4
Pol. Sci.	1	$\frac{1}{3}$					
Pol Econ	1	2	30			2 x	
History	2	6	31		6	6 x	
Sociology	1	2	37			2 x	
Greek	1	36	25	6	6		
Latin	32	12	24	12	8	4	
Romance	4	$4\frac{1}{2}$	28	5	5	5 x	5 x
German	4	$4\frac{1}{2}$	29	5	5	5 x	5 x
English	4	7	30	7	7	7 x	7 x
Mathematics	4	4	25	4 (= 8)	4 (= 8)	4 (= 8) x	4 (= 8) x
Astronomy	1	$\frac{1}{3}$					
Physics	1	2	38				2
Chemistry	1	2	36	2	43	31	2 x
Geography	1	2	27				2 x
Zoology	1	2	20				2 x
Physiology	1	3	30				3 x
Botany	1	3	31				3 x
Total Classes				39 (43)	39 (43)	37 (41)	35 (39)
Class Rooms				13 (4)	43 (4)	31 (4)	10 (3)
Student Laboratories							6
Private Study Rooms							6
Store Rooms							6

x - Classes occupy rooms 2 hours each.

First 3 cols. are taken from the last 3 columns of page 17

$$\begin{array}{r}
 28 \\
 18 \\
 \hline
 224 \\
 284 \\
 \hline
 508
 \end{array}$$

Math Class room 28x42 seats 48 students
 Each class in classroom 2 hours.
 a class room 28x21 will seat 24 students

Table to show the registration of women in each different subject of the several departments.
(on basis of 3 quarters. 1903-1904)
2 junior collegues. av no of women now 205.
(Showing maximum + minimum in subject)

Dept.	no of diff subjects not offered in 9 mos.	av no of subjects per quarter	Largest no of girls in any subject	Smallest no of girls in any subject	Av no of girls in each subject	Probable no in college of 1200 in each subject
	(1)	(2)	(3)	(4)	(5)	(6)
Philosophy	3	2	61	12	30½	244 - 48 - 122
Pol Econ	4	2	15	1	7½	60½ - 4 - 30½
Pol Sci	1	1/3				
History	3	1½	82	20	55½	328 - 80 - 222
Sociology	1	2½	22	17	19½	88 - 68 - 78
Esreek	4	4½	21	3	8½	84 - 12 - 32½
Latin	9	5½	78	11	26¼	312 - 44 - 105
Romance	9	5½	86	4	25½	344 - 16 - 101½
German	6	6½	49	6	20½	196 - 24 - 82
English	7	6	97	8	34-	388 - 32 - 136
Mathematics	9	5	62	3	21½	248 - 12 - 85+
Astronomy	1					
Physics	4	2½	16	2	8½	64 - 8 - 32½
Chemistry	4	2½	14	2	10½	56 - 8 - 44½
Geology	1	1	19	10	14-	76 - 40 - 56
Zoology	3 (5)-	1	16	4	10	64 - 16 - 40
Physiology	2	1	24	22	22½	96 - 88 - 90½
Botany	5	2	29	2	12½	116 - 8 - 49½

Anatomy

Public Speak

Mem. Multiply col. 3 by col. 8, the result should equal ^{col 2 x} col 3 x col. 4 on table 18

Taken from
Tables 4-15

Table to show the average number of registrations²³
which each department now has per class in the
Junior colleges. on basis of 3 quarters. (Usage of Depts.)

Department	no sections		no registrations		av no registrations
Philosophy	9	25	57	354	39½
Political Economy	9	6	41	267	29½
History	5	45	110	471	94½
Sociology	2	31	38	69	34½
Greek	9	4	38	143	16-
Latin	28	1	36	604	21½
Romance	31	8	39	701	22½-
German	26	9	68	733	28½-
English	23	20	136	1069	46½
Mathematics	27	12	35	627	23¾
Physics	18	11	36	177	22½
Chemistry	13	13	108	469	36+
Geology	4	22	32	116	29
Zoology	3	9	45	84	28
Physiology	3	41	59	141	47
Botany	7	3	34	131	18¾
Geography same as Zoology					
Public Speaking	2	17	19	36	18

Total no in Junior Coll	Spring '03	autumn '02	Union 1903	Total
	m w	m w	m w	m w
	242-254	332-348	316-307-623	893-914-1807
			m+m+w	298-305-602

No of Subjects	Av. no of girls in each subject	Largest no of girls in any subj.	Smallest no. of girls in any subj.
11th			
Offered in 9 mos.	subject per quarter		

Requirements for Jr. College Building for 1000 women or 1200 women

21

Classroom Classroom Classroom Classroom
for 30 S.H.s for 30 S.H.s for 100 S.H.s for 100 S.H.s
A B C
1000-1200 1000-1200 1000-1200 1000-1200

Based on
4-15

Rooms, no
Students -

Philosophy		1 1/4	1 3/4				
Political Economy	3/4	3/4					
History				3	1	1	
Sociology		1/2	1/2				
For the Group	3/4	3/4	1 3/4	2 1/4	1	1	
Greek	2 1/4	2					
Latin	7	8					
Romance	5	6	1	1			
German	3	3	2	2			
English			3	3	1	1	
For the Group	17	19	6	6	1	1	
For both groups	18	20	8	8	1	1	1

~~Mathematics~~ 5 6

~~Philosophy~~ 1/2 1/2

~~Botany~~ 4 4

Add for Mathematics & Science

9 10 1 1/2 1/2

~~No. of students in 1000 No. of students in 1200~~
~~66 to 96 99 to 114~~

~~23 to 25 (avg) 25 to 27 (avg) N.B.~~

Total for all	27	30	8 1/2	8 1/2	1	1	1	=
Reduced to A	17	17						
	3	3						
	5	5						
Total size A.	52	55						

Inventory of the collection of the
University of California

1950-1951
A
B
C
D
E
F
G
H
I
J
K
L
M
N
O
P
Q
R
S
T
U
V
W
X
Y
Z

1951

1951

1951

1951

1951

1951

1951

1951

1951

1951

1951

1951

1951

1951

1951

1951

1951

1951

1951

1951

1951

1951

Requirements for Jr. College Building For 1000 women or 1200 women.

22
(Continued)
21

Classrooms Classrooms Classrooms Classroom Laboratory etc
for 30 studs for 60 studs for 100 students for 150 studs.
A B C D
1000 — 1200 1000 1200 1000 1200 1000 1200

Mathematics 5 6 (but double for double hours)

Physics 1 1

Chemistry $3\frac{1}{2}$ $3\frac{1}{4}$

Geography $1\frac{1}{2}$ $3\frac{1}{4}$

Zoology $4\frac{1}{2}$ $1\frac{1}{2}$

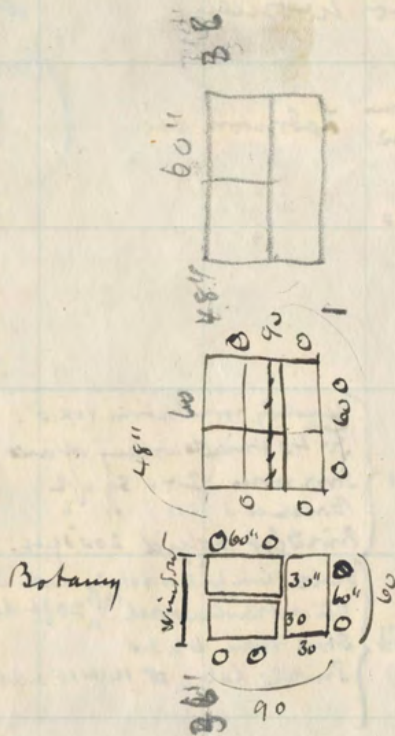
Physiology $\frac{1}{2}$ $\frac{1}{2}$

Botany 1 1

Total 9 10 12 $\frac{1}{2}$

80 st { Reading room about 10x10.
For 40 students working alone 31x45
Store room 240 sq. ft.
Balance " " " "
Private lab. office 200 sq. ft.
3 labs. each for 16 or 18 studs each 30 ft long, along
the outside wall. 18 ft 20 ft deep (fuller)
Botany 100 st { Store room 6x20
Private lab. 12 or 15x20

Mem: Proposed new building has almost ^{Biological} conventional lab. Hence large classes
in planning building use classrooms for 30 + provide laboratory
Mr. Barnes says that the Jr. Coll. ^{Biological} works for a Jr. Coll. of 1200 women
+ a Jr. College of 1200 men would probably be cared for in
the present buildings of Biology.

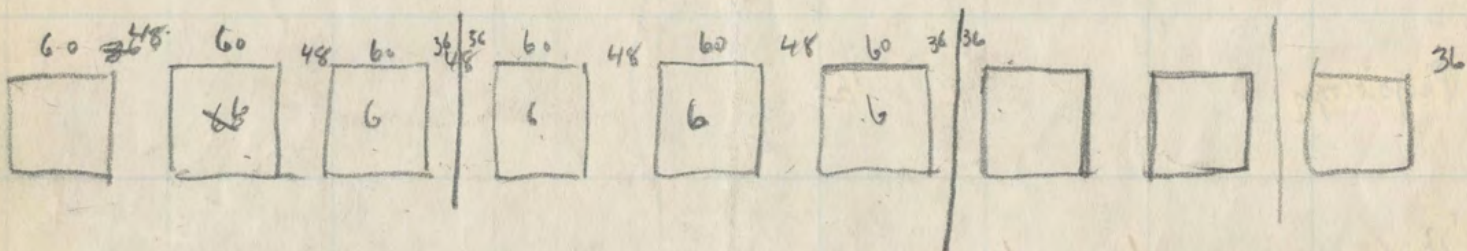


$$\begin{array}{r} 30 \\ 9 \\ \hline 21 \end{array}$$

60 x 20 ft
This seats six students at a time - if well lighted.
Only one ^{single} row can be placed in a room.

Thus each six students require 108" to 120" of the length of the room.

Thus a room for 18 students must be 27 to 30 ft long
" " " " 54 " " 81 to 90 ft long.



$$\begin{array}{r} 9 \times 9 = 81 \\ 3 \\ \hline 83 \\ 4 \\ \hline 87 \end{array}$$

$$\begin{array}{r} 6 \\ 9 \\ 15 \\ \hline 29 \end{array}$$

18

21

7 4-18

Jr college autumn 1902 class schedule.

