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THE MEASUREMENT OF STUDENT LOAD



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LETTER OF TRANSMITTAL

*President L. D. Coffman,
University of Minnesota.*

DEAR SIR: I am transmitting herewith a report on the measurement of student load at the University of Minnesota.

Through the courtesy of Dr. Fred J. Kelly, dean of administration, I have included the tabular material and explanatory notes prepared in his office from the quarterly departmental reports relating to teaching loads and salary costs of departments. I wish, also, to acknowledge the very helpful criticisms and advice with which Dr. Kelly has assisted in the preparation of this report.

This report is recommended to you for publication as Number VIII of the Survey Series.

Respectfully submitted,

R. M. WEST, *Registrar*

THE MEASUREMENT OF STUDENT LOAD

I. INTRODUCTION

Of the two dimensions in which educational institutions may be measured: the one, quality; the other, size; there can be no debate as to relative importance. Nevertheless a knowledge of both is essential to a proper portrayal of the institution.

Measurement of quality is a measurement of the effective operation of the college or university in all of its functions. It must, of necessity, be largely in terms of abstract units, units of the human characteristics and endeavors of the individuals that comprise the institution. It must, also, be in terms that depict the value of the institution to the people that it serves.

Measurement of size, on the other hand, is a physical measurement more readily accomplished and more readily comprehended. This can be made in terms of acres of land, floor area of buildings, dollars of income, value of equipment, numbers of staff, and student load. Of all of these various indices of size, however, student load is the most important, since it is in the student body that the institution finds its excuse for existence. Arguments of administrative officers and governing boards for increased appropriations, additional endowments, new buildings, larger teaching staffs, more land and equipment are primarily based on growth in size of enrolment. Yet, with the possible exception of the size of the teaching staff, the student body is least commonly measured in such a way as to afford a correct representation of the actual student load.

Custom has decreed that a student body shall be measured by the number of individuals enrolled during a school year. Earlier in the history of American institutions of higher learning this practice seems to have been satisfactory and the figures thus obtained were reasonably representative of actual conditions. Enrolments were comparatively small. Institutions were simple in their organization and thus more easily comparable with each other on such a basis.

The continuance of the practice has been due partly to the desirability of comparing each year's enrolment with that of the preceding year; partly to the ease with which the count of individuals can be made; but largely to an overemphasis on the importance of size. No institution has been willing to take the lead in using enrolment figures which truly represent the student load but which would fail to rank it as large as possible in such comparison between institutions as may be made. Furthermore, it is apparent that the general adoption of any new basis by all comparable institutions is essential if a new method of measurement of student loads is to have more than local significance. A measure of the number of individual enrolments may be interesting and may measure to some extent the field of influence of the institution, but no educational institution will admit that its field of influence is limited to the students which it enrolls. The number of individuals who are registered in a large university in the course of an academic year serves as a measure of student load, only in so far as courses are organized on a full year basis and the student body remains constant. The professional school

requiring pre-professional college training and admitting students but once a year to a closely prescribed curriculum approaches most nearly the conditions under which the total enrolment and the student load may be fairly considered to be synonymous. For such a school the use of the total enrolment figure from year to year may be sufficiently reliable for all practical purposes of comparison within the same institution.

In the larger and more complexly organized universities where students matriculate and graduate at the close of each semester or quarter; where there is a continuous migration of students from one curriculum to another; where large numbers of students are registered for partial programs of work; where cancellations of registration must necessarily occur frequently and in considerable numbers; and where students in professional schools, in the graduate school, and in the college represent non-comparable loads; the total enrolment count is in no sense an accurate measure. Whether within the institution, without actually measuring student load, the total enrolment can properly be used as an index of that load is dependent upon whether the two can be shown to bear a direct and constant relation to each other, from year to year.

II. RELATION BETWEEN TOTAL ENROLMENT AND ACTUAL ATTENDANCE

The relation between total enrolment and actual attendance as it is affected by cancellations of registration during the year is not difficult to determine. At the University of Minnesota detailed accounts of enrolments and cancellations which have been kept over a period of four years afford a good basis for this determination and the method used is easily applicable to any similar institution.

There are at Minnesota fifteen administrative units, including the Graduate School, that enroll students of collegiate grade; four administrative units that enroll students of non-collegiate grade (the three schools of Agriculture and the University High School) and three groups of students (evening extension, correspondence study, and extension short courses) under the administration of the General Extension Division. For each of these twenty-two units, the clerk in charge of the records prepares a weekly report showing by class (freshman, sophomore, etc.) and by sex (1) all additions to the registrations classified by source, as follows:

- a. New—from preparatory schools.
- b. New—with advanced standing.
- c. Old students registered during some previous year.
- d. Reinstated students—previously registered during the current year.
- e. Transferred—from some other administrative unit.
- f. Changed classification within the same unit.

and (2) all losses in registration with the reason for such losses classified as follows:

- a. Illness.
- b. Financial.
- c. Personal.
- d. Suspension.
- e. Change of classification within the unit.
- f. Transferred to another unit of the University.
- g. Not returned at the opening of a quarter.
- h. Graduated or course completed.

From these detailed reports there is prepared each week a summary giving by administrative units (1) total additions in registration, (2) total cancellations, (3) total of actual registrations in effect at the close of the week, and (4) the total registration to date.

These reports afford data for two enrolment curves for the year. One of these represents the total number of individuals who have registered up to the close of each week and the figure for the final week of the year is that which is commonly used in measuring the growth of the institution from year to year and in inter-institutional comparisons. The other represents the actual number of individuals in the University at the close of each week. This latter curve, while it does not take into account students with less and more than a full program of work, nor the relative weights which might be given to different types of instruction, does introduce a correction for those who for any reason have left the University during the year. To that extent it more nearly measures the real student load.

Chart I compares these two curves for collegiate registration during the academic year of 1924-25. As early as the close of the first week there is a difference of some seventy students. This represents the number who completed their registration but found it impossible to attend college or who for various reasons left the University before the close of the first week. This spread between actual attendance and total registration increases rapidly as the year progresses until by the close of the final quarter it amounts to nearly 2,500 students.

Altho it is true that 10,611 different individuals were registered at sometime during the year, the largest number of registrations effective at any one time was 9,370 at the close of the seventh week. The minimum number of such registrations was reached at the close of the twenty-fourth week with only 8,091 students in actual attendance.

That this is not an abnormal condition is shown by Charts II and VII. On Chart II has been plotted the curves for total registration for the four years, 1921-22 to 1924-25, inclusive. It is of interest to compare these on account of the uniformity in variation which they reflect for corresponding weeks of the college year. It is obvious that while in no degree representing the actual student load, the curves for total registration for succeeding years are readily comparable with each other and for corresponding weeks bear a fairly constant relationship to the average weekly total registration for the year.

This relationship is even more remarkable if, as in Chart III the total number of individual registrations to date at the close of each week is expressed in terms of the percentage above or below the average for the year. The four curves, thus superimposed on one another, show proportionate variations from week to week, which, with one exception,¹ differ at no point by more than 1.5 per cent.

With such slight proportionate variations, therefore, it seems practicable to plot as in Chart IV, the normal curve of total registration for the University of Minnesota. This is based on the mean weekly variation from the yearly average total enrolment. It is apparent from this curve that the total registration for the fall quarter should be approximately 95 per cent of the average for the year; that

¹This exception, in the seventh week, is due to the fact that in 1921-22 the registrations for the Mayo Foundation at Rochester, Minnesota, a unit of the Graduate School, were reported a week later than in subsequent years. The marked increase in registration at that point is due to the practice of reporting these registrations late altho as a matter of fact they are effective at the beginning of the college year.

the first week of the winter quarter will normally show a registration of about 0.7 per cent above the average; that by the close of the winter quarter this increase will have reached about 2.5 per cent; and that by the close of the year the average will have been exceeded by about 5.5 per cent.

It is wholly practicable, therefore, on the basis of the figures for the first few weeks of any year to project the curve for the year and to predict within reasonably narrow limits the average total enrolment, and the maximum number that will be reached at the year's close. Serious deviations from the normal curve as the year progresses would demand some explanation of their cause. Thus if it had no other value, the prompt indication of the existence of abnormal conditions would justify the projection of the normal curve as early each year as it is practicable to do so.

The spread between the curves for total registration and actual attendance is, of course, a measure of the number of students who cancel their registrations during the year or who fail to return at the opening of a quarter. The factors contributing to these losses during the academic year 1922-23 were studied in detail and reported in the *Bulletin of the University of Minnesota*, Volume XXVII, No. 8, Report of the Survey Commission VI, Student "Mortality." No data have since been gathered to show whether the same factors are effective to the same proportionate extent each year, but it would appear from Chart V that the resultant of all those factors is fairly uniform. It is more reasonable to assume, that approximately the same relative numbers leave college for corresponding reasons each year than that so close a compensation between the various factors as the curves indicate should exist.

Chart V shows the curves of actual attendance of students of collegiate grade for each of the four years 1921-22 to 1924-25, inclusive. The parallelism of these curves is but slightly less than those depicting total enrolment. The relationship between each of these curves and the average actual attendance for the corresponding year is equally consistent.

Chart VI shows the weekly actual attendance for each of the four years plotted on the basis of per cent of the average for the year. Except for the opening weeks of each quarter the proportionate variations are in fair agreement.

At the opening of each quarter the differences reflect relative rates with which the student body completed its registration, rather than differences in the actual student load. A further analysis by individual units shows that the low attendance at these points is due almost entirely to the incomplete registration in the Graduate School and in the College of Education. In the former, the general regulations of the University governing the close of registration and penalties for delay do not apply. In the latter, an additional registration period is provided to accommodate Twin City teachers who are unable to register except on Saturdays. Most of this latter group confine their enrolment to late afternoon and Saturday morning classes organized particularly to fit their needs.

If, therefore, the data for the first weeks of each quarter are left out of consideration it is clear that, irrespective of the actual number of students in attendance, practically the same proportion enter and leave the University at corresponding periods each year.

It is practicable, then, as in the case of the curve for total registration, to plot a normal curve of actual attendance for the University of Minnesota.

This curve as shown in Chart VII is the mean actual attendance for each of the four years as related to the respective yearly average actual attendance.

The significance of such a curve lies in the fact that disregarding such of those students as may be registered for more or less than the normal program and the relative weights to be given to college, professional, and graduate students, the actual normal variation in student load from one end of the year to the other is represented.

Leaving out of consideration the first two or three weeks of each quarter for the reasons noted, it is apparent that by far the heaviest load occurs in the fall quarter. The point of maximum load appears during the seventh or eighth week. At that time the load is approximately 6 per cent above the average. The maximum load for the winter quarter is 2 per cent above the average; but for the spring quarter at no time is the load in excess of 95 per cent of the average for the year.

Incidentally this curve portrays with considerable emphasis one of the major problems of university administration under the quarter system,—namely the economical articulation of a varying load with a comparatively fixed staff and equipment necessarily adequate to provide for the maximum demand. For certain departments this variation is especially marked as shown in Table V.

For the present purpose, however, the significance of the curve of actual attendance lies in the fact that it provides a norm against which frequent comparison of the curve for any year will afford prompt indication of the existence of abnormal factors affecting enrolment or cancellation of enrolment.

It is obvious, that with such close agreement between the curves for total registration and those for actual attendance, respectively, projected curves representing the spread between actual attendance and total enrolment for corresponding years will also parallel each other closely.

Chart VIII shows such curves, which represent this spread in terms of per cent of the total registration, and provides a more convenient form for comparing the losses in enrolment each week than do those curves based on the average actual attendance for the year. In the latter curves a part of the cancellations are offset by new enrolments; while in the former, by comparing actual attendance with total enrolment the total loss in registration is shown.

By the end of the first quarter this spread is found to amount to 4.5 per cent of the total registration of that same date. By the third week of the winter quarter when registration is practically completed this spread has increased to about 13 per cent. At the end of the quarter it is 15 per cent, and by the close of the year about 23 per cent, or nearly one fourth of the total enrolment figure for the year.

III. RELATION BETWEEN TOTAL ENROLMENT, ACTUAL ATTENDANCE, AND THEORETICAL FULL-TIME STUDENT EQUIVALENT

The determination of the actual attendance, as compared with total enrolment, however, does not completely solve the problem of an accurate measure of the student load. At the University of Minnesota and presumably at other similar institutions, there are large numbers of students carrying partial programs, offset, to some degree, by those who are registered for more than the normal load of work.

At Minnesota these students with partial programs may be classified in several groups as follows:

1. Students who are earning their way through college and who find it necessary to spread their college course over more than the normal period of time.
2. Graduate students receiving subsidy from the University in the form of scholarships which require a certain amount of service to the institution.
3. Students carrying only a part of their work in regular collegiate classes and the balance in the Extension Division.
4. Teachers, business men and women, and others, primarily not students, who enroll at the University for a few credit hours of work.

Furthermore many students who start the year or the quarter with a full program, cancel a part of their registration before the close of the period. Others add to their programs before the quarter ends.

All of these together constitute no inconsiderable portion of the student body. A student of one of these types, of course, does not represent the same teaching load, nor the same demand on space and equipment, as the student carrying the normal amount of work.

For 1924-25 a survey was made of the registrations in terms of the normal number of class hours of effective registrations at the close of each week throughout the year. Chart IX is a reproduction of Chart I showing in addition to the total enrolment and the actual attendance of individual students the curve of enrolment in terms of this equivalent number of theoretical full-time students. In preparing the data for this curve the normal program of work in each college was used as the unit student for that college. The actual credit hours of registration on each program determined what fraction of a theoretical full-time student each individual represented. The date of payment of fees was used as the date of effective registration and in those cases where a partial cancellation of program, or additions to the program occurred, the dates of the approval of the petitions were used as the dates of change of registration. Courses registered for, for audit only, were not counted.