23

	8:30	9:30	11:00	12:00	2:00	3:00	
	sec a	sec	sec b	sec	sec c		
Philosophy	1	1	1	+	1		
Pol Econ		2			sec b.		
Pol Sci		1					
History	1		1				
Sociology					1		
Greek	1	1	1	2			
Latin	2	1	3	sec	sec b	sec d.	
Romance	2	3	1	1	sec a sec b	sec b	
German	2	2	2		1		1
English	1	2	2	1	1	1	
Math	2			1	2	1	
astronomy							
Physics	1	2 1 1 c	2 1	2 1			
Chemistry	1	2 1	2 1	2 1			
Geology ^{Geog}						1	
Zoology							1
Physiology	1						
Botany					2 2	1	
Public Sp.	2	1	1	1	1	1	
	17	15	12	7	12	7	2 72
		2 2	2 2	2 2	2 2	8	1:75
							72
							54
							126

Junior College: Spring Quarter 1982. Showing classes at various hours

24

	830	9:30	11:00	12:00	2:00	3:00	
Philosophy	1	1					
Pol Econ		1		1			
Pol Sci							
His n		1					
Sociology							
Greek	1	*	1	2			
Latin	2	3	2			2	
Romance	2	3	1	*	2	1	
German	3	3					
English		2	2	*	1		
math	3	2	1				
astronomy							
Physics	L1	L1					
Chemistry	1	L1	L1	L1 10	L1	L1	L1
Ecology					1		
Zoology					1		
Physiology	1						
Botany	L1	L1			1	L1	
Public Aff	2	1	1		2	1	
	16	17	8	4	8	4	24
	L2	L3	L1	L1	L1	L2	57
							37
							L1

Jr coll winter 1903. schedule of class hrs.

25

	8:30	9:30	11:00	12:00	2:00	3:00	4:00
Philosoph	2	1					
Pol Econ	1	1		1			
Pol Sci							
History	1	1					
Sociology			1				
Greek	1	2		2			
Latin	1	2 ³	1	1 ²	1 ²		
Romance	3 ⁵	1	2		1 ²		
German	3 ⁴	2 ³	2			1 ²	
English		2 ³	2 ³	1	1		1
Math	1 ²	1 ²		1 ²	2	2	
astron							
Physics	1	2	2 1	2 1			
Chemistry	1	3	1	1	2		
Geology & Geo				1			
Zoology							1
Physiology					1		
Botany	1	1			1		
Pub. Sph.		1	1	1	1		

16³

20⁴

10¹

9²

10²

3¹ 2²

2

14¹³
70
2
140

2 1

2 1

2 2

Jr coll. Apr 1902 Autumn Winter

Total 504 680 623

W. 259 348 307

classes 57 72 84

ratio 2:38 1:76 1:42.

College
1200.

classes 135.66 126.72 164.5

men

504	680	623
<u>259</u>	<u>348</u>	<u>307</u>
245	272	316
272		
<u>316</u>		
3 833		
297	1200	1200
	<u>1108</u>	<u>1200</u>
	92	92

22

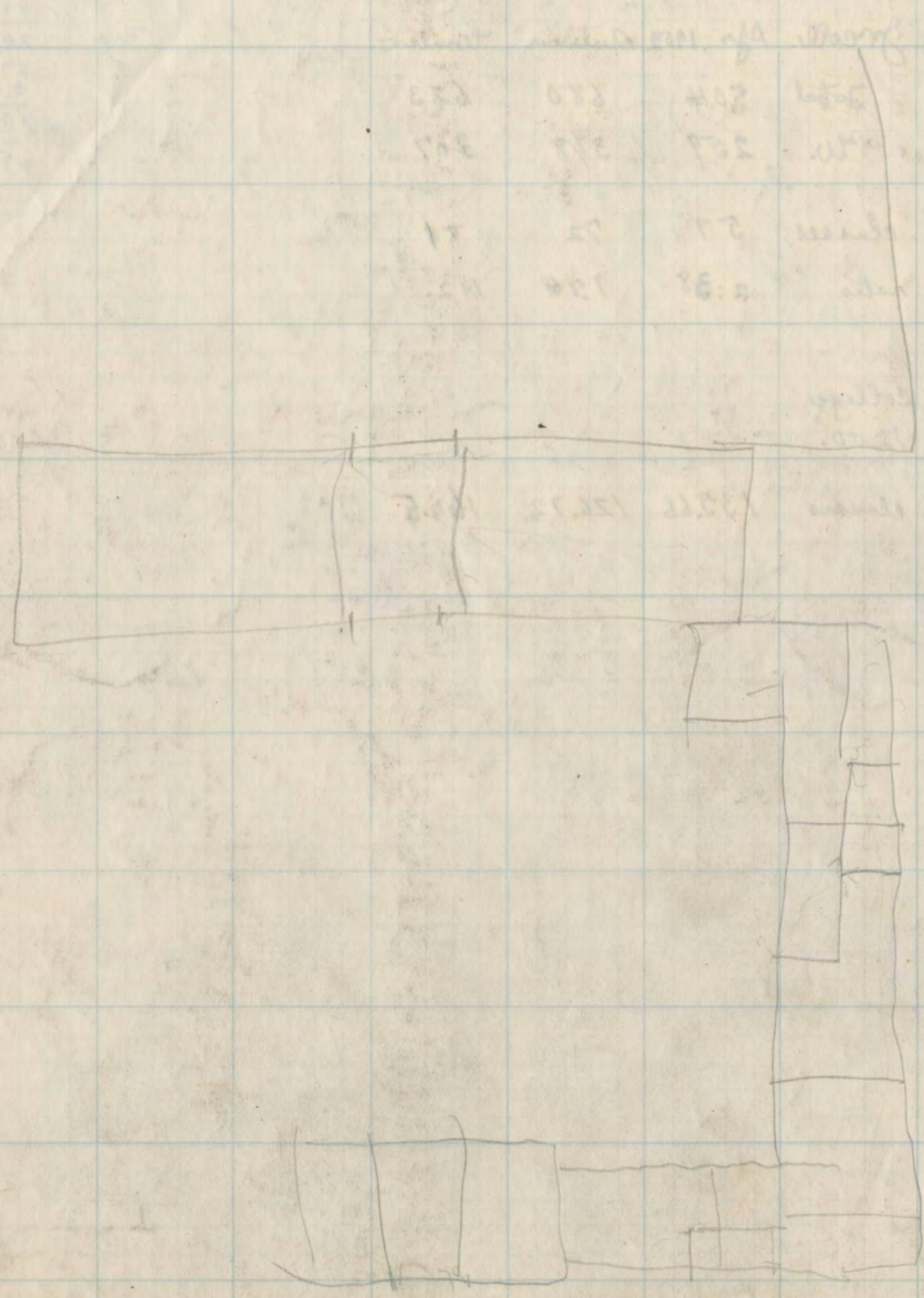


Table to show proper distribution of Departments if Four Junior
Colleges for Women are organized of 300 women each.

--oOo--

Dept.	No. of College.	Av. No. of Courses per quarter in each Coll.	Av. size of such classes.	Coll. A	Coll. B	Coll. C	Coll. D
Philosophy	4	2	30	2	2	2	2
Pol. Sci.	1	2/3					
Pol. Econ.	1	2	30			2	
History	2	6	31		6	6	
Sociology	1	2	37			2	
Greek	2	3	25	4	2		
Latin	3	8	24	12	8	4	
Romance	4	4 1/2	28	5	5	5	5
German	4	4 1/2	29	5	5	5	5
English	4	7	30	7	7	7	7
Mathematics	4	4	25	*4(8)	*4(8)	*4(8)	*4(8)
Astronomy	1	1/3					
Physics	1	2	38				2
Chemistry	1	2	36				2
Geography	1	2	27				2
Zoology	1	2	20				2
Physiology	1	3	30				3
Botany	1	3	33				3
Total Classes				39(43)	39(43)	37(41)	37(41)
Class Rooms				10	10	10	10
Student Laboratories							6
Private Laboratories							6
Store Rooms							6

* Classes Occupy rooms 2 hours each.

*Classes occupy rooms 2 hours each.

Store Rooms
Private Laboratories
Student Laboratories
Class Rooms

Total Classes		39(43)		39(43)		39(43)		39(43)		39(43)	
Botany	1	3	33								
Physiology	1	3	30								
Zoology	1	2	20								
Geography	1	2	27								
Chemistry	1	2	36								
Physics	1	2	38								
Astronomy	1	1 1/2									
Mathematics	4	4	25								
English	4	4	30								
German	4	4 1/2	29								
Romance	4	4 1/2	28								
Latin	3	8	24								
Greek	2	3	25								
Sociology	1	2	37								
History	2	8	31								
Pol. Econ.	1	2	30								
Pol. Sci.	1	2 1/2									
Philosophy	4	2	30								
--000--											
Dept.	No. of College.	Av. No. of Courses per quarter in each Coll.	Av. size of each class.	Coll. A	Coll. B	Coll. C	Coll. D	Coll. E	Coll. F	Coll. G	Coll. H

Colleges for Women are organized of 300 women each.

Table to show proper distribution of Departments if Four Junior

Table to show proper distribution of Departments if Four Junior Colleges for Women are organized of 300 women each.

--oOo--

Dept.	No. of College.	Av. No. of Courses per quarter in each Coll.	Av. size of such classes.	Coll. A	Coll. B	Coll. C	Coll. D
Philosophy	4	2	30	2	2	2	2
Pol. Sci.	1	2/3					
Pol. Econ.	1	2	30			2	
History	2	6	31		6	6	
Sociology	1	2	37			2	
Greek	2	3	25	4	2		
Latin	3	8	24	12	8	4	
Romance	4	4 1/2	23	5	5	5	5
German	4	4 1/2	29	5	5	5	5
English	4	7	30	7	7	7	7
Mathematics	4	4	25	*4(8)	*4(8)	*4(8)	*4(8)
Astronomy	1	1/3					
Physics	1	2	38				2
Chemistry	1	2	36				2
Geography	1	2	27				2
Zoology	1	2	20				2
Physiology	1	3	30				3
Botany	1	3	33				3
Total Classes				39(43)	39(43)	37(41)	37(41)
Class Rooms				10	10	10	10
Student Laboratories							6
Private Laboratories							6
Store Rooms							6

* Classes Occupy rooms 2 hours each.

* Classes occupy rooms 2 hours each.

Store Rooms
Private Laboratories
Student Laboratories
Class Rooms

Total Classes 33(42) 33(42) 33(42) 33(42)

10 10 10 10

37(47)
6
6
6
6

Dept.	No. of College.	Av. No. of Courses per of each quarter in class. A	Av. size Coll. B	Coll. C	Coll. D
Botany	1	3	33	3	3
Physiology	1	3	30	3	3
Zoology	1	3	30	3	3
Geography	1	3	37	3	3
Chemistry	1	3	36	3	3
Physics	1	3	38	3	3
Astronomy	1	1 1/2	38	3	3
Mathematics	4	4	35	4(8)	4(8)
English	4	4	30	7	7
German	4	4 1/2	39	5	5
Romance	4	4 1/2	38	5	5
Latin	3	3	34	8	4
Greek	3	3	35	4	3
Sociology	1	3	37	3	3
History	3	3	31	3	3
Pol. Econ.	1	3	30	3	3
Pol. Sci.	1	2 1/2	30	3	3
Philosophy	4	3	30	3	3

--000--

Colleges for Women are organized of 300 women each.

Table to show proper distribution of Departments if four Junior

Table to show proper distribution of Departments if Four Junior Colleges for Women are organized of 300 women each.

--oOo--

Dept.	No. of College.	Av. No. of Courses per quarter in each Coll.	Av. size of such classes.	Coll. A	Coll. B	Coll. C	Coll. D
Philosophy	4	2	30	2	2	2	2
Pol. Sci.	1	2/3					
Pol. Econ.	1	2	30			2	
History	2	6	31		6	6	
Sociology	1	2	37			2	
Greek	2	3	25	4	2		
Latin	3	8	24	12	8	4	
Romance	4	4 1/2	23	5	5	5	5
German	4	4 1/2	29	5	5	5	5
English	4	7	30	7	7	7	7
Mathematics	4	4	25	4(8)	4(8)	4(8)	4(8)
Astronomy	1	1/3					
Physics	1	2	33				2
Chemistry	1	2	36				2
Geography	1	2	27				2
Zoology	1	2	20				2
Physiology	1	3	30				3
Botany	1	3	33				3
Total Classes				39(43)	39(43)	37(41)	37(41)
Class Rooms				10	10	10	10
Student Laboratories							6
Private Laboratories							6
Store Rooms							6

* Classes Occupy rooms 2 hours each.

* Classes occupy rooms 2 hours each.

Class Rooms
Student Laboratories
Private Laboratories
Store Rooms

Total Classes

Botany 1 3 33

Physiology 1 3 30

Zoology 1 3 30

Geography 1 3 27

Chemistry 1 3 36

Physics 1 3 38

Astronomy 1 1 1/2 38

Mathematics 4 4 35

English 4 4 30

German 4 4 1 1/2 39

Romance 4 4 1 1/2 38

Latin 3 3 24

Greek 2 2 25

Sociology 1 2 27

History 2 2 31

Pol. Econ. 1 2 30

Pol. Sci. 1 2 1/2 30

Philosophy 4 2 30

Dept. No. of College. Av. No. of Courses per of each quarter in classes. A Coll. B Coll. C Coll. D

--000--

Colleges for Women are organized of 300 women each.

Table to show proper distribution of Departments if four Junior

Table to show proper distribution of Departments if Four Junior
Colleges for Women are organized of 300 women each.

---oOo---

Dept.	No. of College.	Av. No. of Courses per quarter in each Coll.	Av. size of such classes.	Coll. A	Coll. B	Coll. C	Coll. D
Philosophy	4	2	30	2	2	2	2
Pol. Sci.	1	2/3					
Pol. Econ.	1	2	30			2	
History	2	6	31		6	6	
Sociology	1	2	37			2	
Greek	2	3	25	4	2		
Latin	3	8	24	12	8	4	
Romance	4	4 1/2	28	5	5	5	5
German	4	4 1/2	29	5	5	5	5
English	4	7	30	7	7	7	7
Mathematics	4	4	25	4(8)	4(8)	4(8)	4(8)
Astronomy	1	1/3					
Physics	1	2	38				2
Chemistry	1	2	36				2
Geography	1	2	27				2
Zoology	1	2	20				2
Physiology	1	3	30				3
Botany	1	3	33				3
Total Classes				39(43)	39(43)	37(41)	37(41)
Class Rooms				10	10	10	10
Student Laboratories							6
Private Laboratories							6
Store Rooms							6

* Classes Occupy rooms 2 hours each.

* Classes occupy rooms 2 hours each.

Class Rooms
Student Laboratories
Private Laboratories
Store Rooms

Dept.	No. of College.	Av. No. of Courses per quarter in each Coll.	Av. size of each class. A	Coll.	Coll.	Coll.	Coll.	Coll.
Philosophy	4	2	30	2	2	2	2	2
Pol. Sci.	1	2 1/2						
Pol. Econ.	1	2	30					2
History	2	6	21		6			6
Sociology	1	2	27					2
Greek	2	2	25	4	2			
Latin	2	8	24	12	6		4	
Romance	4	4 1/2	28	5	5	5	5	5
German	4	4 1/2	29	5	5	5	5	5
English	4	4	30	7	7	7	7	7
Mathematics	4	4	25	4(8)	4(8)	4(8)	4(8)	4(8)
Astronomy	1	1 1/2	28					2
Physics	1	2	36					2
Chemistry	1	2	36					2
Geography	1	2	27					2
Zoology	1	2	20					2
Physiology	1	2	30					2
Botany	1	2	22					2
Total Classes				39(42)	39(42)	39(42)	39(42)	39(42)
				10	10	10	10	10

Colleges for Women are organized of 300 women each.
Table to show proper distribution of Departments if four Junior

--000--

Summer Quarter 1900					
O.J.	N.T.		Syst	Chitist	Hm
13.	16 1/2	13 1/2	14	5 1/2	24
67	12		27	18 1/2	13
5	13 1/2			25	3 1/2
6 1/2	15 1/2			5	
5	14 1/2	22		18	
3 1/2	8				
Aug 24	22				
4 1/2	14				
3	26				
4 1/2					
4					
12					
2 1/2					
3					
148	94 1/2	36	41	72	41
12					
136					

Summer Quarter ~~1899~~ 1900

Phil.	Pol. Hag	Pol. Sc.	Pol. Sc.	Hir	Hir (Hm)
17	24	13	8	19	6
3	6	5	6 1/2	8 1/2	32
9	21	18	30	19	35
9	27	14 1/2		26	21
27	34	24		73	17
10 1/2	60			7	10
14					14
10					13
2					
3 1/2					
132	172	65	45	153	138
74		18		80	80
					218
47	88	24	23		
18	17	14	12		
65	105	28	35		

Cr.

27
3 5
9 9
24 14
Cr. 43 10
2
32

DIVINITY.

Divinity							1/3 Cr. Reg.
Regist.		Summer	Autumn	Winter	Spring	Av. Cr. Reg.	Students
1895-6		459	356	250	366	357 3/4	119 1/4
"	1896-7	462	394	316	293	366 1/4	122 1/12
"	1897-8	560	371	291	329	390 1/4	130 1/12
"	1898-9	416	297	275	271	314 3/4	104 11/12
"	1899-00	697	467	448	451	515 3/4	171 11/12
"	1900-01	672	501	443	523	534 3/4	178 1/4
Five Years' Gain		213	145	193	157	177	59
25 Years' Gain		1065	725	965	765	685	295
Regist.	1925-6						
same rate		1737	1226	1408	1308	1419 3/4	473 1/4

Phil
1 ny
3 ny

Pol Econ
2 ny course

Math
2 ny
2 ny
2 ny
2 ny
2 ny

Sociology
3 ny
3 ny

Scrit
2 ny

Comp Phil
3 ny (def)

Greek
2 ny

Romance
2 ny

Germanic
2 ny

English
2 ny
2 ny
2 ny

Math
3 ny
2 ny
2 ny
2 ny
2 ny
2 ny

Physics
7 ny (10 hrs)

Ecology
3 ny
ny or 2 ny
ny or 2 ny
3 ny

Zoology
ny or 2 ny
ny or 2 ny
ny or 2 ny
ny or 2 ny

11 in all

Pathology
ny or 2 ny
1 1/2 ny

2 ny (Wood Hall)

Pathology
Bacteriology
ny or 2 ny
1 1/2 ny

1896-7
H. H. C. Co.
Apr.

Sum

9

38

82

25

1

~~31158~~ 155
~~15~~ 171

164

181

4 671
767.75

~~178~~
~~680~~
~~174~~
~~87~~
~~14~~
~~43~~
~~170~~
~~97~~
~~96~~
~~100~~
~~90~~
~~6~~
~~54~~
~~5.33~~
~~136~~
~~70~~
~~31~~
~~32~~
~~13~~

Av. 96-7.
 C. H. C. Co.
 H. H. C. Co.

Ej.	Summer 96	
	wrong	correct
German	(100)	115
Chemistry	73 (117)	109
Geology	25	27
Zoology	25	32
Physiol	20	23
Bot	28	33

S.	
wrong	correct
7	10

Summer 97	
German	65
Physics	65
Chem	75
Zool	30
Physiol	20
Bot	53

8	9
7	10
6	7

Summer 1898

German	74
Chem	112
Bot	51

12	13
----	----

Summer 99.	
German	77
Astron	22
Physics	111
Chem	(108)
Zool	57
Anat	13
Bot	64

12	15
12	14
4	5

Summer '00

German	99
Romance	79
Chem	117
Geol	22
Zool	72
Bot	56

26	28
32	55
6	18
12	15

Summer '01

Semitic	8
Grk	59
Romance	74
Physics	109
Chem	113
Bot	20

17	20
36	45
17	25

Op. 198 00 01
95 - 116 136 - 148 160 - 171

Miscellaneous					
Summer '96					
	Wing	Right	Sen.	Wing	Right
Gn Phil.	44 ✓	50		7 ✓	13
Hist	87 ✓	82			
Astron.	8 ✓	10			10
Chem.					
Phys.	34 ✓	23			

1897

Greek	72 ✓	38
Latin Eng	160 ✓	170
Arant.	17 ✓	19

Summer 1898

Pick. Latin	148 ✓	145
Eng. Math	148 ✓	142
York		

Philos.	58 ✓	54
Red.	<u> </u>	<u> </u>
Hist	71 ✓	73
Soc.		