It is apparent from the chart that the average load based on theoretical full-time enrolment was approximately 900 less than the average actual attendance in 1924-25 and over 2,000 below the average total enrolment for the year.

The largest difference between the figures for total enrolment and for full-time students appears at the close of the year when it reached a total of over 3,300 students. In comparison with the curve for actual attendance, the greatest variation occurs in the fall quarter. At the point of maximum difference the figure for actual attendance is more than 1,000 students in excess of the true load, and in the spring quarter when the difference is least, exclusive of the first week of the year, the spread amounts to 750 students.

There is one marked difference in the curve for theoretical full-time students in comparison with the curve for actual attendance that merits a few words of explanation.

It will be noticed that the sharp breaks at the opening of each quarter with increases the following week characteristic of the curves of actual attendance, do not appear in the curve for full-time students. It is true, there is a distinct loss at the opening of the spring quarter but this is followed, not by a gain, but by a

gradual decrease to the end of the year. This difference is partly due to the fact that in using dates of fee payments as the basis for determining time of enrolment, the count for the first week of the quarter includes a larger percentage of the students who enroll for the quarter than when the count is made each week from the receipts as they are filed. In the curve for actual attendance, fees paid on Saturday of the first week were not filed with the registrar's office until the following Monday and were consequently not counted until the close of the second week.

At the opening of the year, too, the registrants at the Mayo Foundation, who pay no fees, were counted as effective the first week in the curve for full-time students, altho they were not reported to the office until the seventh week of the quarter, and were not included in the weekly reports on actual attendance until that time.

A second factor which helps to smooth out the curve for full-time students lies in the fact that most of the registrants after the first week were special, or part-time, students registered for only two, three, or four credit hours, while the cancellations during the first week, altho representing fewer individuals, were largely for full programs of work.

The units which contribute in largest measure to this difference between actual individuals in attendance and full-time student load are the College of Science, Literature, and the Arts, the College of Education, and the Graduate School. The curves for these three units appear on Chart X. There are certain significant differences, which merit some comment.

In the curves for total enrolment, it will be noted that for the College of Science, Literature, and the Arts there is only a slight increase the second week of each quarter after which the line is practically horizontal. In the case of the College of Education, on the other hand, there is an increase in the curve up to the fourth or fifth week; while for the Graduate School there are only very short intervals at the close of each quarter where the curve maintains a horizontal direction. These features indicate the relative rapidity with which registration is completed in the colleges represented. In the College of Science, Literature, and the Arts, registration is practically complete when the quarter opens. In the College of Education, it is extended for a short time to accommodate teachers of the Twin Cities, and in the Graduate School the practice of registering students at practically any time throughout the year is clearly reflected. These same practices account for the different types of curves of actual attendance at the opening of the winter and spring quarters.

In the Graduate School there is noticeably a much smaller spread between total enrolment and actual attendance which denotes a larger proportion of individual registrations continuing throughout the year. This is partly due, however, to the fact that in this unit less attention is given to the regulations relating to the cancellation of registrations. This is emphasized by a study of the final reports of instructors which show that a much larger number of graduate students drop out of classes for which they are registered before the close of the quarter than is indicated by the registration records.

The continual loss of students throughout the year is most marked in the line for actual attendance in the Arts College. The curve for full-time student load parallels this drop in individual enrolments fairly closely.

The corresponding curves for the College of Education and the Graduate School, however, are nearly horizontal indicating for those units a fairly even teaching load throughout the year.

It is remarkable in fact that there is a slightly larger number of full-time enrolments in the College of Education during the winter quarter in spite of a decrease of approximately one hundred individual registrations. This is due largely to the fact that a much larger proportion of Twin City teachers carrying only a few credit hours each were enrolled in the fall quarter.

In comparing the curves for these three colleges, it should be borne in mind that during the year, divided as it is in twelve-week units, a very considerable number of students transfer from the Arts College to the Graduate School and to the College of Education, as well as to other professional schools of the University. Furthermore, many of these transfers represent changes in the administrative relationship of the student rather than curricular changes. Much of the work of the Graduate School and of the College of Education is taught in departments of the Arts College. Consequently the actual variation in departmental loads will not necessarily parallel the variation in student loads based on the administrative units in which the students are registered. That portion of the loss in numbers of students from the College of Science, Literature, and the Arts due to this migration to other units does not represent an actual loss of students to the University nor, with some exception, to the teaching departments of the Arts College.

In the curves for the Graduate School the apparent higher figure for full-time enrolment for the first week and relatively high figures for the few weeks following are explained by the inclusion of the Mayo Fellows from the opening of the quarter.

In explanation of the curve for full-time students in the Graduate School it should be stated that its accuracy is open to question. Undoubtedly there were students pursuing thesis work who failed to note the fact on their registration blanks. In other cases the enrolment was for indeterminate credits depending upon the work done. Offsetting these discrepancies it seems apparent that in many cases more work was indicated on the registration blank than was actually carried. Full programs of class work frequently are indicated by members of the staff who are giving considerable time to their teaching duties and the number of grades of "incomplete" received by graduate students at the close of each quarter indicates that the registration is not an accurate basis for determining the actual load for this group.

In the case of the College of Education in which the largest proportionate difference aside from the Graduate School is noted between actual attendance and the equivalent number of theoretical full-time students, corresponding data were assembled for the three years prior to 1924-25. The curves for each of the four years are compared in Chart XI. Altho the correlation between these curves is not as close as in the case of the total enrolment and the actual attendance curves in Charts II and V, respectively, there are a number of features common to the four years. There is a tendency to decrease slightly from the second or third week of each quarter to the close with the exception of the spring quarter for 1921-22. A marked increase is apparent at the opening of the winter quarter, each year, and with the exception of 1923-24 a sharp decrease appears at the opening of the spring quarter.

When these curves are related to the total enrolment for the college, however, they correspond very closely except in the case of the curve for 1921-22.

Chart XII shows curves for each of the four years in which the spread between the total enrolment figure and the full-time student equivalent for each week has been calculated in terms of per cent of the total enrolment.

It is evident that in 1921-22 the number of individual registrations in proportion to the total credit hour load was materially larger than in the last three years included in the comparison.

In spite of the close agreement of the curves for 1922-23 to 1924-25, inclusive, however, it would be unsafe in view of the 1921-22 curve to conclude that the relation between total enrolment and the corresponding full-time student equivalent is sufficiently constant to warrant the same confidence in a continuation of this relationship as in the case of the total university enrolment and actual attendance. A single popular course attracting a hundred or more special students for that course alone would noticeably modify the direction of this curve.

IV. RELATION BETWEEN CREDIT HOUR AND STUDENT LOAD

Provided it were true that each credit hour of work represented the same load that each other credit hour represents, the enrolment in terms of the full-time student equivalent would be an accurate measurement of student load. Obviously such a condition does not and cannot exist. Out of fifty students enrolled in a section of the same course each student may represent a different load due to individual characteristics and differences in ability to master the subject.

A student registered for a number of different courses at the same time may, and undoubtedly does, discover that the credit hour demands a different amount of work in each course.

These variations, however, are comparatively slight, and, on the whole, decidedly intangible. In comparing reasonably large groups of students from year to year the average load for each credit hour of registration is, without much doubt, fairly constant.

Similarly the average demand for an hour of credit will, in general, remain about the same. In any case, these variations are not commensurate with ordinary numerical units and their existence should not be considered as seriously vitiating the results of such figures as are used to designate the full-time enrolment.

The largest variations between actual load and nominal credit hour load values are probably due to those differences which exist in general between students of such different types as the junior college student, the upper class and professional school student, and the graduate student. It has been suggested in various studies of teaching loads that a credit hour of graduate teaching might be given the weight of 1.5 credit hours; a credit hour of upper class undergraduate teaching 1.2 credit hours, and a credit hour of junior college teaching 1.0 credit hour. Such an assignment of values is, of course, arbitrary, and while it may properly be applied to courses as conducted for students of these different types, the application of these factors to the work of individual students would introduce certain errors. These would result largely from the fact that the work done by the graduate student is not confined to the courses open only to graduates, and students of the other two types

intermingle in both junior and senior college classes. Whether or not the transposition of the figure for full-time students to such a basis by the use of weighted credit hour values would serve a practical purpose is open to question. In comparisons, from year to year, changes in junior college enrolment would be minimized and changes in the graduate school enrolment would be exaggerated. If the proper index for weighting were used and universally accepted better inter-institutional comparisons might result. At present, however, it appears more expedient to defer the adoption of such a refinement until at least the full-time student equivalent is commonly accepted as the proper basis for reporting student enrolments and comparing student loads.

V. DEPARTMENTAL STUDENT LOAD

It has been pointed out, earlier in the discussion, that variations in student loads of individual university units are not necessarily coincident with the variations in load of the teaching departments of that unit. It is a commonly accepted practice to measure departmental teaching loads in terms of student credit hours in spite of the avoidance of this method for the measurement of student enrolment for the University as a whole.

Through the courtesy of Dr. Fred J. Kelly, dean of administration, it has been possible to include in this report data prepared in his office which show the departmental loads by quarters in terms of (a) student credit hours, and (b) student credit hours weighted as suggested in the previous section of this report.

Tables V and VI give these data for the college years 1923-24 and 1924-25, respectively. If the student credit hours for 1924-25 (Table VI) for the various departments of the College of Science, Literature, and the Arts are totaled, it will be found that the winter quarter shows a decrease of 4.0 per cent in comparison with the fall quarter load and that the spring quarter shows a decrease of 7.9 per cent in comparison with that of the winter quarter. Corresponding comparisons between the maximum numbers of theoretical full-time students enrolled in the Arts College for each of the three quarters show decreases of 6.7 per cent and 10.1 per cent, respectively.

The value of the use of weighted credit hours is well exemplified in Tables V and VI. The difference between the weighted and unweighted values indicates, of course, the relative amount of advanced and graduate work conducted by a department.

Table VII shows a comparison of the total weighted teaching periods by departments for 1923-24 and 1924-25 and Table VIII is a summarized comparison of the data of the preceding tables for the two years, including departmental instructional costs.

The following notes concerning Tables V to VIII, which appear in Dean Kelly's report, should be given consideration in drawing any conclusions from the data which were obtained from the quarterly reports submitted by heads of departments and approved by the deans concerned:

Weighted student credit hours are obtained by giving a weight of 1.2 to each credit hour in courses numbered 100 to 199 (courses open to both graduates and undergraduates), and a weight of 1.5 to each credit hour in courses numbered 200 and above (courses open to graduate students, only).

Weighted periods per week per teacher are obtained by giving a weight of .6 to each laboratory hour.

Salary cost is obtained by taking the figure in the annual budget which is given as total payroll for each department. This is, of course, subject to two errors.

1. The actual amount expended sometimes differs from the total payroll in the budget.
2. The total payroll in the budget covers items other than instruction salaries in some cases. For example, in the Department of Social Service, the payroll includes persons who do not give time to instruction. Variations from the norm in cost should, therefore, be considered in the light of these variations.

The table for 1923-24 did not take the same data into account in separating college instruction from other factors in the departments in the College of Agriculture, Forestry, and Home Economics. Therefore, the two yearly reports are not on quite a comparable basis.

Law credits are on the semester rather than the quarter basis.

Care must be taken in examining this report to interpret all the data in terms of definitions which appear on the report card on which the data are first secured. For example, the number of teachers includes all technicians, assistants, demonstrators, and the like, employed directly with the materials of instruction. Therefore, the teaching load per teacher will be influenced directly by this fact.

VI. SUMMARY

The significance of the foregoing facts may be summarized as follows:

1. Student enrolment figures as prepared in accord with present practice, while they indicate the number of individuals who at some time during the year come in official contact with the institution, do not adequately measure student load.

2. The chief differences between total enrolment and student load are the result of (a) cancellation of registration during the year and enrolment after the opening of the year; (b) registrations for partial programs; and (c) different loads for different types of students.

3. At Minnesota, with a total enrolment of approximately 10,000 students the variations in load due to late enrolment and cancellation during the year are sufficiently constant in character and proportionate numbers to warrant the use of the total enrolment figure as an index tho not a measure of actual registration. This constancy in variation further justifies the prediction of the year's enrolment and losses on the basis of the registration for the first few weeks of any year.

4. Neither the figures for total enrolment nor those for actual attendance can be fairly used even as an indication of load in inter-institutional comparisons unless the Minnesota curves and the relations existing between them find fairly parallel counterparts in corresponding enrolment curves of other institutions.

How far the variations in these curves represent American college enrolment tendencies in general and how far they are influenced by local social conditions, the community in which the university is located, and the administrative policies of the institution, itself, can only be determined from comparable studies in other universities.

The effect of the quarter system, the effect of a large urban community, the effect of coeducation, the effect of other lesser factors remain to be measured before total registration figures can with propriety be considered a real index of size or a real measure of comparative student loads.

5. The best and most practicable basis for measuring student enrolment is with the use of the theoretical full-time student as a unit. If each collegiate institution would agree to report with their total registration figures, their equivalent in terms of the number of such full-time enrolments, the first step will have been taken toward the placing of quantitative comparisons on a sound basis.

6. The measurement of departmental teaching loads in terms of credit hours or preferably weighted credit hours is an essential basis for determining relative instructional costs. The direct relationship, therefore, which exists between such units as student credit hours and the theoretical full-time student should make the extension of the latter to the measurement of university enrolment not only expedient but necessary both for intra- and inter-institutional comparisons.