1899

16 - ✓	26
4 ✓	2

Samoc.	0	5
Ann.	71 ✓	96
Eng.	318 ✓	270
Astron	27 ✓	24
Chem	84 ✓	134
Geol.	44 ✓	38

24 ✓	27
------	----

19 ✓	30
------	----

~~1900~~

16 ✓	15
------	----

1900

Phil	18	20
Red.		
Pol. Sc.	23 ✓	15
Hist	100 ✓	108
Soc.	31 ✓	24
Latin	109 ✓	103

18 ✓	20
17 ✓	15
12 ✓	10
40 ✓	45
29 ✓	27

1901

Phil.	63 ✓	72
Pol. Sc.	29 ✓	31
Hist.	13 ✓	21
Arch.	7 ✓	4

37 ✓	35
13 ✓	16
69 ✓	64

38 changes

n. 1901

67. 140

23 ✓
 11 ✓
 10 ✓
 3 ✓
 6 ✓
 7 ✓
 18 ✓
 17 ✓
 12 ✓

 108

25
 11
 10
 3
 7
 9
 20
 20
 15

 121

12	14
71	79
5	5
4 1/2	5
2 1/2	3
5	5
1	1
3	3
2	2
4	4
3	3
10	10
9 1/2	10
20	22
4	4
157	171
10	
147	

1
 1/2
 1/2
 1
 3

195
~~82~~
~~113~~
 113
 38
 44

 82

167
 58

 109

11	13
67	67
4	5
6	6 1/2
10	
5	5
2 1/2	3
24	24
4	4
3	3
4	4
4	4
1 (2)	1 (2)
2	2
3	3

211
 41

 170
 12

 158

142 146

Summer 1876

O.T. W 132 V R 114

N.T. 101 V 61

But. M.

1897

O.T. 97 V 85

~~W~~

1898

O.T. 97 V 116 (my.)

N.T. 109 V 99

~~P.S. 114~~

37 V 89

1899

~~15~~

O.T. 136 V 152

N.T. ~~88~~ ⁶⁵ V 78

But. Thel 55 V 20 ⁵⁰ (N.T.)

1900

O.T. 139 (148) V 156

N.T. 101 V 95

But. M.

1901

O.T. 141 (160) V 171

N.T. 153 V 121

But. M. 0 V 27

But. Sh 46 V 42

15
38
53

2021 January

W	12	10
R	11	9
	10	8
	9	7
	8	6
	7	5
	6	4
	5	3
	4	2
	3	1

1000

TP	11	10
AT	10	9
	9	8
	8	7
	7	6
	6	5
	5	4
	4	3
	3	2
	2	1

1000

TP	11	10
AT	10	9
	9	8
	8	7
	7	6
	6	5
	5	4
	4	3
	3	2
	2	1

1000

TP	11	10
AT	10	9
	9	8
	8	7
	7	6
	6	5
	5	4
	4	3
	3	2
	2	1

1000

TP	11	10
AT	10	9
	9	8
	8	7
	7	6
	6	5
	5	4
	4	3
	3	2
	2	1

1000

TP	11	10
AT	10	9
	9	8
	8	7
	7	6
	6	5
	5	4
	4	3
	3	2
	2	1

TP	11	10
AT	10	9
	9	8
	8	7
	7	6
	6	5
	5	4
	4	3
	3	2
	2	1

1000

Summer 1896

Philosophy Red.

Gr.	Sen.	Gr.	Sen.
8	0	8	2
9		2	
5		8	
6		7	
6	$\frac{1}{2}$	3	
9	8	1	
3	3	1	
3	1		

Pol. Sc. Pol. Sc.

Gr.	Sen.	Gr.	Sen.
2	4	38	11
4			
3			
9			

Hist.

Gr.	Sen.
16	
11	3
1	3
6	2
5	2
12	2
6	1
3	1
5	1
6	2
2	
2	15
3	
4	

Doc.

Gr.	Sen.
2	1
2	2
11	1
2	1
4	1
2	1
23	7

Comp. Red.

Gr.	Sen.
	$\frac{1}{2}$

OK (44) 50 7 13 104

OK 82 97

Scin.

Gr.	Sen.
5	$\frac{1}{2}$
1	
$\frac{1}{2}$	
4	
1	
$\frac{1}{2}$	
1	

N. J.

Gr.	Sen.
3	1
$\frac{1}{2}$	

Spa.

Gr.	Sen.
1	
4	
1	

Greek

Gr.	Sen.
5	$\frac{1}{2}$
4	2
7	$\frac{1}{2}$
5	2
5	5
4	
1	
1	
3	

Latin

Gr.	Sen.
19	1
20	1
5	1
1	1
3	3
1	1
17	$\frac{1}{2}$
8	
3	1
1	
1	

Astracol.

Gr.	Sen.
11	2
1	$\frac{1}{2}$

13 1 4 1 8 0 35 36 5 80 9 12 3

Romance

Gr.	Sen.
12	1
12	2
8	2
7	2
3	2
6	1
1	1
3	
6	
2	
3	
4	

German

Gr.	Sen.
11	1
13	2
12	1
1	4
4	3
4	1
0	
9	
1	
12	

English

Gr.	Sen.
11	$\frac{1}{2}$
5	$\frac{1}{2}$
1	2
7	2
3	5
1	9
18	5
18	3
16	1
19	2
14	
8	
6	
3	

Bibl. Lit.

Gr.	Sen.
$\frac{1}{2}$	$\frac{1}{2}$

Math.

Gr.	Sen.
13	1
8	1
2	1
26	$\frac{3}{4}$
23	
6	
16	
9	
6	
15	
2	
3	
7	

Astron.

Gr.	Sen.
5	
2	
3	
12	
24	
4	
13	

Physics

Gr.	Sen.
2	1
7	
5	
3	
12	
24	
4	
13	

Chem.

Gr.	Sen.
2	1
4	$\frac{1}{2}$
6	1
2	2
5	$\frac{1}{2}$
6	2
4	1
4	1
3	1
3	1
8	
2	
9	
14	

67 12 115 14 132 32 136 3 10 71 1

109 10 OK 117

CLASSICS.

1/3 Gr. Reg.

Spring Av. Gr. Reg. Students.

Summer Autumn Winter

Register. 1895-6 169 112 111 67

Graduates. 169 112 111 67

Register. 1896-7 168 103 111 96

1896-7 168 103 111 96

1897-8 213 128 139 130

1897-8 213 128 139 130

1898-9 206 155 148 113

1898-9 206 155 148 113

1899-00 131 150 141 107

1899-00 131 150 141 107

1900-01 155 108 104 96

1900-01 155 108 104 96

Five Years' Gain 16 14 -7 9

Five Years' Gain 16 14 -7 9

25 Years' Gain 50 -20 -35 45

25 Years' Gain 50 -20 -35 45

Register. 1925-6 265 88 69 141

Register. 1925-6 265 88 69 141

same rate 140 1/4 46 11/12

same rate 140 1/4 46 11/12

Seniors. 16 26 28 37

Seniors. 16 26 28 37

Register. 1895-6 16 26 28 37

Register. 1895-6 16 26 28 37

1896-7 18 55 58 67

1896-7 18 55 58 67

1897-8 27 51 59 63

1897-8 27 51 59 63

1898-9 26 55 64 72

1898-9 26 55 64 72

1899-00 17 46 47 66

1899-00 17 46 47 66

1900-01 43 63 71 79

1900-01 43 63 71 79

Five Years' Gain 27 35 42 43

Five Years' Gain 27 35 42 43

25 Years' Gain 135 175 210 218

25 Years' Gain 135 175 210 218

Register. 1925-6 175 238 261 294

Register. 1925-6 175 238 261 294

same rate 247 3/4 62 7/12

same rate 247 3/4 62 7/12

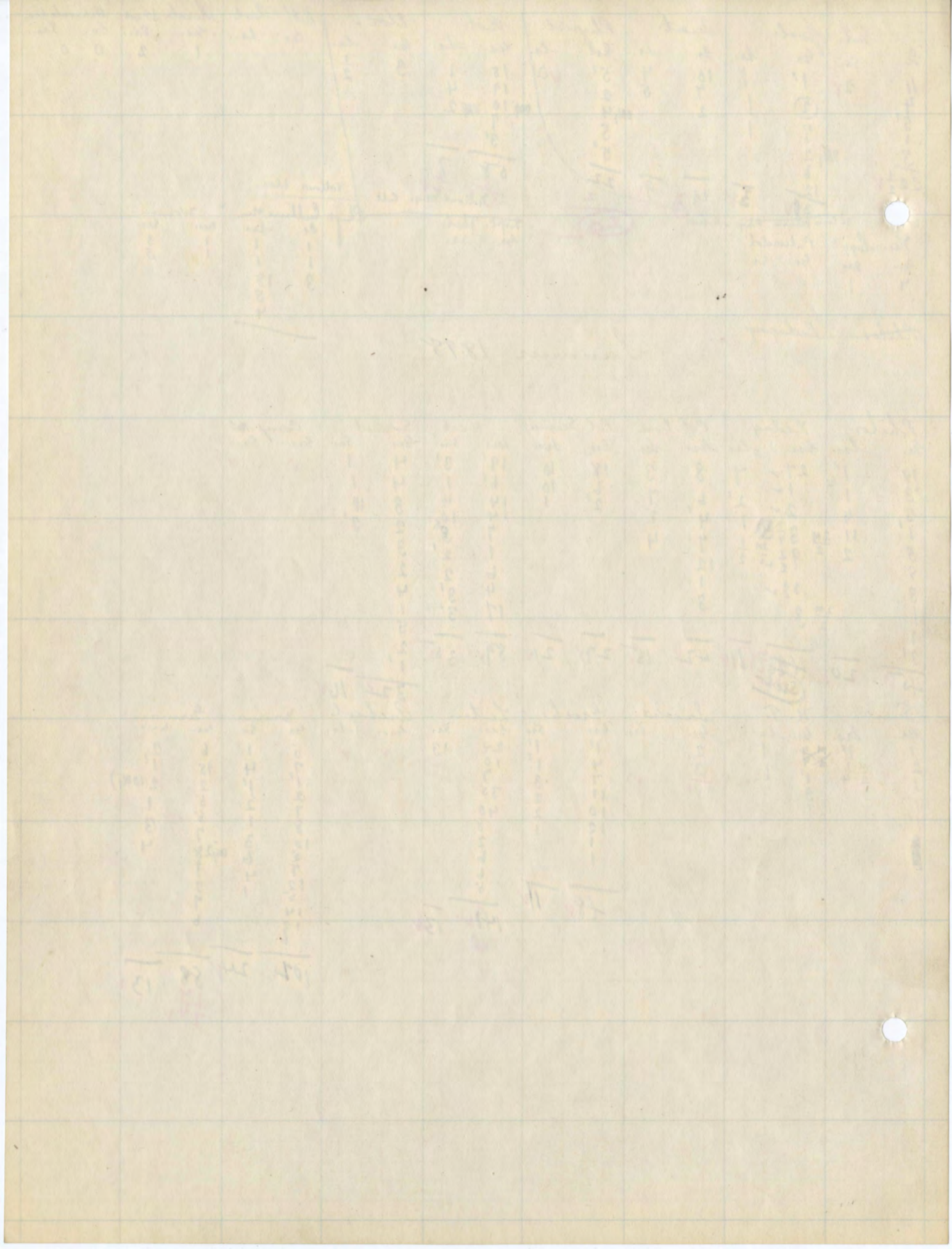
Seniors and Graduates 129 1/2

Seniors and Graduates 129 1/2

FACTS TENDING TO INDICATE THE NUMBER OF STUDENTS TO BE PROVIDED
FOR IN DEPARTMENTAL LIBRARIES.

PHILOSOPHY AND PEDAGOGY.

Graduates.		Summer	Autumn	Winter	Spring	Av. Qr. Reg.	1/3 Qr. Reg. Students.
Regist.	1895-6	54	69	84	69	66 1/2	22 1/6
"	1896-7	131	90	85	87	93 1/4	32 3/4
"	1897-8	176	92	56	56	95	31 2/3
"	1898-9	183	67	87	61	99 1/2	33 1/6
"	1899-00	190	71	79	72	103	34 1/3
"	1900-01	147	66	91	98	105 1/2	35 1/6
Five Years' Gain		93	17	7	39	39	13
25 Years' Gain		465	85	35	195	195	65
Regist.	1925-6						
same rate		612	171	126	293	300 1/2	100 1/6
Seniors.							
Regist.	1895-6	9	40	51	16	29	9 2/3
"	1896-7	17	51	97	49	53 1/2	17 5/6
"	1897-8	31	76	90	56	63 1/4	21 1/12
"	1898-9	47	84	103	65	74 3/4	24 11/12
"	1899-00	34	103	113	76	81 1/2	27 1/6
"	1900-01	27	96	84	84	72 3/4	24 1/4
Five Years' Gain		18	56	33	63	43 3/4	14 7/12
25 Years' Gain		90	260	165	340	218 3/4	72 11/12
Regist.	1925-6						
same rate		117	276	249	424	266 1/2	88 5/6
Regist.	1925-6						
Seniors and Graduates same rate							189



Summer '98

Eng.

English

sr. sr.

20 ✓

14 ✓

1 ✓

3 ✓

8 ✓

9 ✓

12 ✓

8 ✓

4 ✓

2 ✓

10 ✓

16 ✓

2 ✓

1 ✓

27 ✓

11 ✓

8 ✓

14 ✓

5 ✓

5 ✓

15 ✓

4 ✓

5 ✓

224

209

42 ✓

Geology

sr. sr.

5 ✓

6 ✓

13 ✓

24 ✓

15 ✓

2 ✓

12 ✓

2 ✓

57

7 ✓

7

64

62

Ribb lit

sr. sr.

2M 1' 2M 5

4 4 8

Math

sr. sr.

13 ✓

18 ✓

1 ✓

5 ✓

7 ✓

16 ✓

13 ✓

22 ✓

3 ✓

19 ✓

20 ✓

4 ✓

Astron

sr. sr.

21

Physics

sr. sr.

19

15

6

4

9

13

66 ✓

Chem

sr. sr.

3

2

9

4

2

2

5

11

16

7

9

5

2

10

10

11

124

12

112 ✓

Geol

sr. sr.

16

18

7

4

1

45 ✓

9 ✓

148

147

3 ✓

21 ✓

Botany

sr. sr.

11 ✓

9 ✓

9 ✓

8 ✓

4 ✓

7 ✓

Cult. Speech

sr. sr.

11

4

Phys. Cult

sr. sr.

15

30

Women

sr. sr.

3

15

Anatomy

sr. sr.

20 ✓

7 ✓

Physiology

sr. sr.

20

2 ✓

Neurology

sr. sr.

14 ✓

1 ✓

Psychology

sr. sr.

11 ✓

9 ✓

9 ✓

8 ✓

4 ✓

7 ✓

Phil. Speech

sr. sr.

11

4

Phys. Cult

sr. sr.

15

30

Women

sr. sr.

3

15

Syst. Theol.

sr. sr.

1

Church Hist

0

Homiletics

0

Disc. Disci

0

65

54

6 ✓

OK

Summer '99

Philos.		Pedag.		Pol. Eum.		Pol. Sc.		Hirt		Locust.		Camp. Rel.	
Gr.	Li.	Gr.	Li.	Gr.	Li.	Gr.	Li.	Gr.	Li.	Gr.	Li.	Gr.	Li.
12	11	7	1	5'	4	15	8	11'	3'	6	2	0	0
8	1	4	1	9	2	16	4	5	2'	3'	4	✓	✓
2'	1	18		7	1	12	1	5	1	2	3		
2'	10	5		5	1	3	1	2	2	3	2		
1	2	2		2	3			3	3'	3	6		
8	1'	18			1			7	1'	3	6		
4		5						7	2'	5	3		
19								6	3	2	1		
6								11	12	4	2		
56	26	71	2	29	12	56	14	5	2	31 1/2	27	OK	OK
OK	OK	OK	OK					2	2				
								5	9				
								1	44 1/2				
								2					

73 52

Semitics		U. T.	Sanskrit		Greek		Latin		Archeol.	Romance	
Gr.	Heb.	Gr.	Heb.	Gr.	Heb.	Gr.	Heb.	Gr.	Heb.	Gr.	Heb.
14	2	3'	1'	6	4	13	2	5	3	15	4
9	1	7'	3	5	3	11	2	4	2	10	3
5'	1	15'	1	2	1	6	2	1	2	15	4
2'	1	4'	1	10	6	3	4	15	4	15	4
3		11	2	5	3	13	2	5	3	15	4
2		24	2	6	2	10	6	3	4	15	4
2		6	2	5	3	13	2	5	3	15	4
1		1	2	5	3	13	2	5	3	15	4
4'		10	6	3	4	15	4	15	4	15	4
2'		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2	5	3	13	2	5	3	15	4
		10	6	3	4	15	4	15	4	15	4
		6	2								

⑤
OK

(40)
OK

$\frac{19}{2} \times 30 = 285$

$$\begin{array}{r} 71 \\ 18 \overline{) 126} \\ \underline{126} \\ 0 \end{array}$$

Summer 99

[illegible][illegible][illegible]

Summer 1999

Phuket Adey. Pol. Econ. Pol. Sc. Hist. Social Comp. Ru

81
2 1/2
4
2
3

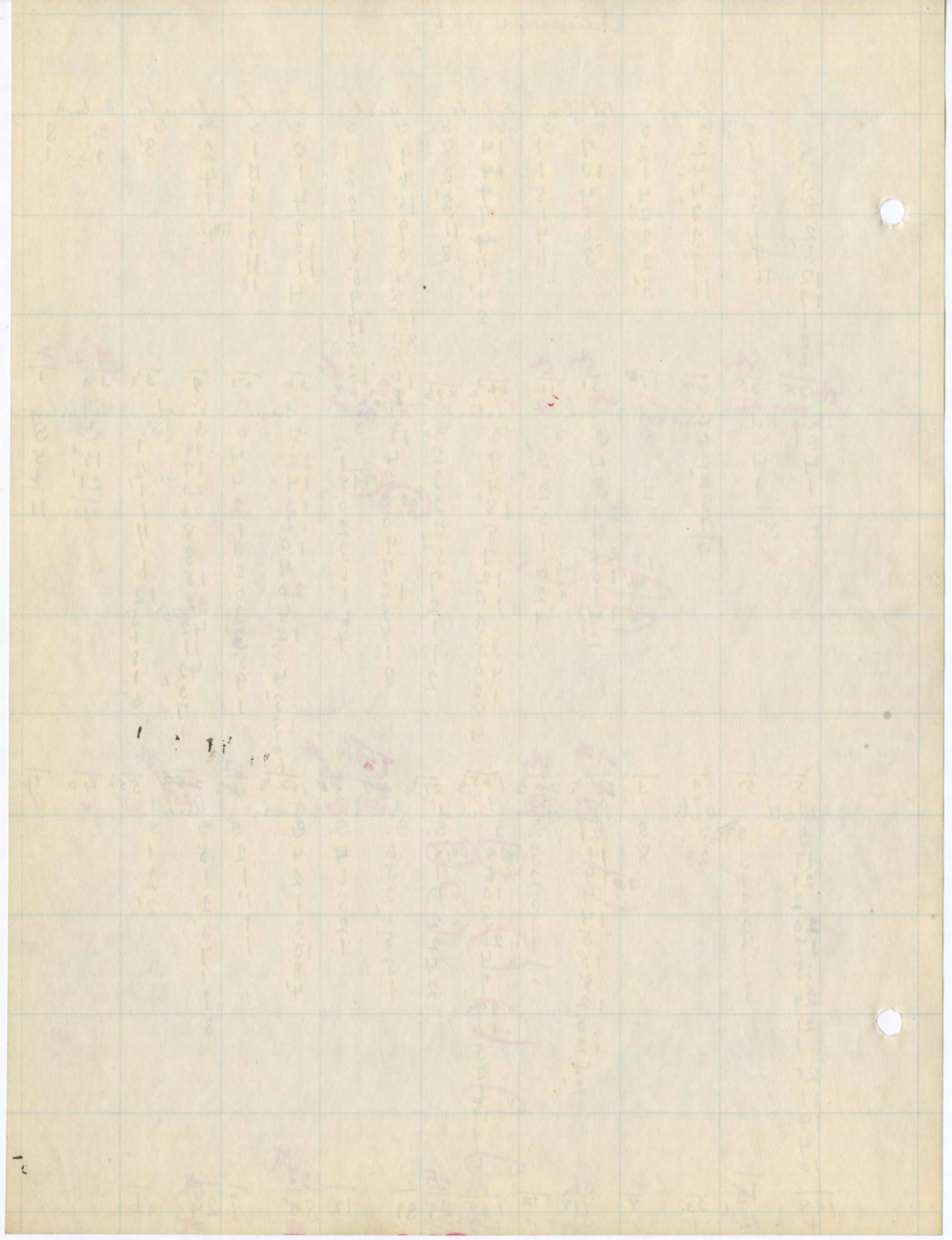
Sanskrit		Rit.		Grp.		Sanskrit		Latin		Romance		German		English		Lit in Eng.	
Gr.	Sr.	Gr.	Sr.	Gr.	Sr.	Gr.	Sr.	Gr.	Sr.	Gr.	Sr.	Gr.	Sr.	Gr.	Sr.	Gr.	Sr.
2	0	1	1/2	2	1	10	4	6	2	7	1	35	7	11	5		
1		1		5		10	3 ²	7	6	4	4	32	3	11	6		
						10 ⁹	4'	3	1	1	4	20	2	14	3		
						13	2	2	4	8	1	6	8				
						32	7	2	1	1	4	39	10				
						4	1	2	1	3	3	8	4				
						6	2	12	1	12	3	36	2				
						3	1	12	1	12	3	28	3				
						4	1	12	1	14	4	8					
						4	5	1	4	10	2	9					
						1		4	5	10	3	3					
								5		3	3	36					