CHART I

COMPARISON OF TOTAL REGISTRATION AND ACTUAL ATTENDANCE OF STUDENTS
OF COLLEGIATE GRADE FOR 1924-25

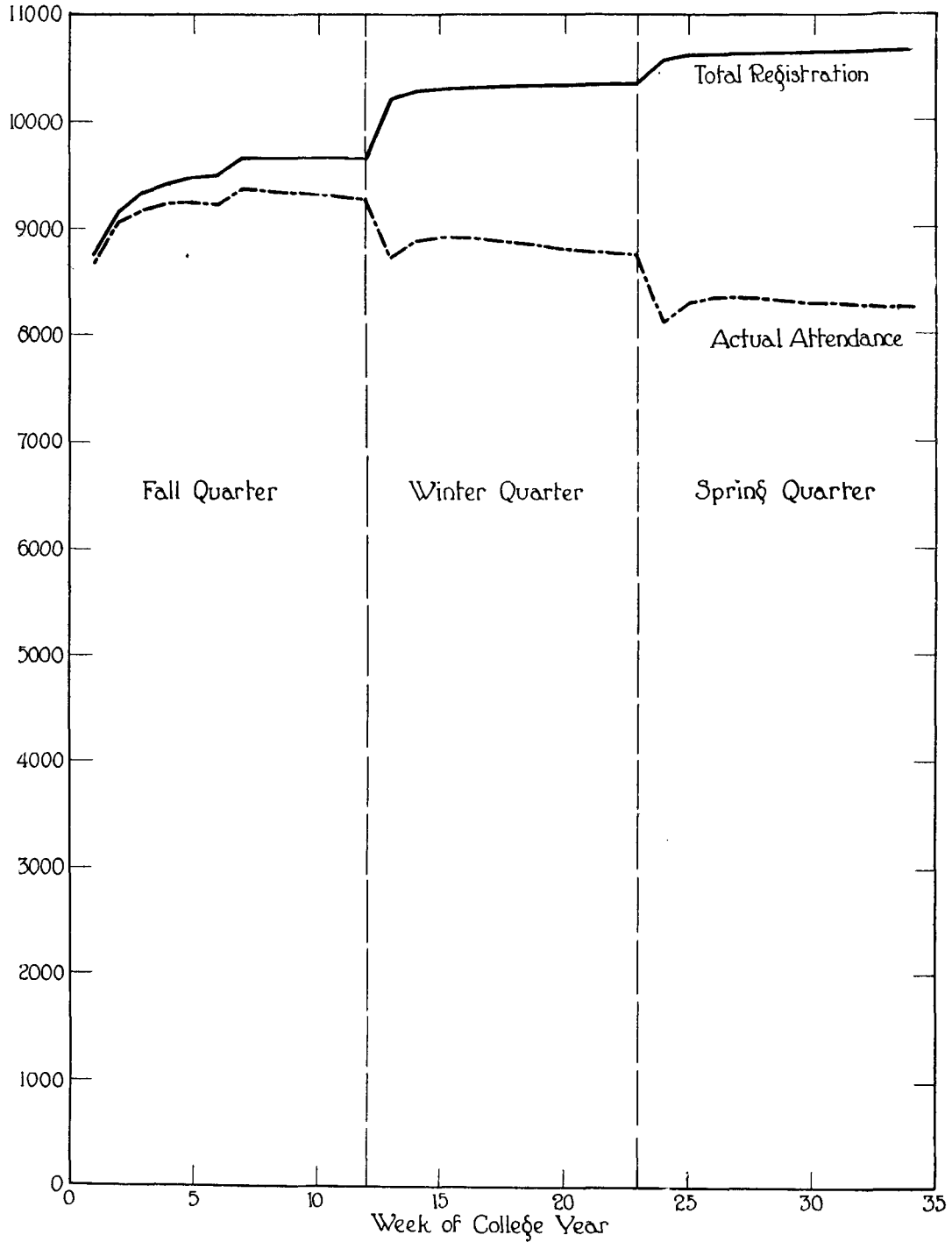


CHART II

TOTAL REGISTRATION OF COLLEGIATE STUDENTS FOR THE YEARS
1921-22 TO 1924-25, INCLUSIVE

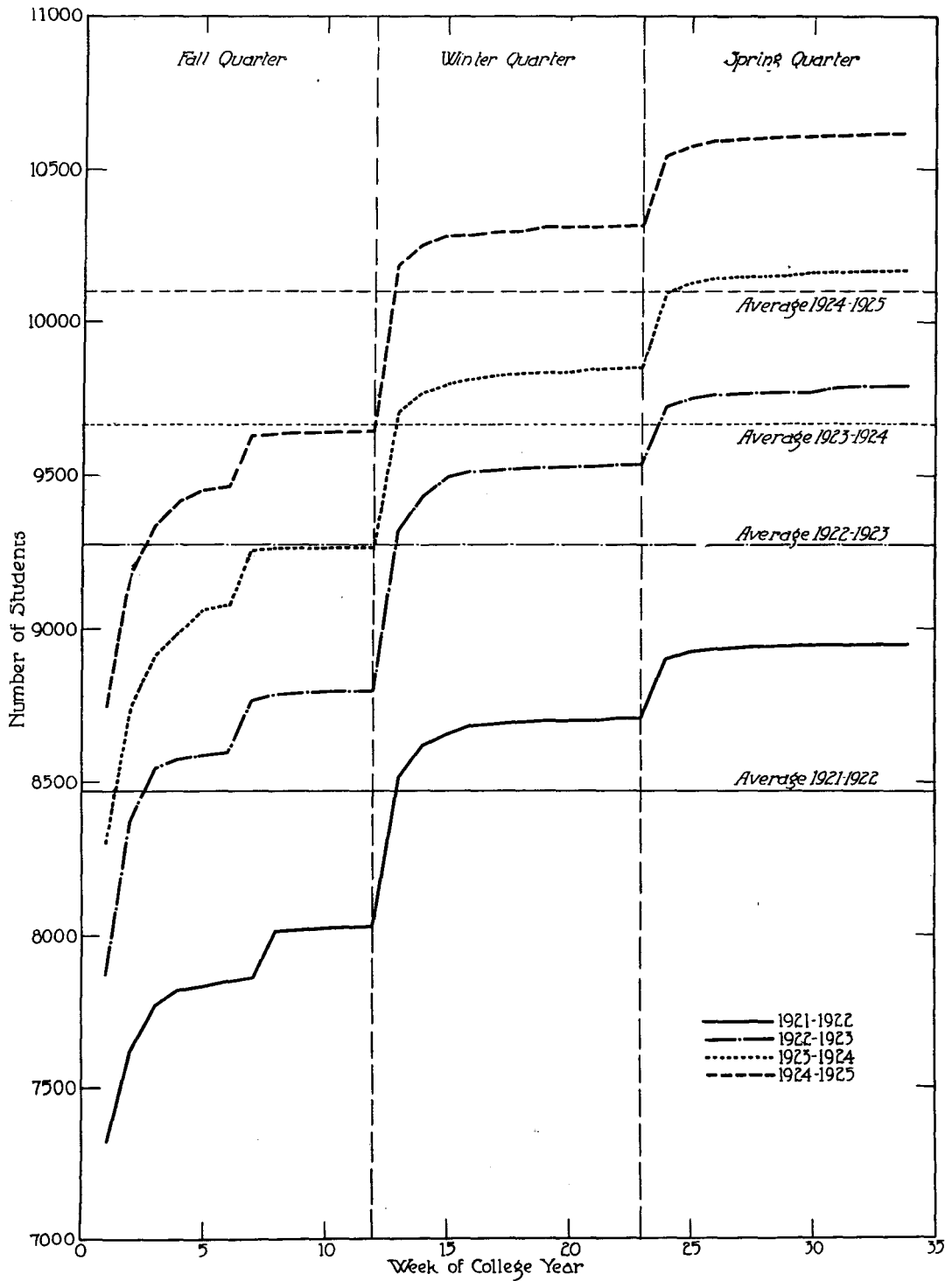


CHART III

WEEKLY VARIATION IN TOTAL ENROLMENT OF COLLEGIATE STUDENTS 1921-22 TO 1924-25, INCLUSIVE, IN TERMS OF THE PER CENT OF THE YEARLY AVERAGE TOTAL ENROLMENT

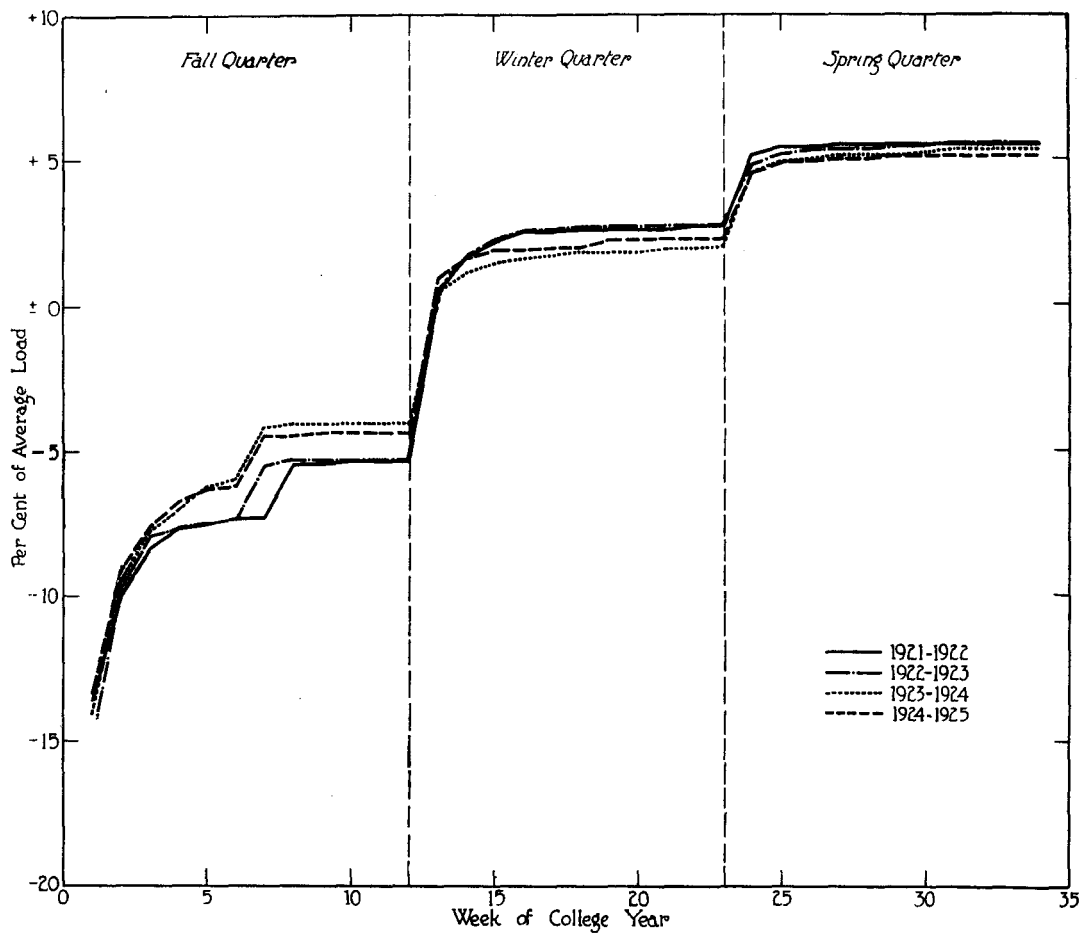


CHART IV
ANNUAL CURVE OF TOTAL COLLEGIATE ENROLMENT FOR THE
UNIVERSITY OF MINNESOTA

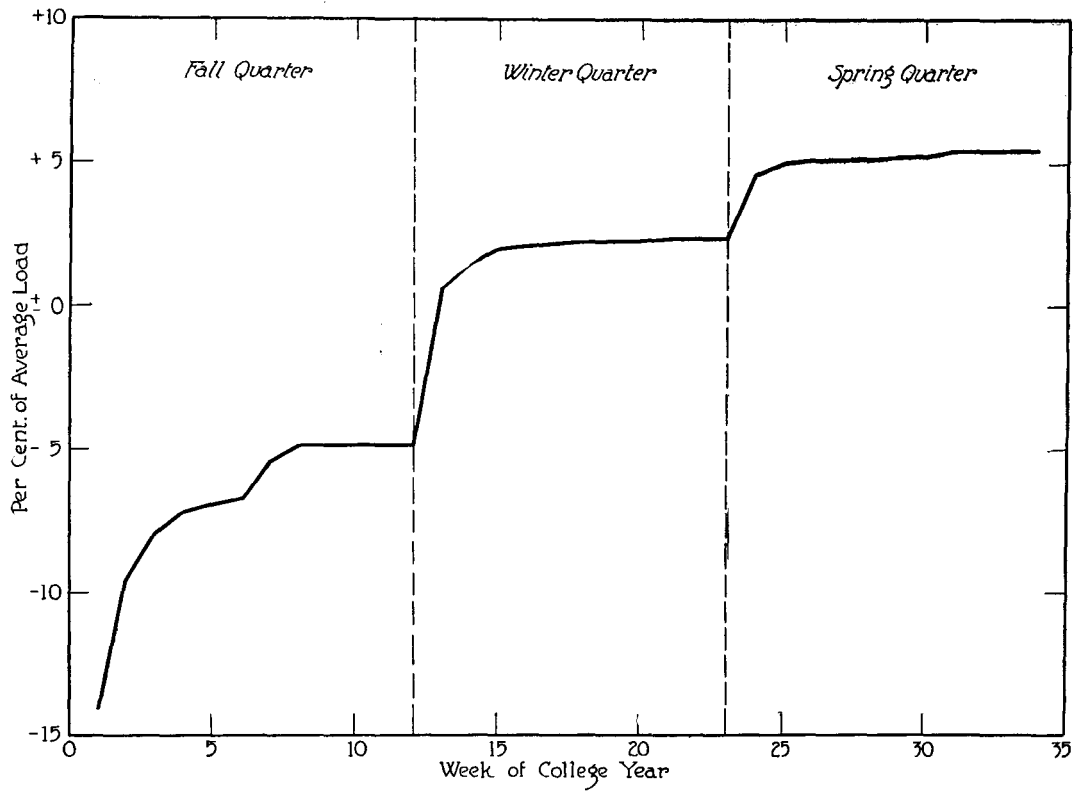


CHART V
 ACTUAL ATTENDANCE OF COLLEGIATE STUDENTS FOR THE YEARS
 1921-22 TO 1924-25, INCLUSIVE

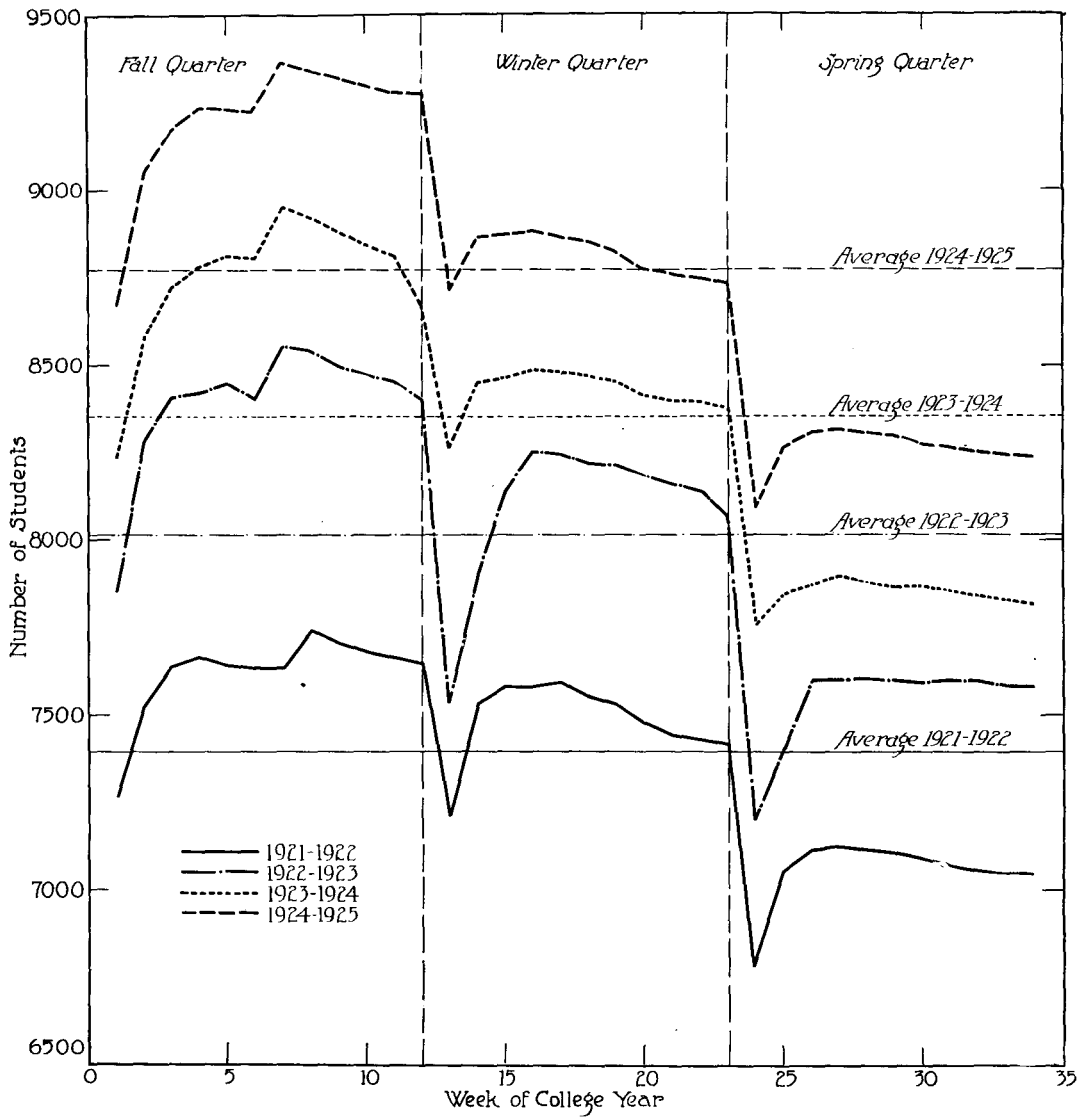


CHART VI

WEEKLY VARIATION IN ACTUAL ATTENDANCE OF COLLEGIATE STUDENTS
1921-22 TO 1924-25, INCLUSIVE, IN TERMS OF THE PER CENT OF
THE YEARLY AVERAGE ACTUAL ATTENDANCE

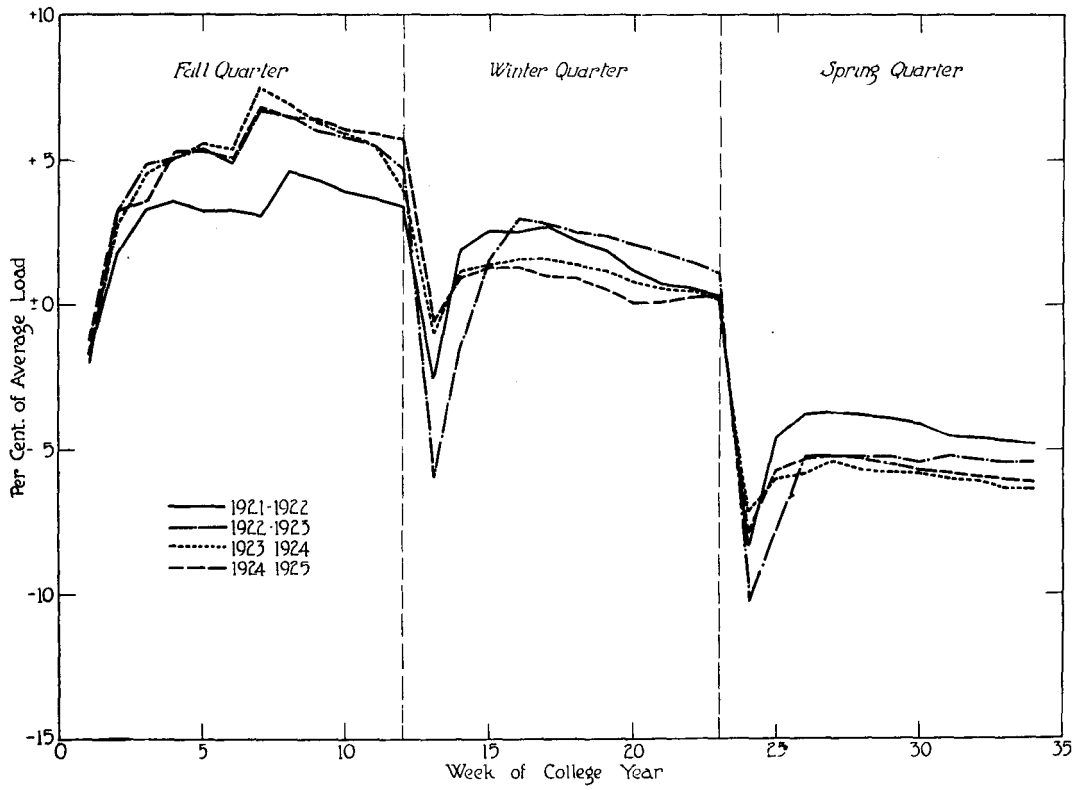


CHART VII

ANNUAL CURVE OF ACTUAL ATTENDANCE OF COLLEGIATE STUDENTS
FOR THE UNIVERSITY OF MINNESOTA

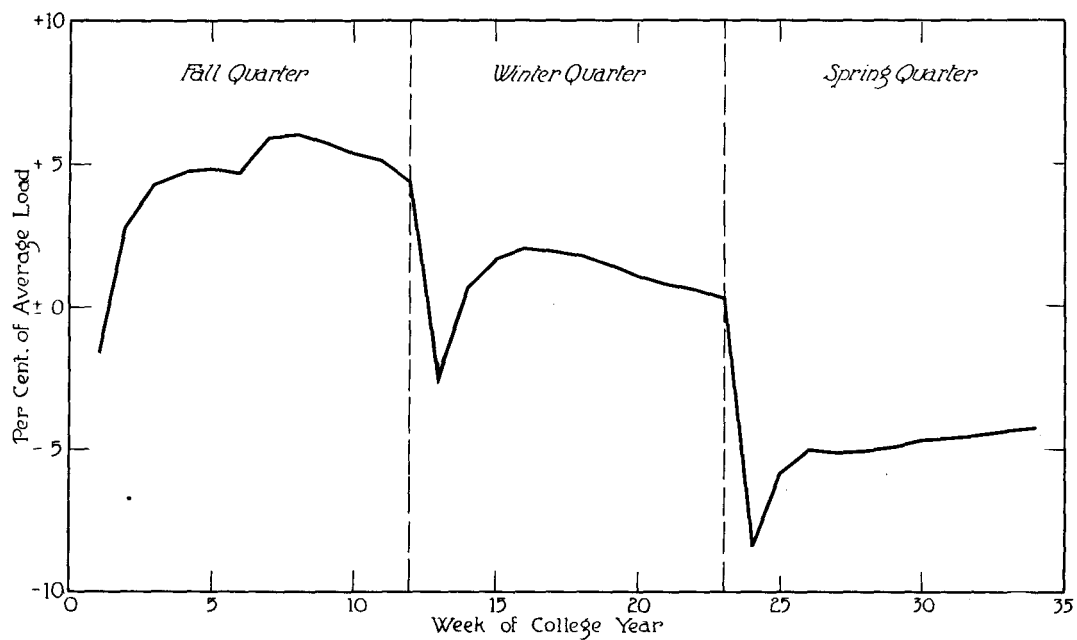


CHART VIII

SPREAD BETWEEN TOTAL ENROLMENT AND ACTUAL ATTENDANCE OF COLLEGIATE STUDENTS, 1921-22 TO 1924-25, INCLUSIVE, EXPRESSED IN TERMS OF PER CENT OF TOTAL ENROLMENT