Math	Astron	Physic	Chemist	Geol.	Zool.	Quat
Sr.	Sr.	Sr.	Sr.	Sr.	Sr.	Sr.
25	13	9	1	9	2	7
21	6	8	1	1	3	5
13	5	9	5	6	2	10
13	7	7	2	8	3	11
3		2	6	9	10	7
10		22	9	10	3	1
15		18	6	11	6	
3		15	4	2	1	
2		10	20	6	12	
11		12	6	11	4	
5			2	1	3 1/2	
			17	2	2	
			20	4	2	
			4	5	2	
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	9
			55	24 1/2	17 1/2	15
			176 1/2	17 1/2	48	

Physiol	Sr.	Gr.	Nur.	Sr.	Gr.	Botany	Sr.	Gr.
6	4	2	5	3	1	1	2	1
6		1	9	9	1	1	1	1
$\frac{1}{2}$		6	12	12	1	1	1	1
			8	8	1	1	1	1
			10	10	1	1	1	1
			7	7	1	1	1	1
			11	11	1	1	1	1

Summer 101

[illegible]



Summer '01

Physiol		Neur.		Botany		N.T.		Syst	Ther	Arch.	Hist	Hornil	
G.	S.	G.	S.	G.	S.	G.	S.	G.	S.	G.	S.	G.	S.
18	S.	2'	2	12	1	1'	1	2'	1'	2	3'	0	1/2
		1		PM 1	*	3	2	1	1	1			
		4		1	2	3	3						
		5		6	1								

$\overline{18}$ $\overline{12\frac{1}{2}}$ $\overline{2}$ $\overline{15}$ $\overline{13\frac{1}{2}}$ $\overline{13}$ $\overline{7\frac{1}{2}}$ $\overline{6}$ $\overline{3\frac{1}{2}}$ $\overline{2\frac{1}{2}}$ $\overline{3}$ $\overline{3\frac{1}{2}}$ $\overline{0.}$ $\overline{1}$

Handwritten notes in the top section of the grid, including numbers and symbols.

Handwritten notes in the middle section of the grid, including numbers and symbols.

Divinity School

Summer 1896

O.T.	N.T.	Bib. Th	Syst. Th	Ch. H.	Homil.	Publ. Sp.
19	21	9		1	17	11'
2	12			5		14
6'	10'			5		
5'	6			5		
19	11'			8		
5				5'		
6'				7'		
9				37		
13					17	26
1						
5						
5'						
2						
1						
7						
1						
6						
<u>114</u>						

Summer 1897

24	38	16	5
7	31	18	1'
12		20	8'
<u>43</u>	<u>69</u>	<u>54</u>	<u>25</u>
			40

Summer 1898

23	7	16	3 1/2
19	5	18	25
<u>44</u>	9 1/2		33
2	6 1/2		<u>88 1/2</u>
	<u>28</u>	34	

Summer 1899

4 1/2 38	25	7'	21	11
31	28	10	22	4
15	7'	33	1'	5'
	10	19		
	33			
	<u>49</u>			
	70			
<u>20</u>	53			
31				
<u>51</u>				
15				
30				

3	4
27	6
9	30
12	3
2	4'
2	22
1	29
2	<u>98 1/2</u>
2	
<u>2</u>	

14	1
28	12
10	0 1'
4	1'
4'	19'
11	21'
1 1/2	
4 1/2	

13 6

13	3'
11'	9'
15	26
6	7'
<u>78</u>	
13	
65	

Summer 1900

Phil.	Phil	Phil Ec	Phil-Sc	Int'l
-------	------	---------	---------	-------

17		25
24	G	S
64	23	
2	6	12
28	4	2
	12	19
	1	21
	<u>46</u>	<u>70</u>

Summer 2. 1900

[illegible]

MODERN LANGUAGES.

Graduates		Summer	Autumn	Winter	Spring	Av. Qr. Reg.	1/3 Qr. Reg. Students
Regist.	1895-6	311	169	150	130	190	63 1/3
"	1896-7	333	158	145	139	193 3/4	64 7/12
"	1897-8	406	199	169	147	230 1/4	76 3/4
"	1898-9	514	238	253	214	304 3/4	101 7/12
"	1899-00	344	231	217	177	242 1/4	80 3/4
"	1900-01	525	200	205	186	279	93
Five Years' Gain		214	31	55	56	59	29 2/3
25 Years' Gain		1070	155	275	280	445	148 1/3
Regist. 1925-6 same rate		1595	355	480	466	724	241 1/3
Seniors.							
Regist.	1895-6	38	46	73	150	76 3/4	25 7/12
"	1896-7	61	86	121	205	116 1/4	39 5/12
"	1897-8	62	173	165	131	132 3/4	44 1/4
"	1898-9	110	192	187	225	178 1/2	59 1/2
"	1899-00	56	171	155	169	137 3/4	45 11/12
"	1900-01	89	212	246	206	188 1/4	62 3/4
Five Years' Gain		51	166	173	56	111 1/2	37 1/6
25 Years' Gain		255	330	665	280	557 1/2	185 5/6
Regist. 1925-6 same rate		344	1042	1111	486	745 3/4	248 7/12
Regist. 1925-6 Seniors and Graduates same rate							489 11/12

MODERN LANGUAGES.

Graduates. Regist.	1895-6	Summer 311	Autumn 169	Winter 150	Spring 130	Av. Gr. Reg. 190	1/3 Gr. Reg. Students 63 1/3
"	1896-7	333	158	145	139	193 3/4	64 7/12
"	1897-8	406	199	169	147	230 1/4	76 3/4
"	1898-9	514	238	253	214	304 3/4	101 7/12
"	1899-00	344	231	217	177	242 1/4	80 3/4
"	1900-01	525	200	205	186	279	93
Five Years' Gain		214	31	55	56	89	29 2/3
25 Years' Gain		1070	155	275	280	445	148 1/3
Reg. 1925-6 same rate		1895	355	460	466	724	241 1/3
Seniors. Regist.	1895-6	38	46	73	150	76 3/4	25 7/12
"	1896-7	61	86	121	203	116 1/4	39 5/12
"	1897-8	62	173	165	131	132 3/4	44 1/4
"	1898-9	110	192	187	225	178 1/2	59 1/2
"	1899-00	56	171	155	169	137 3/4	45 11/12
"	1900-01	89	212	246	206	188 1/4	62 3/4
Five Years' Gain		51	166	173	56	111 1/2	37 1/6
25 Years' Gain		255	830	865	280	557 1/2	185 5/6
Reg. 1925-6 same rate		344	1042	1111	486	745 3/4	248 7/12
Reg. 1926-6 Seniors and Graduates same rate							489 11/12

esrad

Philosophy Group.

1896-7.	97-8	98	99	00	01
81	111	101	125	135	116
90	92	67	71	88	73
85	56	87	79	91	64
87	56	61	72	98	60
4 $\overline{)34.3}$	4 $\overline{)315}$	4 $\overline{)316}$	4 $\overline{)347}$	4 $\overline{)410}$	4 $\overline{)313}$
3 $\overline{)85.75}$	3 $\overline{)78.75}$	3 $\overline{)79.00}$	3 $\overline{)86.75}$	3 $\overline{)102.50}$	3 $\overline{)78.25}$
28.58	26.25	26.33	28.92	34.16	26.08

Sen	16	22	31	28	35	52
51	26	84	113	96	98	
97	90	103	113	84	101	
49	56	65	76	84	90	
4 $\overline{)213}$	4 $\overline{)244}$	4 $\overline{)283}$	4 $\overline{)320}$	4 $\overline{)299}$	4 $\overline{)341}$	
3 $\overline{)53.25}$	3 $\overline{)61.00}$	3 $\overline{)70.75}$	3 $\overline{)80.00}$	3 $\overline{)74.75}$	3 $\overline{)85.25}$	
17.75	20.33	23.58	26.66	24.92	28.42	

History Group

Grad.	209	164	187	172	230
155	190	199	191	132	147
171	209	180	182	133	172
164	206	185	158	153	110
187	4 $\overline{)814}$	4 $\overline{)728}$	4 $\overline{)718}$	4 $\overline{)590}$	4 $\overline{)659}$
4 $\overline{)671}$	3 $\overline{)203.50}$	3 $\overline{)182.00}$	3 $\overline{)179.50}$	3 $\overline{)147.50}$	3 $\overline{)164.75}$
3 $\overline{)167.75}$	67.83	60.33	59.83	49.17	54.92

Sen 38	75	85	97	97	163
120	158	188	190	237	272
133	169	125	220	245	322
159	233	225	258	254	284
4 $\overline{)450}$	4 $\overline{)635}$	4 $\overline{)623}$	4 $\overline{)765}$	4 $\overline{)833}$	4 $\overline{)1041}$
3 $\overline{)112.50}$	3 $\overline{)158.75}$	3 $\overline{)155.75}$	3 $\overline{)191.25}$	3 $\overline{)207.75}$	3 $\overline{)260.25}$
37.50	52.92	51.92	63.75	69.25	86.75

over

Handwritten title or header

10	50	40	101	111	181
111	131	151	171	191	201
23	25	27	29	31	33
43	45	47	49	51	53
63	65	67	69	71	73
83	85	87	89	91	93
103	105	107	109	111	113
123	125	127	129	131	133
143	145	147	149	151	153
163	165	167	169	171	173
183	185	187	189	191	193
203	205	207	209	211	213

22	24	26	28	30	32
34	36	38	40	42	44
46	48	50	52	54	56
58	60	62	64	66	68
70	72	74	76	78	80
82	84	86	88	90	92
94	96	98	100	102	104
106	108	110	112	114	116
118	120	122	124	126	128
130	132	134	136	138	140
142	144	146	148	150	152
154	156	158	160	162	164

Handwritten title or header

166	168	170	172	174	176
178	180	182	184	186	188
190	192	194	196	198	200
202	204	206	208	210	212
214	216	218	220	222	224
226	228	230	232	234	236
238	240	242	244	246	248
250	252	254	256	258	260
262	264	266	268	270	272
274	276	278	280	282	284
286	288	290	292	294	296
298	300	302	304	306	308

310	312	314	316	318	320
322	324	326	328	330	332
334	336	338	340	342	344
346	348	350	352	354	356
358	360	362	364	366	368
370	372	374	376	378	380
382	384	386	388	390	392
394	396	398	400	402	404
406	408	410	412	414	416
418	420	422	424	426	428
430	432	434	436	438	440
442	444	446	448	450	452

esrad.