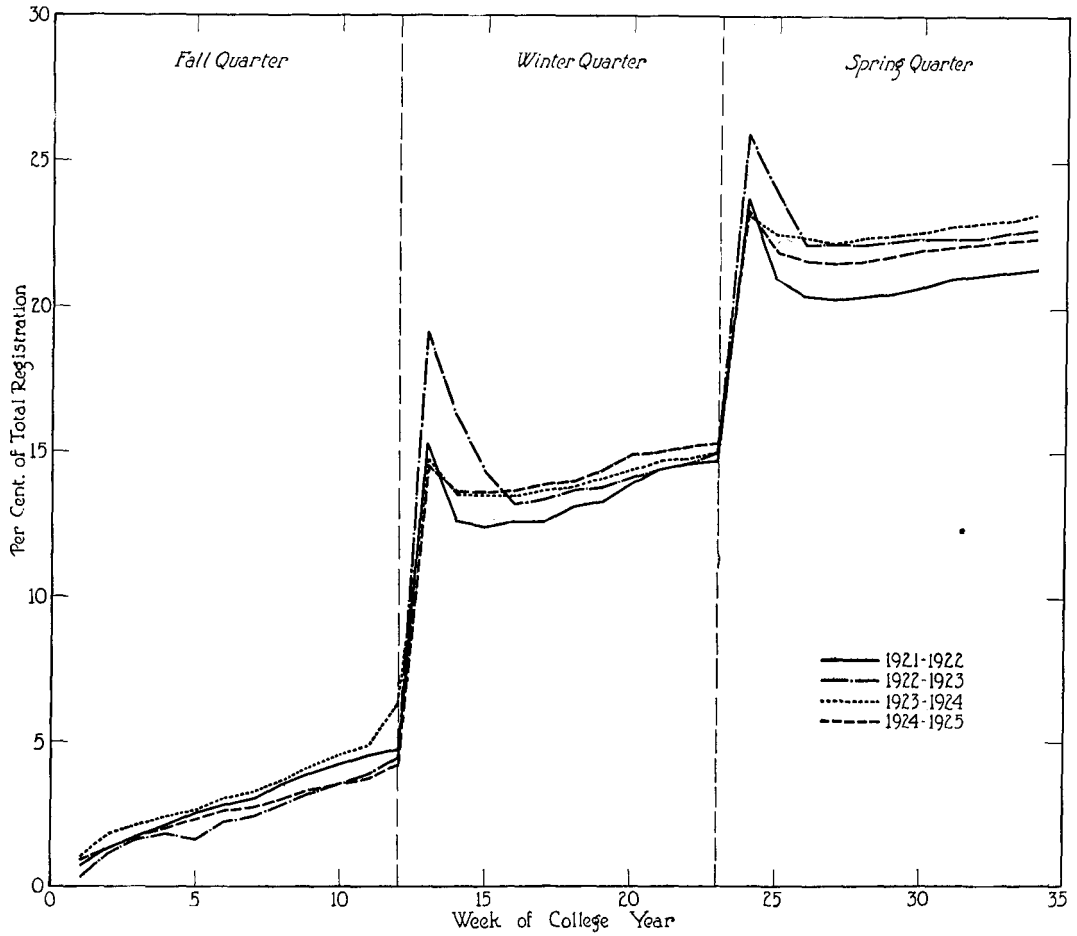


CHART IX

COMPARISON OF TOTAL ENROLMENT, ACTUAL ATTENDANCE, AND NUMBER OF THEORETICAL FULL-TIME STUDENTS FOR 1924-25

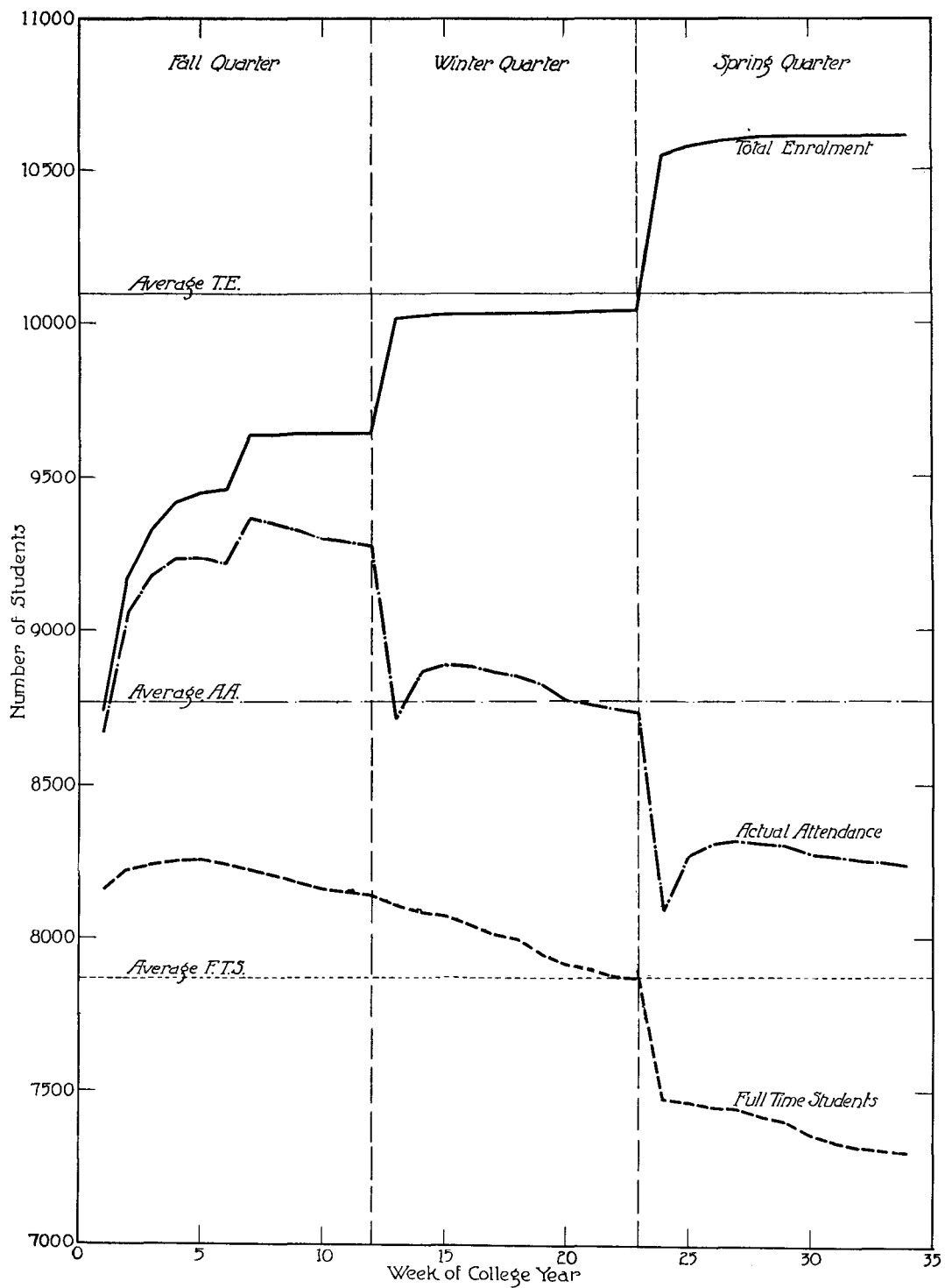


CHART X

TOTAL ENROLMENT, ACTUAL ATTENDANCE, AND THEORETICAL FULL-TIME STUDENTS
 IN THE COLLEGE OF SCIENCE, LITERATURE, AND THE ARTS; THE COLLEGE
 OF EDUCATION; AND THE GRADUATE SCHOOL FOR 1924-25

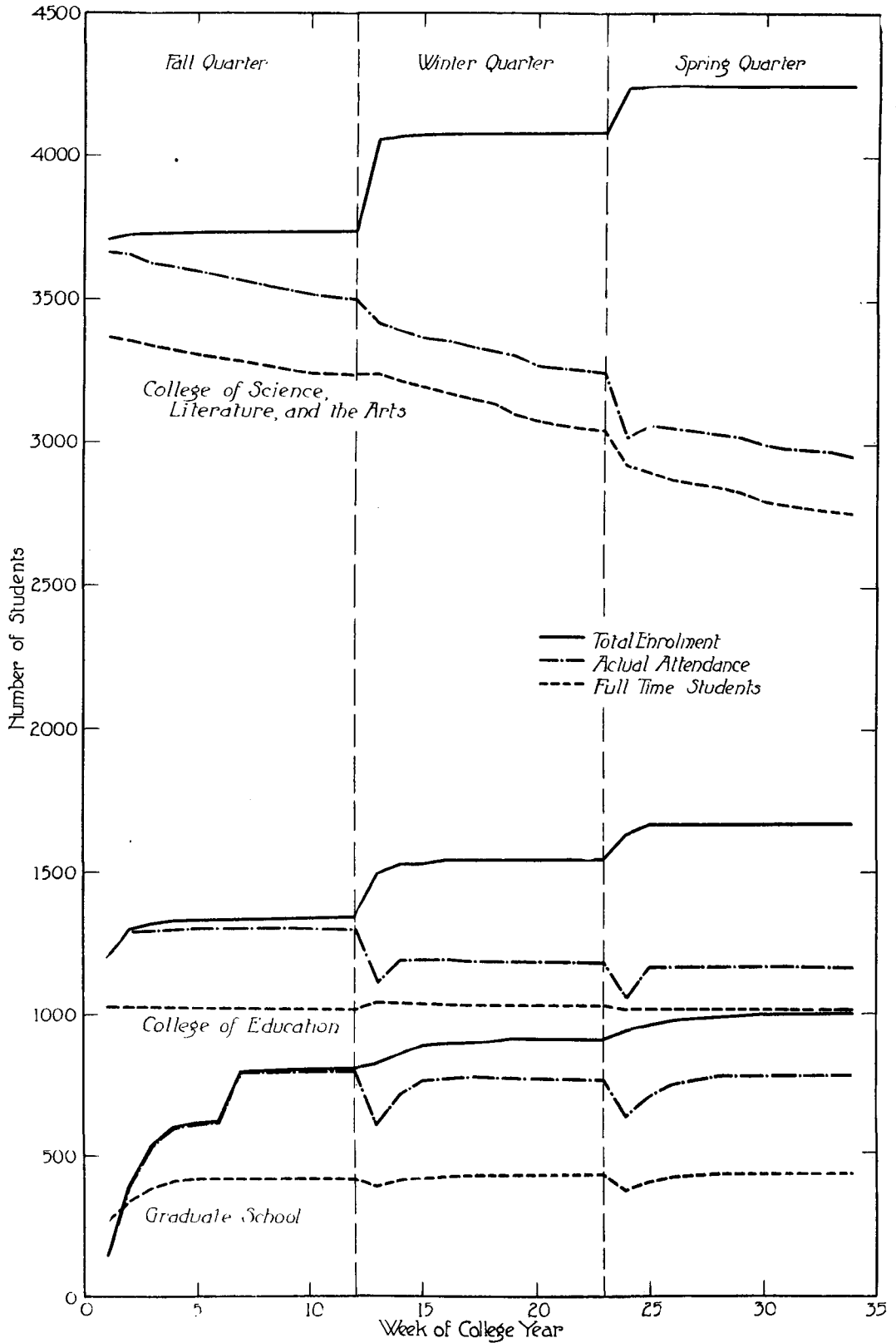


CHART XI

COMPARISON OF THE THEORETICAL FULL-TIME ENROLMENT IN THE COLLEGE OF EDUCATION 1921-22 TO 1924-25, INCLUSIVE

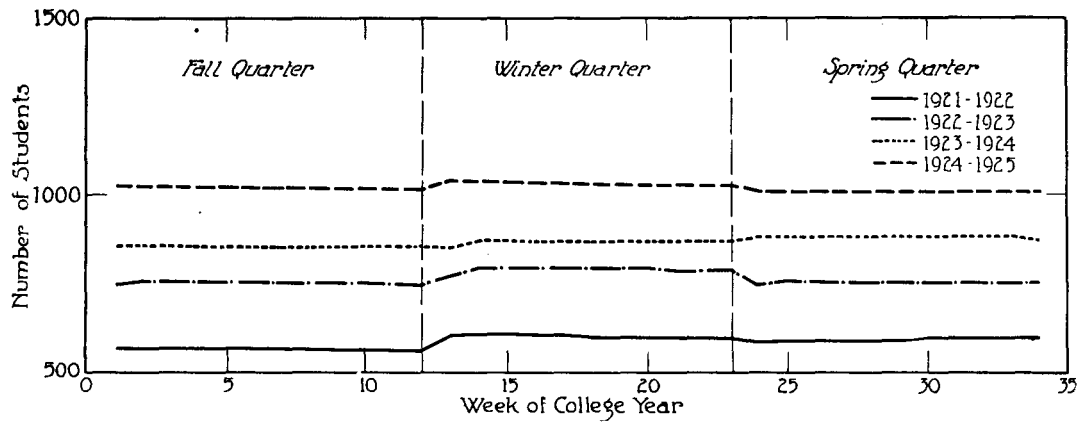


CHART XII

SPREAD BETWEEN TOTAL ENROLMENT AND THEORETICAL FULL-TIME ENROLMENT IN
THE COLLEGE OF EDUCATION FROM 1921-22 TO 1924-25, INCLUSIVE,
EXPRESSED IN TERMS OF PER CENT OF DECREASE
BELOW TOTAL ENROLMENT

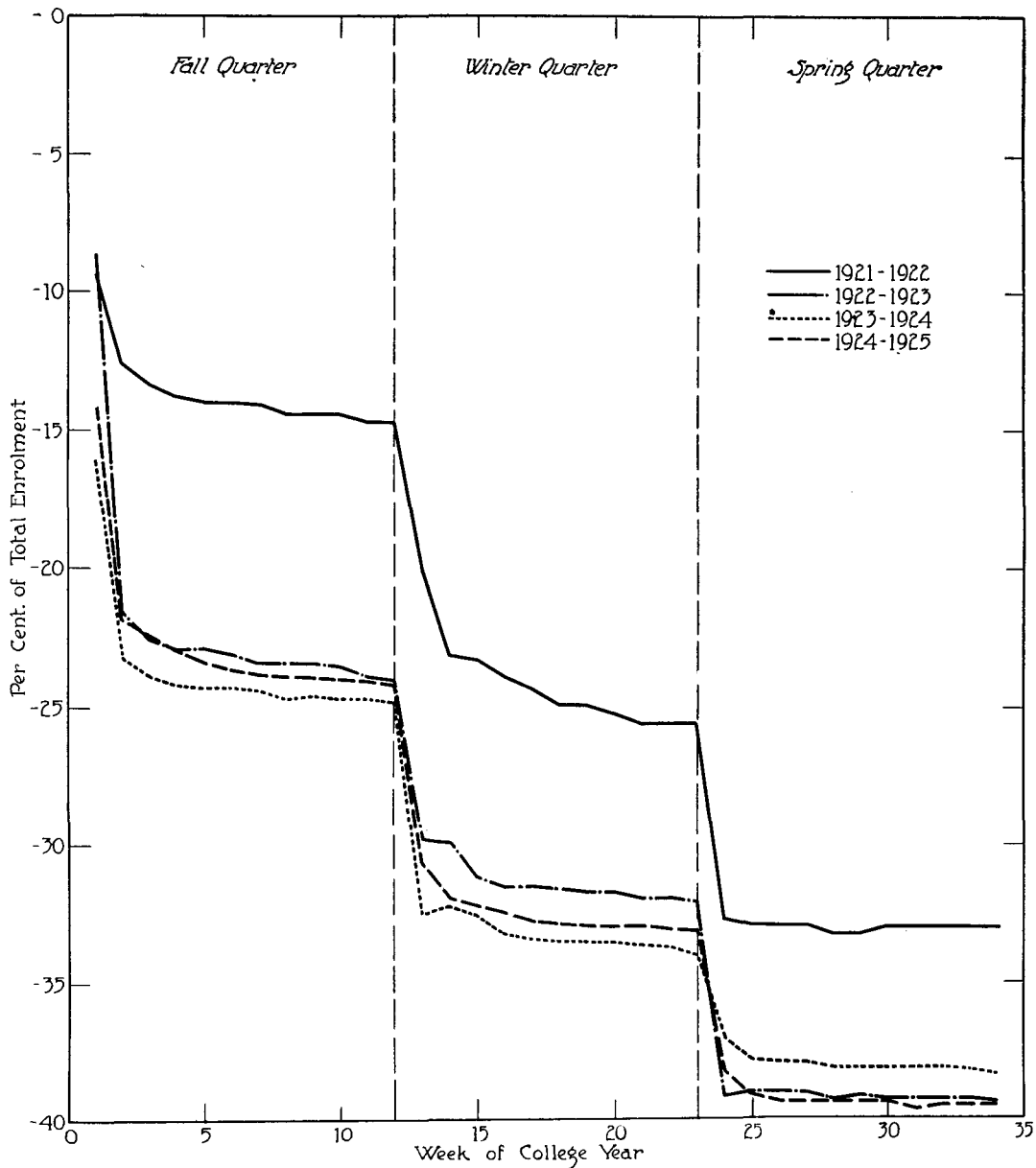


TABLE I
COMPARISON OF TOTAL ENROLMENT AND ACTUAL ATTENDANCE OF COLLEGIATE STUDENTS
1921-22 TO 1924-25, INCLUSIVE

Week	1921-22		1922-23		1923-24		1924-25	
	Total Enrolment	Actual Attendance	Total Enrolment	Actual Attendance	Total Enrolment	Actual Attendance	Total Enrolment	Actual Attendance
1.....	7,323	7,269	7,875	7,854	8,300	8,220	8,743	8,670
2.....	7,625	7,526	8,371	8,280	8,743	8,584	9,172	9,057
3.....	7,771	7,637	8,544	8,410	8,912	8,725	9,337	9,176
4.....	7,827	7,664	8,577	8,425	8,992	8,779	9,417	9,233
5.....	7,838	7,643	8,586	8,451	9,060	8,819	9,452	9,234
6.....	7,850	7,636	8,595	8,408	9,079	8,807	9,464	9,221
7.....	7,858	7,623	8,769	8,559	9,252	8,956	9,634	9,370
8.....	8,017	7,734	8,784	8,541	9,261	8,926	9,637	9,344
9.....	8,019	7,711	8,785	8,500	9,262	8,881	9,640	9,326
10.....	8,023	7,686	8,786	8,479	9,263	8,846	9,640	9,301
11.....	8,027	7,668	8,786	8,455	9,263	8,815	9,642	9,288
12.....	8,028	7,650	8,786	8,397	9,265	8,677	9,642	9,273
13.....	8,516	7,212	9,323	7,538	9,705	8,266	10,189	8,715
14.....	8,622	7,535	9,432	7,900	9,769	8,453	10,255	8,864
15.....	8,657	7,583	9,494	8,135	9,794	8,470	10,282	8,888
16.....	8,683	7,584	9,511	8,254	9,817	8,489	10,289	8,883
17.....	8,687	7,596	9,517	8,245	9,830	8,486	10,295	8,863
18.....	8,696	7,555	9,524	8,220	9,834	8,473	10,299	8,853
19.....	8,698	7,537	9,526	8,211	9,838	8,454	10,313	8,826
20.....	8,698	7,485	9,529	8,183	9,838	8,420	10,313	8,777
21.....	8,698	7,446	9,532	8,159	9,849	8,400	10,313	8,761
22.....	8,706	7,439	9,533	8,139	9,850	8,393	10,315	8,748
23.....	8,706	7,422	9,533	8,064	9,853	8,374	10,315	8,733
24.....	8,903	6,785	9,727	7,201	10,094	7,757	10,543	8,091
25.....	8,930	7,053	9,751	7,407	10,131	7,847	10,578	8,268
26.....	8,934	7,115	9,766	7,598	10,145	7,871	10,590	8,307
27.....	8,940	7,125	9,769	7,597	10,150	7,897	10,595	8,316
28.....	8,942	7,114	9,773	7,604	10,153	7,878	10,595	8,306
29.....	8,942	7,107	9,775	7,596	10,156	7,867	10,603	8,294
30.....	8,943	7,090	9,775	7,586	10,164	7,869	10,609	8,271
31.....	8,943	7,066	9,790	7,597	10,169	7,851	10,610	8,261
32.....	8,943	7,053	9,791	7,594	10,169	7,839	10,610	8,252
33.....	8,943	7,048	9,791	7,582	10,169	7,826	10,611	8,244
34.....	8,943	7,048	9,791	7,582	10,170	7,815	10,611	8,235

TABLE II
ACTUAL ATTENDANCE OF THEORETICAL FULL-TIME STUDENTS BY COLLEGES, 1924-25

College or School	Week Ending																
	October 4	October 11	October 18	October 25	November 1	November 8	November 15	November 22	November 29	December 6	December 13	December 20	January 10	January 17	January 24	January 31	February 7
Science, Literature, and the Arts	3,369	3,356	3,333	3,323	3,305	3,294	3,281	3,267	3,256	3,244	3,240	3,236	3,245	3,210	3,195	3,178	3,158
Engineering and Architecture	963	962	956	954	953	950	945	944	943	942	941	941	952	943	940	937	933
*Agriculture, Forestry, and Home Economics	481	474	474	473	473	471	469	468	465	464	464	463	479	477	474	470	464
Law	268	267	263	263	264	264	263	263	263	259	259	259	258	258	258	256	256
Medicine	507	518	519	520	541	541	541	541	541	540	540	540	474	482	482	481	481
Nursing	243	242	240	240	239	239	239	238	238	237	237	237	235	232	232	231	231
Dentistry	347	347	346	346	346	346	346	346	346	345	345	345	352	351	352	352	351
Dental Nursing	23	23	23	23	23	23	23	23	23	22	22	22	22	22	22	22	21
Mines	72	72	72	72	72	72	72	72	71	71	71	71	72	72	72	72	72
Pharmacy	151	149	149	149	148	148	148	148	148	146	144	143	140	137	137	137	136
Chemistry	159	158	158	157	157	157	157	157	157	157	157	156	151	149	149	149	148
*Education	877	877	879	879	877	877	876	876	876	875	875	875	900	898	897	895	892
Business	215	216	215	214	214	213	213	213	212	212	212	212	227	227	226	226	226
War Specials	71	73	72	71	71	71	71	71	71	71	71	71	65	64	64	64	64
*Agriculture, and Home Economics Education..	147	147	145	145	145	144	144	143	143	143	143	142	141	141	141	141	140
Graduate	264	343	395	419	423	424	426	426	426	426	426	425	392	417	428	429	433
Total	8,157	8,224	8,239	8,248	8,251	8,234	8,214	8,196	8,179	8,154	8,147	8,138	8,105	8,080	8,069	8,040	8,006

* To obtain the total enrolment figure in either the College of Agriculture, Forestry, and Home Economics or the College of Education, the corresponding figure for Agricultural and Home Economics Education must be added. Students in these curricula are enrolled in both colleges.

TABLE II—Continued
ACTUAL ATTENDANCE OF THEORETICAL FULL-TIME STUDENTS BY COLLEGES, 1924-25

College or School	Week Ending																
	February 14	February 21	February 28	March 7	March 14	March 21	April 4	April 11	April 18	April 25	May 2	May 9	May 16	May 23	May 30	June 6	June 13
Science, Literature, and the Arts	3,142	3,105	3,079	3,062	3,052	3,049	2,928	2,896	2,876	2,867	2,847	2,829	2,796	2,784	2,773	2,767	2,757
Engineering and Architecture	930	925	924	919	918	916	858	852	844	839	838	837	834	831	830	828	827
*Agriculture, Forestry, and Home Economics	463	460	460	455	454	453	390	387	385	385	384	383	383	381	379	379	379
Law	256	255	255	255	255	254	255	255	255	255	255	255	255	255	255	255	255
Medicine	491	491	491	491	490	490	464	470	471	472	472	472	473	473	474	474	474
Nursing	231	230	230	230	230	230	248	247	246	246	246	246	246	246	246	246	245
Dentistry	351	351	350	349	349	349	338	338	337	336	336	336	336	336	336	336	336
Dental Nursing	21	21	21	21	21	21	23	23	23	23	23	23	23	23	23	23	23
Mines	72	72	72	72	72	72	64	64	64	64	64	64	64	64	64	64	64
Pharmacy	136	136	136	136	135	135	128	128	128	128	128	128	128	128	128	128	128
Chemistry	148	147	147	147	147	145	135	135	133	133	131	131	130	130	130	130	130
*Education	891	890	890	890	889	889	879	880	878	880	880	880	879	877	877	877	877
Business	226	226	226	226	226	225	202	202	201	201	200	198	198	197	197	197	197
War Specials	64	64	64	64	64	64	55	55	55	54	54	54	54	53	53	53	53
*Agriculture, and Home Economics Education..	140	139	139	140	140	139	131	131	131	130	130	130	130	128	129	129	129
Graduate	433	434	435	434	433	434	379	405	424	430	434	434	435	435	435	434	434
Total	7,995	7,946	7,919	7,891	7,875	7,865	7,477	7,468	7,451	7,443	7,422	7,400	7,364	7,341	7,329	7,320	7,308

* To obtain the total enrolment figure in either the College of Agriculture, Forestry, and Home Economics or the College of Education, the corresponding figure for Agricultural and Home Economics Education must be added. Students in these curricula are enrolled in both colleges.

TABLE III
COMPARISON OF TOTAL ENROLMENT, ACTUAL ATTENDANCE, AND THEORETICAL FULL-TIME ATTENDANCE FOR
1924-25 IN THE COLLEGE OF SCIENCE, LITERATURE, AND THE ARTS, THE COLLEGE
OF EDUCATION, AND THE GRADUATE SCHOOL

Week Ending	College of Science, Literature, and the Arts			College of Education			Graduate School		
	Total Enrolment	Actual Attendance	Full-time Students	Total Enrolment	Actual Attendance	Full-time Students	Total Enrolment	Actual Attendance	Full-time Students
October 4.....	3,710	3,660	3,369	1,192	1,180	1,024	117	117	264
October 11.....	3,726	3,656	3,356	1,309	1,291	1,024	384	382	343
October 18.....	3,728	3,628	3,333	1,322	1,296	1,024	528	526	395
October 25.....	3,729	3,617	3,323	1,331	1,305	1,024	601	598	419
November 1.....	3,730	3,594	3,305	1,335	1,308	1,022	620	615	423
November 8.....	3,733	3,584	3,294	1,338	1,308	1,021	626	619	424
November 15.....	3,733	3,569	3,281	1,339	1,307	1,020	795	787	426
November 22.....	3,733	3,549	3,267	1,339	1,306	1,019	798	789	426
November 29.....	3,733	3,435	3,256	1,339	1,305	1,019	801	791	426
December 6.....	3,733	3,520	3,244	1,340	1,305	1,018	801	791	426
December 13.....	3,733	3,511	3,240	1,341	1,303	1,018	802	790	426
December 20.....	3,733	3,504	3,236	1,341	1,302	1,017	802	789	425
January 10.....	4,063	3,416	3,245	1,499	1,108	1,041	829	611	392
January 17.....	4,074	3,386	3,210	1,527	1,187	1,039	862	717	417
January 24.....	4,074	3,365	3,195	1,531	1,190	1,038	889	764	428
January 31.....	4,076	3,356	3,178	1,534	1,191	1,036	893	773	429
February 7.....	4,077	3,339	3,158	1,534	1,186	1,032	898	780	433
February 14.....	4,077	3,325	3,142	1,534	1,182	1,031	900	782	433
February 21.....	4,077	3,310	3,105	1,534	1,181	1,029	914	777	434
February 28.....	4,077	3,270	3,079	1,534	1,179	1,029	914	777	435
March 7.....	4,077	3,261	3,062	1,536	1,181	1,030	914	774	434
March 14.....	4,077	3,254	3,052	1,536	1,180	1,029	914	773	435
March 21.....	4,077	3,248	3,049	1,536	1,178	1,028	914	771	434
April 4.....	4,237	3,071	2,928	1,638	1,053	1,010	940	633	379
April 11.....	4,242	3,065	2,896	1,661	1,168	1,011	962	699	405
April 18.....	4,244	3,052	2,876	1,663	1,168	1,009	970	751	424
April 25.....	4,245	3,042	2,867	1,663	1,167	1,010	988	774	430
May 2.....	4,247	3,031	2,847	1,663	1,168	1,010	989	778	434
May 9.....	4,247	3,021	2,829	1,663	1,167	1,010	999	779	434
May 16.....	4,247	2,995	2,796	1,663	1,166	1,009	1,001	781	435
May 23.....	4,247	2,986	2,784	1,663	1,167	1,005	1,002	781	435
May 30.....	4,247	2,979	2,773	1,663	1,164	1,006	1,002	781	435
June 6.....	4,247	2,973	2,767	1,664	1,165	1,006	1,002	780	434
June 13.....	4,247	2,960	2,757	1,664	1,160	1,006	1,002	780	434

TABLE IV
COMPARISON OF THE TOTAL ENROLMENT, ACTUAL ATTENDANCE, AND THEORETICAL FULL-TIME ATTENDANCE
IN THE COLLEGE OF EDUCATION, 1921-22 TO 1924-25, INCLUSIVE