Classics

96-7	97-8	98-9	99-0	00	01
136	144	148	141	164	248
103	128	155	150	108	104
101	139	145	141	104	102
95	130	113	107	96	80
4435	4541	4611	4539	4472	4534
3108.75	31185.25	3152.75	3134.75	3118.00	3133.50
36.25	45.08	50.923	44.92	39.33	44.50

Sen

18	18	24	19	43	50
66	61	88	46	63	20
58	69	64	77	71	79
67	63	72	66	79	74
4199	4201	4246	4208	4256	4273
349.75	3150.25	3161.50	3152.00	3164.00	3168.25
16.58	16.75	20.50	17.33	21.33	22.75

modern Language

esrad

315	298	415	528	519	546
158	199	238	231	200	231
146	169	253	217	206	192
139	147	214	177	186	166
4757	4813	41120	1153	1110	1135
3189.25	3203.25	3280.00	3288.25	3277.50	3283.75
63.08	67.75	93.33	96.08	92.50	94.58

Sen

55	45	83	93	93	144
88	173	192	171	212	194
121	165	189	155	246	217
205	131	225	169	206	214
467	514	687	588	757	769
116.75	1128.50	1171.75	147.00	189.25	3192.25
38.92	42.83	57.25	49.00	63.08	64.08

Grad
96-7

$$\begin{array}{r} 146 \\ 69 \\ 71 \\ 78 \\ \hline 364 \\ 91.00 \\ \hline 30.33 \end{array}$$

97-8

$$\begin{array}{r} 124 \\ 68 \\ 80 \\ 74 \\ \hline 346 \\ 86.50 \\ \hline 28.83 \end{array}$$

mathematics group
98-9

$$\begin{array}{r} 163 \\ 91 \\ 89 \\ 78 \\ \hline 421 \\ 105.25 \\ \hline 35.08 \end{array}$$

99-0

$$\begin{array}{r} 160 \\ 82 \\ 68 \\ 61 \\ \hline 371 \\ 92.75 \\ \hline 30.92 \end{array}$$

$$\begin{array}{r} 155 \\ 63 \\ 69 \\ 67 \\ \hline 354 \\ 88.50 \\ \hline 29.50 \end{array}$$

$$\begin{array}{r} 221 \\ 65 \\ 87 \\ 59 \\ \hline 426 \\ 106.50 \\ \hline 35.50 \end{array}$$

Sen

$$\begin{array}{r} 3 \\ 15 \\ 19 \\ 12 \\ \hline 49 \\ 12.25 \\ \hline 4.08 \end{array}$$

$$\begin{array}{r} 7 \\ 16 \\ 24 \\ 23 \\ \hline 70 \\ 17.50 \\ \hline 5.83 \end{array}$$

$$\begin{array}{r} 3 \\ 14 \\ 13 \\ 19 \\ \hline 49 \\ 12.25 \\ \hline 4.08 \end{array}$$

$$\begin{array}{r} 8 \\ 10 \\ 18 \\ 20 \\ \hline 61 \\ 15.25 \\ \hline 5.08 \end{array}$$

$$\begin{array}{r} 24 \\ 23 \\ 22 \\ 20 \\ \hline 89 \\ 22.25 \\ \hline 7.42 \end{array}$$

$$\begin{array}{r} 20 \\ 23 \\ 26 \\ 31 \\ \hline 100 \\ 25.00 \\ \hline 8.33 \end{array}$$

grad

ecology

$$\begin{array}{r} 27 \\ 21 \\ 29 \\ 33 \\ \hline 110 \\ 27.50 \\ \hline 9.17 \end{array}$$

$$\begin{array}{r} 23 \\ 33 \\ 27 \\ 25 \\ \hline 108 \\ 27.00 \\ \hline 9.00 \end{array}$$

$$\begin{array}{r} 47 \\ 52 \\ 39 \\ 41 \\ \hline 179 \\ 44.75 \\ \hline 14.92 \end{array}$$

$$\begin{array}{r} 38 \\ 49 \\ 48 \\ 33 \\ \hline 168 \\ 42.00 \\ \hline 14.00 \end{array}$$

$$\begin{array}{r} 25 \\ 35 \\ 44 \\ 30 \\ \hline 134 \\ 33.50 \\ \hline 11.16 \end{array}$$

$$\begin{array}{r} 31 \\ 47 \\ 45 \\ 21 \\ \hline 144 \\ 36.00 \\ \hline 12.00 \end{array}$$

sen

$$\begin{array}{r} 7 \\ 6 \\ 28 \\ 3 \\ \hline 34 \\ 8.50 \\ \hline 2.83 \end{array}$$

$$\begin{array}{r} 2 \\ 9 \\ 29 \\ 19 \\ \hline 59 \\ 14.75 \\ \hline 4.92 \end{array}$$

$$\begin{array}{r} 9 \\ 16 \\ 7 \\ 27 \\ \hline 59 \\ 14.75 \\ \hline 4.92 \end{array}$$

$$\begin{array}{r} 15 \\ 21 \\ 33 \\ 15 \\ \hline 84 \\ 21.00 \\ \hline 7.00 \end{array}$$

$$\begin{array}{r} 18 \\ 16 \\ 24 \\ 25 \\ \hline 83 \\ 20.75 \\ \hline 6.92 \end{array}$$

$$\begin{array}{r} 12 \\ 21 \\ 36 \\ 37 \\ \hline 106 \\ 26.50 \\ \hline 8.83 \end{array}$$

Esrad

96-7

$$\begin{array}{r} 71 \\ 21 \\ 21 \\ 20 \\ \hline 133 \\ \hline 33.25 \\ \hline 11.08 \end{array}$$

97-8

$$\begin{array}{r} 69 \\ 24 \\ 36 \\ 38 \\ \hline 166 \\ \hline 41.50 \\ \hline 13.83 \end{array}$$

Physics

98-9

$$\begin{array}{r} 66 \\ 38 \\ 62 \\ 33 \\ \hline 189 \\ \hline 47.25 \\ \hline 15.75 \end{array}$$

99-00

$$\begin{array}{r} 116 \\ 42 \\ 58 \\ 53 \\ \hline 269 \\ \hline 67.25 \\ \hline 22.42 \end{array}$$

00-1

$$\begin{array}{r} 113 \\ 35 \\ 34 \\ 45 \\ \hline 227 \\ \hline 56.75 \\ \hline 18.92 \end{array}$$

118

$$\begin{array}{r} 37 \\ 32 \\ 34 \\ \hline 221 \\ \hline 55.25 \\ \hline 18.42 \end{array}$$

Sen

O.K.

Esrad

109

$$\begin{array}{r} 74 \\ 68 \\ 64 \\ \hline 315 \\ \hline 78.75 \\ \hline 26.25 \end{array}$$

87

$$\begin{array}{r} 84 \\ 80 \\ 1 \\ \hline 252 \\ \hline 63.00 \\ \hline 21.00 \end{array}$$

Chemistry

124

$$\begin{array}{r} 65 \\ 69 \\ 43 \\ \hline 301 \\ \hline 75.25 \\ \hline 25.08 \end{array}$$

134

$$\begin{array}{r} 51 \\ 87 \\ 52 \\ \hline 318 \\ \hline 79.50 \\ \hline 26.50 \end{array}$$

177

$$\begin{array}{r} 73 \\ 88 \\ 68 \\ \hline 406 \\ \hline 102.50 \\ \hline 34.16 \end{array}$$

165

$$\begin{array}{r} 89 \\ 63 \\ 79 \\ \hline 396 \\ \hline 99.00 \\ \hline 33.00 \end{array}$$

Sen

10

$$\begin{array}{r} 15 \\ 23 \\ 22 \\ \hline 70 \\ \hline 17.50 \\ \hline 5.83 \end{array}$$

10

$$\begin{array}{r} 19 \\ 31 \\ 2 \\ \hline 62 \\ \hline 15.50 \\ \hline 5.16 \end{array}$$

11

$$\begin{array}{r} 24 \\ 23 \\ 19 \\ \hline 77 \\ \hline 19.25 \\ \hline 6.42 \end{array}$$

14

$$\begin{array}{r} 17 \\ 30 \\ 25 \\ \hline 86 \\ \hline 21.50 \\ \hline 7.16 \end{array}$$

55

$$\begin{array}{r} 37 \\ 37 \\ 27 \\ \hline 156 \\ \hline 39.00 \\ \hline 13.00 \end{array}$$

25

$$\begin{array}{r} 39 \\ 42 \\ 73 \\ \hline 179 \\ \hline 44.75 \\ \hline 14.92 \end{array}$$

Barb

17
21
21
20
1133
33.20
11.08

Barb

8-CP

22
24
30
38
1106
41.25
1383

4-CP

20
28
32
33
1197
41.25
1620

4-CP

16
24
30
30
1129
41.25
5245

4-CP

113
20
24
24
1137
35.25
1845

8-CP

118
22
22
24
1251
35.25
1845

OK

Chemistry

Barb

14
18
24
313
18.75
52.50

8-CP

24
30
1
313
18.75
51.00

154

20
28
32
33
1101
12.50
50.08

154

21
27
30
318
14.00
50.00

154

23
28
30
400
102.00
34.10

154

20
28
30
300
40.00
30.00

Barb

10
10
10
20
22
110
17.50
28.3

10

10
10
21
2
102
12.50
2.10

11

24
28
10
11
11
11.50
64.5

14

17
20
20
110
51.00
2.10

20

27
31
31
120
30.00
13.00

15

20
24
24
110
11.50
14.45

esrad

Biology Group

10/12

96-7	97-8	98-9	99-00	00-1	10/12
105	134	171	167	200	166
71	82	141	127	165	218
87	72	108	143	178	228
69	87	104	154	159	228
<u>326</u>	<u>375</u>	<u>522</u>	<u>591</u>	<u>702</u>	<u>840</u>
<u>81.50</u>	<u>93.75</u>	<u>130.50</u>	<u>147.75</u>	<u>175.50</u>	<u>210.00</u>
27.18	31.25	43.50	49.25	58.50	70.00

Sen

20	20	23	14	32	91
20	18	32	50	61	75
14	16	24	67	63	40
27	27	42	70	34	85
<u>81</u>	<u>81</u>	<u>121</u>	<u>201</u>	<u>195</u>	<u>291</u>
<u>20.25</u>	<u>20.25</u>	<u>30.25</u>	<u>60.25</u>	<u>48.75</u>	<u>72.75</u>
6.75	6.75	10.08	16.75	16.25	24.25

Public Speaking

OK.