Week	1921-22			1922-23			1923-24			1924-25		
	Total Enrolment	Actual Attendance	Full-time Students	Total Enrolment	Actual Attendance	Full-time Students	Total Enrolment	Actual Attendance	Full-time Students	Total Enrolment	Actual Attendance	Full-time Students
1.....	627	622	568	810	814	748	1,020	1,007	856	1,192	1,180	1,024
2.....	651	641	569	968	950	759	1,120	1,098	860	1,309	1,291	1,024
3.....	656	643	569	981	952	759	1,126	1,097	857	1,322	1,296	1,024
4.....	659	644	569	983	952	758	1,127	1,091	854	1,331	1,305	1,024
5.....	659	642	567	983	952	758	1,128	1,086	854	1,335	1,308	1,022
6.....	659	642	567	983	950	756	1,129	1,087	855	1,338	1,308	1,021
7.....	659	641	566	984	947	754	1,129	1,083	853	1,339	1,307	1,020
8.....	659	639	564	984	946	754	1,130	1,081	851	1,339	1,306	1,019
9.....	659	639	564	985	948	755	1,132	1,083	853	1,339	1,305	1,019
10.....	659	639	564	985	947	754	1,133	1,083	853	1,340	1,305	1,018
11.....	659	637	562	985	942	750	1,133	1,082	853	1,341	1,303	1,018
12.....	659	636	562	985	940	749	1,134	1,064	853	1,341	1,302	1,017
13.....	763	648	603	1,102	839	773	1,259	908	849	1,499	1,108	1,041
14.....	792	666	609	1,131	929	793	1,289	1,025	874	1,527	1,187	1,039
15.....	794	697	609	1,152	981	792	1,294	1,034	873	1,531	1,190	1,038
16.....	796	697	606	1,154	983	791	1,302	1,036	870	1,534	1,191	1,036
17.....	796	695	603	1,154	980	790	1,303	1,036	868	1,534	1,186	1,032
18.....	798	692	599	1,155	980	790	1,303	1,034	867	1,534	1,182	1,031
19.....	798	693	599	1,155	979	789	1,303	1,033	867	1,534	1,181	1,029
20.....	799	692	598	1,156	979	790	1,303	1,033	866	1,534	1,179	1,029
21.....	802	690	597	1,156	977	787	1,303	1,031	865	1,536	1,181	1,030
22.....	802	690	597	1,157	976	787	1,303	1,030	863	1,536	1,180	1,029
23.....	802	689	597	1,157	975	786	1,304	1,019	861	1,536	1,178	1,028
24.....	867	626	584	1,223	836	744	1,400	933	882	1,638	1,053	1,010
25.....	873	671	587	1,235	878	758	1,418	1,003	882	1,661	1,168	1,011
26.....	873	675	587	1,237	881	755	1,419	1,001	881	1,663	1,168	1,009
27.....	874	677	587	1,239	880	755	1,419	1,003	881	1,663	1,167	1,010
28.....	875	676	585	1,241	881	753	1,420	1,002	879	1,663	1,168	1,010
29.....	875	675	585	1,241	882	754	1,421	1,003	880	1,663	1,167	1,010
30.....	882	681	592	1,241	881	753	1,421	1,003	880	1,663	1,166	1,009
31.....	882	679	592	1,241	880	753	1,421	1,003	879	1,663	1,167	1,005
32.....	882	679	592	1,241	880	753	1,421	1,003	879	1,663	1,164	1,006
33.....	882	679	592	1,241	880	753	1,421	1,002	878	1,664	1,165	1,006
34.....	882	679	592	1,241	880	752	1,421	1,000	875	1,664	1,160	1,006

TABLE V
COMPARISON OF WEIGHTED AND UNWEIGHTED STUDENT CREDIT
HOURS FOR 1923-24

	Student Credit Hours				Student Credit Hours Weighted			
	Fall	Winter	Spring	Total	Fall	Winter	Spring	Total
SCIENCE, LITERATURE, AND THE ARTS								
Animal Biology	3,416	3,849	2,533	9,798	3,462.0	3,891.7	2,586.0	9,940.0
Anthropology	395	387	203	985	414.8	395.4	209.0	1,019.2
Astronomy	335	573	582	1,490	339.2	576.6	584.0	1,500.0
Botany	1,705	1,624	1,516	4,845	1,755.0	1,683.7	1,568.0	5,007.0
Comparative Literature	196	219	183	598	198.0	262.8	186.0	647.0
Comparative Philology	55	54	54	163	78.0	68.4	58.0	204.0
English	13,353	12,825	11,940	38,118	13,501.0	12,982.2	11,986.0	38,469.0
Geology	1,484	1,725	1,672	4,881	1,574.0	1,836.0	1,763.0	5,173.0
German	2,421	2,272	1,913	6,606	2,447.0	2,301.7	1,936.7	6,686.0
Greek	233	290	290	813	238.0	295.4	297.0	830.4
History	8,101	7,651	4,542	20,294	8,303.0	7,910.9	4,858.0	21,072.0
Journalism	343	294	217	854	343.0	294.0	217.0	854.0
Latin	1,017	850	606	2,473	1,033.0	671.0	621.0	2,525.0
Mathematics	3,100	2,491	1,935	7,526	3,120.0	2,508.4	1,950.0	7,578.4
Music	1,598	1,464	1,548	4,610	1,671.0	1,531.6	1,616.0	4,818.6
Philosophy	1,398	1,294	1,750	4,442	1,459.6	1,365.8	1,776.0	4,601.4
Physics	2,313	2,718	2,634	7,665	2,431.5	2,772.0	2,678.0	7,881.5
Political Science	3,820	3,247	4,647	11,714	3,934.0	3,381.0	4,854.0	12,169.0
Psychology	3,275	3,626	1,466	8,367	3,350.3	3,725.4	1,558.0	8,634.0
Romance Languages	6,175	5,598	5,007	16,780	6,235.4	5,662.6	5,158.9	17,057.0
Scandinavian	350	305	295	950	371.6	328.6	311.9	1,012.0
Sociology	3,593	3,288	4,304	11,185	3,710.6	3,407.4	4,440.8	11,559.0
Orientation . . . . .	....	510	380	890	....	510.0	380.0	890.0
ENGINEERING AND ARCHITECTURE								
Architecture	1,336	1,391	1,244	3,971	1,393.2	1,458.8	1,296.2	4,068.2
Civil Engineering	1,536	1,449	1,185	4,170	1,676.7	1,576.9	1,228.6	4,482.0
Electrical Engineering	1,697	1,737	1,526	4,960	1,911.2	1,960.4	1,728.8	5,600.4
Mechanical Engineer- ing	2,111	2,404	1,955	6,470	2,264.0	2,585.4	2,100.0	6,949.4
Drawing and Descrip- tive Geometry	1,926	1,527	1,272	4,725	1,926.0	1,527.0	1,272.0	4,725.0
Mathematics and Me- chanics	4,873	4,672	4,319	13,864	5,114.0	4,944.7	4,589.0	14,648.0
AGRICULTURE, FORESTRY, AND HOME ECONOMICS								
Agricultural Biochem- istry	973	627	779	2,379	1,052.0	710.1	936.6	2,698.7
Agricultural Econom- ics	736	1,220	1,798	3,754	768.8	1,293.8	2,104.6	4,167.2
Agricultural Engi- neering	716	540	873	2,129	716.0	540.0	873.0	2,129.0
Agronomy and Farm Management	477	498	369	1,344	576.0	627.0	446.0	1,649.0
Animal Husbandry	323	384	268	975	345.8	389.4	305.0	1,040.2
Dairy Husbandry	397	341	340	1,076	463.0	382.4	394.0	1,239.4
Veterinary	123	144	87	354	129.3	148.8	91.0	369.0
Poultry Husbandry	30	48	51	129	30.0	48.0	51.0	129.0
Bee Culture	39	27	84	150	39.0	27.0	94.0	150.0

TABLE V—Continued
COMPARISON OF WEIGHTED AND UNWEIGHTED STUDENT CREDIT
HOURS FOR 1923-24

	Student Credit Hours				Student Credit Hours Weighted			
	Fall	Winter	Spring	Total	Fall	Winter	Spring	Total
Entomology	277	261	627	1,165	317.9	278.4	606.0	1,292.3
Forestry	702	995	373	2,070	712.2	1,022.0	375.0	2,109.2
Home Economics....	2,198	2,136	2,568	6,904	2,278.6	2,245.0	2,689.0	7,212.6
Horticulture	256	97	231	684	272.4	109.2	341.0	722.8
Plant Pathology and Botany	358	195	294	847	395.6	240.2	390.0	1,025.8
Soils	159	46	147	352	159.0	46.0	148.0	353.0
Publications	9	*	*	9	9.0	*	*	9.0
Rhetoric .....	....	970	914	1,884	....	970.0	914.0	1,884.0
Home Economics Ed- ucation .....	....	304	161	....	....	304.0	161.0	....
LAW SCHOOL	3,949	....	3,949	7,898	4,608.9	....	4,608.9	9,217.8
MEDICAL SCHOOL								
Anatomy	2,540	2,264	2,359	7,164	2,743.5	2,337.5	2,709.8	7,790.8
Bacteriology	1,857	628	1,044	3,529	1,972.0	681.9	1,147.0	3,700.9
Pathology	955	1,053	1,187	3,195	996.6	1,056.0	1,191.0	3,243.6
Pharmacology	550	937	606	2,093	614.0	1,027.0	829.0	2,470.0
Physiology	1,565	2,782	1,460	5,807	1,770.0	2,996.7	1,627.0	6,393.7
Preventive Medicine and Public Health	1,077	327	289	1,693	1,086.0	338.5	304.0	1,728.5
Medicine	2,386	2,022	802	5,212	2,405.3	2,066.3	849.0	5,320.6
Obstetrics	1,016	759	275	2,050	1,071.2	774.6	328.0	2,174.2
Ophthalmology and Oto-Laryngology..	277	199	147	623	322.0	209.2	149.0	680.0
Pediatrics	489	349	179	1,017	571.0	398.4	215.0	1,184.4
Surgery	1,480	1,419	1,625	4,524	1,589.0	1,457.8	1,655.0	4,702.0
School of Nursing...	2,676	3,264	1,636	7,576	2,676.0	3,264.0	1,636.0	7,576.0
COLLEGE OF DENTISTRY								
Oral Diagnosis	86	181	....	267	86.0	181.0	....	267.0
Oral Anatomy	333	315	306	954	333.0	315.0	306.0	954.0
Oral Surgery	534	372	181	1,087	534.0	372.0	181.0	1,087.0
Orthodontia	172	170	446	788	172.0	170.0	446.0	788.0
Operative	969	1,031	901	2,901	969.0	1,031.0	901.0	2,901.0
Crown and Bridge...	432	526	903	1,861	432.0	526.0	903.0	1,861.0
Prosthesis	546	1,091	764	2,401	546.0	1,091.0	764.0	2,401.0
Oral Hygiene	244	....	288	532	244.0	....	288.0	532.0
Thesis and Seminar..	....	....	170	170	....	....	170.0	170.0
SCHOOL OF CHEMISTRY								
General Inorganic...	5,912	4,405	3,286	13,603	5,927.0	4,410.8	3,293.6	13,631.0
Analytical Chemistry	600	599	578	1,777	643.8	644.8	631.6	1,920.2
Organic Chemistry ..	1,018	1,524	836	3,378	1,049.0	1,597.0	890.8	3,536.8
Physical Chemistry..	590	556	278	1,424	728.7	568.0	289.9	1,586.6
Technological Chem- istry	107	125	84	316	124.0	146.0	105.5	376.0
Chemical Engineering	238	184	314	736	307.8	187.2	329.2	824.2
SCHOOL OF MINES								
Metallurgy	358	526	508	1,392	370.2	534.8	518.0	1,423.0
Metallography	170	120	275	565	202.8	141.4	329.0	673.0
Mining	154	209	165	528	154.0	209.0	165.0	528.0
Mining Engineering..	54	93	118	265	54.0	93.0	118.0	265.0
Mine Plant Mechanics	610	402	553	1,565	610.0	402.0	553.0	1,565.0

* Not offered.

TABLE V—Continued
COMPARISON OF WEIGHTED AND UNWEIGHTED STUDENT CREDIT
HOURS FOR 1923-24

	Student Credit Hours				Student Credit Hours Weighted			
	Fall	Winter	Spring	Total	Fall	Winter	Spring	Total
COLLEGE OF PHARMACY	2,010	1,871	1,951	5,840	2,010.0	1,871.0	1,951.0	5,840.0
COLLEGE OF EDUCATION								
Art Education	774	650	536	1,960	774.0	650.0	536.0	1,960.0
Agricultural Educa- tion	97	256	200	553	105.0	287.0	225.0	617.0
Educational Adminis- tration	832	866	930	2,628	978.6	999.0	1,051.0	3,029.0
Educational Psychol- ogy	1,103	600	733	2,526	1,218.0	783.0	805.0	2,806.0
History and Philos- ophy of Education	1,325	779	825	2,929	1,360.0	810.0	849.0	3,019.0
Theory and Practice of Teaching	848	1,346	742	2,936	861.0	1,350.0	844.0	3,055.0
Trade and Industrial Education	288	208	151	647	302.0	210.0	158.0	670.0
Home Economics Ed- ucation .....	.....	304	161	.....	.....	304.0	161.0	.....
SCHOOL OF BUSINESS...	10,520	9,949	7,579	28,048	10,530.0	10,666.0	8,088.8	29,285.0