Divinity Group

96-7	97-8	98-9	99-00	00-1	01-2
407	375	408	515	484	533
344	328	297	401	382	328
316	291	275	326	370	341
293	332	210	366	388	317
<u>1410</u>	<u>1326</u>	<u>1190</u>	<u>1607</u>	<u>1624</u>	<u>1519</u>
<u>355.00</u>	<u>331.50</u>	<u>297.50</u>	<u>401.75</u>	<u>406.00</u>	<u>379.75</u>
118.33	110.50	99.16	133.92	135.33	126.58

modern Language

$$\begin{array}{r} 189.25 \\ 203.25 \\ 280.00 \\ \hline 672.50 \end{array}$$

$$\begin{array}{r} 288.25 \\ 277.50 \\ 283.75 \\ \hline 849.50 \\ 672.50 \\ \hline 177.00 \\ 3 \overline{) 177.00} \\ \hline 59.00 \\ 3 \overline{) 59.00} \\ \hline 19.66 \end{array}$$

3 yrs & in R
 " " " " Sh.

$$\begin{array}{r} 116.75 \\ 128.50 \\ 171.75 \\ \hline 416.50 \end{array}$$

$$\begin{array}{r} 147.00 \\ 189.25 \\ 192.25 \\ \hline 528.50 \\ 416.50 \\ \hline 112.00 \\ 3 \overline{) 112.00} \\ \hline 37.33 \\ 3 \overline{) 37.33} \\ \hline 12.44 \end{array}$$

3 yrs & in R
 " " " " Sh.

$$\begin{array}{r} 59.00 \\ 37.33 \\ \hline 96.33 \\ 12 \overline{) 96.33} \\ \hline 802.75 \\ 1278.75 \end{array}$$

$$\begin{array}{r} 283.75 \\ 192.25 \\ 476.00 \\ 802.75 \\ \hline 1278.75 \end{array}$$

$$\begin{array}{r} 476 \overline{) 1278.75} \quad (2.68+) \\ 952 \\ \hline 3267 \\ 2856 \\ \hline 4115 \\ 3808 \\ \hline 307 \end{array}$$

Mathematics

$$\begin{array}{r} 91.00 \\ 86.50 \\ 106.25 \\ \hline 282.75 \end{array}$$

$$\begin{array}{r} 92.75 \\ 88.50 \\ 106.50 \\ \hline 287.75 \\ 282.75 \\ \hline 5.00 \\ 3 \overline{) 5.00} \\ \hline 1.66 \\ 3 \overline{) 1.66} \\ \hline .55 \end{array}$$

3 yrs & in R
 Sh.

$$\begin{array}{r} 12.25 \\ 17.50 \\ 12.25 \\ \hline 42.00 \end{array}$$

$$\begin{array}{r} 15.25 \\ 22.25 \\ 26.00 \\ \hline 62.50 \\ 42.00 \\ \hline 20.50 \\ 3 \overline{) 20.50} \\ \hline 6.83 \\ 3 \overline{) 6.83} \\ \hline 2.28 \end{array}$$

$$\begin{array}{r} 1.66 \\ 683 \\ \hline 8.49 \\ 12 \overline{) 8.49} \\ \hline 70.75 \end{array}$$

$$\begin{array}{r} 106.50 \\ 2500 \\ 131.50 \\ 70.75 \\ \hline 202.25 \end{array}$$

$$\begin{array}{r} 131.50 \overline{) 202.25} \quad (1.54-) \\ 131.50 \\ \hline 70.750 \\ 65.750 \\ \hline 50000 \end{array}$$

$$\begin{array}{r} 27.50 \\ 27.00 \\ 44.75 \\ \hline 99.25 \end{array}$$

$$\begin{array}{r} 42.00 \\ 33.60 \\ 36.00 \\ \hline 111.50 \\ 99.25 \\ \hline 12.25 \\ 3 \overline{) 12.25} \\ \hline 4.08 \\ 3 \overline{) 4.08} \\ \hline 1.36 \end{array}$$

Geology

$$\begin{array}{r} 8.50 \\ 14.75 \\ 14.75 \\ \hline 38.00 \end{array}$$

$$\begin{array}{r} 21.00 \\ 20.75 \\ 26.50 \\ \hline 68.25 \\ 38.00 \\ \hline 30.25 \\ 3 \overline{) 30.25} \\ \hline 10.08 \\ 3 \overline{) 10.08} \\ \hline 3.36 \end{array}$$

$$\begin{array}{r} 4.08 \\ 10.08 \\ \hline 14.16 \\ 12 \overline{) 14.16} \\ \hline 118.00 \end{array}$$

$$\begin{array}{r} 36 \\ 26.50 \\ 62.50 \\ 118.00 \\ \hline 188.50 \end{array}$$

$$\begin{array}{r} 6250 \overline{) 18850} \quad (2.88) \\ 12500 \\ \hline 55500 \\ 50000 \\ \hline 55000 \\ 50000 \\ \hline 50000 \\ 50000 \\ \hline 50000 \end{array}$$

$$\begin{array}{r} 33.25 \\ 41.50 \\ 47.25 \\ \hline 122.00 \end{array}$$

$$\begin{array}{r} 67.25 \\ 58.75 \\ 55.25 \\ \hline 179.25 \\ 122.00 \\ \hline 57.25 \\ 3 \overline{) 57.25} \\ \hline 19.08 \\ 3 \overline{) 19.08} \\ \hline 6.36 \end{array}$$

Physics.

~~11.08~~
$$\begin{array}{r} 5.50 \\ 15.25 \\ 15.00 \\ \hline 35.75 \end{array}$$

$$\begin{array}{r} 10.00 \\ 13.60 \\ 24.25 \\ \hline 47.75 \\ 35.75 \\ \hline 12.00 \\ 3 \overline{) 12.00} \\ \hline 4.00 \\ 3 \overline{) 4.00} \\ \hline 1.33 \end{array}$$

$$\begin{array}{r} 19.08 \\ 400 \\ \hline 23.08 \\ 12 \overline{) 23.08} \\ \hline 192.33 \end{array}$$

$$\begin{array}{r} 55.25 \\ 24.25 \\ 80.50 \\ 192.33 \\ \hline 272.83 \end{array}$$

$$\begin{array}{r} 80.50 \overline{) 272.83} \quad (3.38) \\ 241.50 \\ \hline 31330 \\ 24150 \\ \hline 71800 \\ 64400 \end{array}$$

Handwritten calculations and notes at the top of the page, including various numbers and the word "Average" written upside down.

Handwritten calculations and notes in the middle section, featuring several columns of numbers and the word "Average" written upside down.

Handwritten calculations and notes in the lower middle section, including various numbers and the word "Average" written upside down.

Handwritten calculations and notes at the bottom of the page, including various numbers and the word "Average" written upside down.

Grains

Philosophy Group

85.75
78.75
79.
243.50

86.75
102.50
78.25
267.50
243.50

3/24.00
3/8
2.66

3yr 9.00 R.

19.75 53.25 80
20.33 61. 74.75
23.88 70.75 85.25
185.00
240.
145.
3/55
3/15.33 = 18.33
6.11 = 6.11

163.50 382.91 (2.34)
327.00
558.10
49050
67600
65400
12.00

8.
18.33
26.33
8 1/3
8.77
21064
219.41

16 78.25
85.75 85.25
161.75 163.50
219.41 219.41
382.91
381.16

12/26.33.
219.41

161.75 382.91 (2.37)
322.50
60410
48525
118856
381.16 (2.37)
322.50
57.640
48525
91350

History Group

Gr.

167.75 179.50
203.50 147.50
182. 164.75
553.25 491.75
553.25
3/61.60
3/20.50
6.80

3yr. Ross R
" " Ph. 3

Sen

112.50 191.25
158.75 207.75
155.75 260.25
427.00 659.25
427.
3/132.25
3/44.08
14.69

3yr gain R
" " Ph. 3

44.08
-2060
12/23.58
25yr gain 96.50
325.00 521.50 1.60
32500
196,500
195000
15000

164.75
26025
325.00
196.50

521.50 0.2
393000
128500
117900
106000
98250
77500

Classics group

108.75 134.75
135.25 118.00
152.75 133.50
396.75 386.25
386.25
3/30.50
3/33.50
3.39
1.16

Ross 3
R 3
Ph. 3

49.75 52.00
50.25 64.00
61.50 68.25
161.50 184.25
161.50
3/22.75
3/17.58
2.53

10.16
+7.58
12/2.58
-21.50
201.75
0.89
3.50
+7.58
12/4.08
34.

183.50
68.25
281.75
-21.50
180.250
161400
188500
181075
76925

201.75
34.
201.75
235.75 1.16
201.75
34000
20175
138250

Handwritten calculations and scribbles, including a large 'X' over some numbers and a wavy line at the bottom.

~~Handwritten scribbles and numbers at the bottom of the page.~~

$$\begin{array}{r} 21.33 \\ 1766 \\ \hline 12 \overline{) 39.00} \\ 325.00 \end{array}$$

$$\begin{array}{r} 75.72 \\ 38.66 \\ \hline 2109.52 \\ 912.66 \\ \hline 2822.75 \\ 912.66 \\ \hline 1195.41 \\ 2822.75 \\ \hline 1131.00 \\ 644.00 \\ 565.50 \\ \hline 786.00 \\ 569.50 \\ \hline 205.50 \end{array}$$

$$\begin{array}{r} 50 \\ 16 \\ \hline 66 \\ \hline 13.83 \\ \hline \end{array}$$

396.83 43
565.25 2.17
961.08
791.66
169.420
158.388
1708880

Table to show proper distribution of Departments if Four Junior Colleges for Women are organized of 300 women each.

--oOo--

Dept.	No. of College.	Av. No. of Courses per quarter in each Coll.	Av. size of such classes.	Coll. A	Coll. B	Coll. C	Coll. D
Philosophy	4	2	30	2	2	2	2
Pol. Sci.	1	2/3					
Pol. Econ.	1	2	30			2	
History	2	6	31		6	6	
Sociology	1	2	37			2	
Greek	2	3	25	4	2		
Latin	3	8	24	12	8	4	
Romance	4	4 1/2	28	5	5	5	5
German	4	4 1/2	29	5	5	5	5
English	4	7	30	7	7	7	7
Mathematics	4	4	25	*4(8)	*4(8)	*4(8)	*4(8)
Astronomy	1	1/3					
Physics	1	2	38				2
Chemistry	1	2	36				2
Geography	1	2	27				2
Zoology	1	2	20				2
Physiology	1	3	30				3
Botany	1	3	33				3
Total Classes				39(43)	39(43)	37(41)	37(41)
Class Rooms				10	10	10	10
Student Laboratories							6
Private Laboratories							6
Store Rooms							6

* Classes Occupy rooms 2 hours each.

— 〇 — 〇 — 〇 —