TABLE VI
COMPARISON OF WEIGHTED AND UNWEIGHTED STUDENT CREDIT
HOURS FOR 1924-25

	Student Credit Hours				Student Credit Hours Weighted			
	Fall	Winter	Spring	Total	Fall	Winter	Spring	Total
SCIENCE, LITERATURE, AND THE ARTS								
Animal Biology.....	3,440	3,904	2,635	10,186	3,499	3,958	2,887	10,344
Anthropology.....	149	187	186	522	155	199	200	554
Astronomy.....	344	512	583	1,439	346	515	585	1,446
Botany.....	2,554	1,923	1,810	6,287	2,644	1,983	1,875	6,502
Comparative Literature....	234	252	210	696	236	252	214	702
Comparative Philology....	29	37	44	110	38	44	46	128
English.....	13,651	12,513	13,144	39,308	13,791	12,702	13,388	39,881
Geology.....	2,052	2,637	2,326	7,015	2,132	2,732	2,422	7,286
German.....	2,659	2,249	1,980	6,888	2,682	2,275	2,003	6,960
Greek.....	307	291	267	865	311	295	273	879
History.....	6,573	6,958	5,449	18,980	6,860	7,246	5,823	19,929
Journalism.....	257	208	160	619	251	208	160	619
Latin.....	1,205	973	562	2,740	1,215	983	570	2,768
Mathematics.....	3,074	2,852	1,740	7,666	3,106	2,874	1,766	7,746
Music.....	1,518	1,453	1,494	4,465	1,598	1,528	1,568	4,694
Philosophy.....	1,649	1,411	1,897	4,957	1,697	1,460	1,927	5,084
Physics.....	2,230	1,937	2,006	6,173	2,335	1,962	2,043	6,360
Political Science.....	3,894	3,852	4,598	12,344	4,147	4,007	4,783	12,937
Psychology.....	3,959	3,932	2,348	10,239	4,036	4,043	2,475	10,574
Romance Languages.....	6,506	5,545	4,850	16,901	6,577	5,637	4,935	17,149
Scandinavian.....	271	239	242	752	286	251	252	789
Sociology.....	3,923	3,263	4,625	11,631	4,040	3,384	4,742	12,166
Orientation.....	....	925	290	1,225	....	935	290	1,225
PHYSICAL EDUCATION								
For Men.....	133	127	206	466	133	127	206	466
For Women.....	306	304	282	892	306	304	282	892
ENGINEERING AND ARCHITECTURE								
Architecture.....	1,275	1,295	1,581	4,151	1,392	1,349	1,635	4,313
Civil Engineering.....	1,611	1,659	1,188	4,458	1,784	1,814	1,263	4,861
Electrical Engineering....	1,760	1,864	1,681	5,305	2,025	2,128	1,915	6,068
Mechanical Engineering....	2,060	2,068	2,101	6,229	2,205	2,228	2,279	6,712
Drawing and Descriptive Geometry.....	1,887	1,785	1,380	4,972	1,887	1,785	1,305	4,977
Mathematics and Mechanics	4,926	4,675	4,265	13,866	5,155	4,943	4,503	14,601
AGRICULTURE, FORESTRY, AND HOME ECONOMICS								
Agricultural Biochemistry..	899	673	502	2,074	1,006	791	599	2,396
Agricultural Economics....	1,220	1,242	1,188	3,650	1,418	1,474	1,418	4,310
Agricultural Engineering... Agronomy and Farm Man- agement.....	403	399	553	1,255	403	299	553	1,255
Animal Husbandry.....	370	428	394	1,192	470	553	519	1,542
Dairy Husbandry.....	304	401	151	856	328	410	172	910
Veterinary.....	535	268	353	1,156	632	309	422	1,363
Poultry Husbandry.....	73	86	72	131	75	88	72	235
	18	63	15	96	18	63	15	96

TABLE VI—*Continued*
COMPARISON OF WEIGHTED AND UNWEIGHTED STUDENT CREDIT
HOURS FOR 1924-25

	Student Credit Hours				Student Credit Hours Weighted			
	Fall	Winter	Spring	Total	Fall	Winter	Spring	Total
Bee Culture	51	51	108	210	51	51	108	210
Entomology	310	274	139	723	385	349	187	921
Forestry	1,002	1,006	810	2,818	1,031	1,037	1,041	3,109
Home Economics	2,259	2,269	2,328	6,856	2,335	2,415	2,518	7,268
Horticulture	281	209	194	684	312	242	211	765
Plant Pathology and Botany	393	361	318	1,072	494	461	416	1,371
Rhetoric	892	838	667	2,397	892	838	667	2,397
Soils	227	38	192	457	293	53	207	553
LAW SCHOOL	3,664	....	3,665	7,229	4,306	....	4,167	8,473
MEDICAL SCHOOL								
Anatomy	2,542	2,224	2,444	7,210	2,748	2,305	2,830	7,883
Bacteriology	2,124	793	928	3,845	2,238	843	994	4,075
Pathology	1,249	1,166	1,243	3,658	1,331	1,171	1,250	3,752
Pharmacology	543	1,065	827	2,435	643	1,144	962	2,749
Physiology	2,385	2,727	1,528	6,640	2,596	3,095	1,729	7,520
Preventive Medicine and Public Health	493	480	808	1,781	506	484	845	1,835
Medicine	2,006	1,661	1,980	5,647	2,067	1,730	2,032	5,819
Obstetrics	853	637	144	1,634	880	665	157	1,702
Ophthalmology and Oto- Laryngology	308	116	67	491	313	126	80	519
Pediatrics	239	307	639	1,185	239	374	772	1,435
Surgery	2,040	1,325	1,012	4,377	2,114	1,404	1,054	4,572
Social Service	26	48	24	98	31	54	28	113
Nursing	1,877	2,962	2,324	7,163	1,877	2,962	2,324	7,163
COLLEGE OF DENTISTRY								
Oral Diagnosis	94	201	....	295	94	201	....	295
Oral Anatomy	246	237	240	723	246	237	240	723
Oral Surgery	292	400	198	890	292	400	198	890
Orthodontia	188	97	462	747	188	97	462	747
Operative	1,097	1,091	996	3,184	1,097	1,091	996	3,184
Crown and Bridge.....	518	602	911	2,031	518	602	911	2,031
Prosthesis	807	1,024	742	2,573	807	1,024	742	2,573
Oral Hygiene	298	104	336	738	298	104	336	738
Thesis and Seminar.....	....	95	192	287	....	95	192	287
SCHOOL OF CHEMISTRY								
Analytical Chemistry	495	511	301	1,307	512	516	316	1,344
Chemical Engineering	313	322	314	949	392	398	329	1,119
General Inorganic	6,087	4,796	3,483	14,366	6,100	4,811	3,496	14,407
Organic Chemistry	935	1,393	876	3,204	1,010	1,467	941	3,418
Physical Chemistry	625	568	308	1,501	637	580	320	1,537
Technological Chemistry ..	99	103	67	269	101	125	80	306
SCHOOL OF MINES*	1,163	1,284	1,326	3,773	1,337	1,454	1,511	4,302
COLLEGE OF PHARMACY	2,639	2,268	2,359	7,266	2,639	2,268	2,359	7,266

* All departments.

TABLE VI—*Continued*
 COMPARISON OF WEIGHTED AND UNWEIGHTED STUDENT CREDIT
 HOURS FOR 1924-25

	Student Credit Hours				Student Credit Hours Weighted			
	Fall	Winter	Spring	Total	Fall	Winter	Spring	Total
COLLEGE OF EDUCATION								
Agricultural Education....	182	237	247	666	182	259	265	706
Art Education	649	671	517	1,837	649	671	517	1,837
Educational Administration	686	1,034	1,045	2,765	788	1,180	1,180	3,148
Educational Psychology ...	1,999	939	1,122	4,060	2,282	1,037	1,250	4,569
History and Philosophy of Education	1,493	868	1,017	3,378	1,515	894	1,037	3,446
Theory and Practice of Teaching	918	1,254	1,167	3,329	939	1,272	1,160	3,371
Trade and Industrial Edu- cation	200	241	127	568	208	249	127	584
Public School Music.....	316	321	271	908	327	321	271	919
Home Economics Education	293	439	265	997	293	462	278	1,033
SCHOOL OF BUSINESS.....	9,462	8,971	8,785	27,218	10,093	9,672	9,248	29,013

TABLE VII
COMPARISON OF WEIGHTED TEACHING PERIODS FOR
1923-24 AND 1924-25

	Total Weighted Teaching Periods							
	1923-24				1924-25			
	Fall	Winter	Spring	Total	Fall	Winter	Spring	Total
SCIENCE, LITERATURE, AND THE ARTS								
Animal Biology	221	230	180	631	204	208	158	570
Anthropology	21	22	16	59	14	17	14	45
Astronomy	22	25	29	76	24	32	31	87
Botany	115	109	135	359	140	167	119	426
Comparative Literature	12	9	9	30	9	9	9	27
Comparative Philology	12	10	13	35	4	5	9	18
English	457	439	426	1,322	432	427	418	1,277
Geology	142	135	138	415	119	163	140	412
German	117	109	103	329	121	121	118	360
Greek	25	24	20	69	28	23	25	76
History	143	134	115	392	121	132	118	371
Journalism	24	34	26	84	32	47	25	104
Latin	33	33	28	94	38	38	28	84
Mathematics	114	114	110	338	112	112	101	325
Music	143	143	120	406	148	202	144	494
Philosophy	20	39	38	97	39	40	40	119
Physics	115	117	126	358	130	121	109	350
Political Science	101	83	91	275	91	91	99	281
Psychology	105	106	79	290	105	106	122	333
Romance Languages	311	312	308	931	282	284	277	1,124
Scandinavian	37	37	34	108	34	36	31	101
Sociology	121	118	129	368	142	132	151	425
Orientation .....	...	20	20	40	...	30	10	40
PHYSICAL EDUCATION								
For Men .....	...	...	...	...	22	24	23	69
For Women .....	...	...	...	...	26	30	29	85
ENGINEERING AND ARCHITECTURE								
Architecture	203	240	214	657	99	110	100	309
Civil Engineering	121	119	101	341	152	149	106	407
Electrical Engineering	114	134	116	364	173	229	110	512
Mechanical Engineering	185	227	226	638	180	197	225	602
Drawing and Descriptive Geometry	150	171	134	455	157	160	135	452
Mathematics and Mechanics...	237	237	225	699	235	230	228	693
AGRICULTURE, FORESTRY, AND HOME ECONOMICS								
Agricultural Biochemistry	65	54	64	183	33	50	70	153
Agricultural Economics	35	40	67	142	46	46	82	174
Agricultural Engineering	49	35	65	149	42	38	39	119
Agronomy and Farm Manage- ment	32	38	40	110	46	48	48	142
Animal Husbandry	33	26	28	87	32	24	30	86
Dairy Husbandry	19	18	25	62	21	15	34	70

TABLE VII—*Continued*
COMPARISON OF WEIGHTED TEACHING PERIODS FOR
1923-24 AND 1924-25

	Total Weighted Teaching Periods							
	1923-24				1924-25			
	Fall	Winter	Spring	Total	Fall	Winter	Spring	Total
Veterinary	12	13	13	38	12	10	6	28
Poultry Husbandry	3	7	5	15	3	7	3	13
Bee Culture	4	3	9	16	6	10	15	31
Entomology	60	31	62	153	60	57	38	155
Forestry	35	60	61	156	71	69	37	177
Home Economics	234	220	279	733	231	216	267	714
Horticulture	27	14	19	60	23	36	14	73
Plant Pathology and Botany...	35	30	35	100	49	39	23	111
Soils	3	8	9	20	15	13	9	37
Publications	3	...	...	...	...	...	...	...
Rhetoric .....	...	47	56	103	52	44	48	144
LAW SCHOOL	58	...	58	116	51	...	50	101
MEDICAL SCHOOL								
Anatomy	110	110	107	327	118	124	92	334
Bacteriology	93	64	58	215	77	44	36	157
Pathology	57	62	63	182	59	62	68	189
Pharmacology	26	48	57	131	39	22	45	106
Physiology	71	109	78	258	73	97	67	237
Preventive Medicine and Public Health	55	24	61	140	41	46	79	166
Medicine	181	151	94	426	179	69	149	397
Obstetrics	106	56	66	228	59	67	49	175
Ophthalmology and Oto- Laryngology	42	41	42	125	52	44	39	135
Pediatrics	20	49	33	102	91	51	85	227
Surgery	184	170	185	539	170	141	150	461
School of Nursing.....	474	714	516	1,704	318	357	496	1,171
Social Service .....	...	...	...	...	5	18	9	32
COLLEGE OF DENTISTRY								
Oral Diagnosis	1	3	..	4	26	25	..	51
Oral Anatomy	5	4	5	14	23	24	25	72
Oral Surgery	4	4	3	11	43	42	42	127
Orthodontia	5	5	11	21	19	19	38	76
Operative	21	19	17	57	99	93	104	296
Crown and Bridge.....	9	11	20	40	61	63	68	192
Prosthesis	11	8	13	32	81	82	76	239
Oral Hygiene	2	..	2	4	18	18	18	54
Thesis and Seminar.....	..	..	2	2	..	1	2	3
SCHOOL OF CHEMISTRY								
Analytical Chemistry	58	79	62	199	38	37	20	95
Chemical Engineering	32	22	35	89	35	39	40	114
General Inorganic Chemistry...	117	127	87	331	113	108	91	312
Organic Chemistry	56	97	94	247	46	69	60	175
Physical Chemistry	32	35	37	104	36	36	29	101
Technological Chemistry.....	18	29	28	75	28	39	29	96

TABLE VII—Continued
COMPARISON OF WEIGHTED TEACHING PERIODS FOR
1923-24 AND 1924-25

	Total Weighted Teaching Periods							
	1923-24				1924-25			
	Fall	Winter	Spring	Total	Fall	Winter	Spring	Total
SCHOOL OF MINES								
Metallurgy	25	34	47	106	...	...	...	...
Metallography	23	32	21	76	...	...	...	...
Mining	11	17	17	45	...	...	...	...
Mining Engineering	4	8	13	25	...	...	...	...
Mine Plant Mechanics.....	38	34	41	113	...	...	...	...
Total	101	125	139	365	109	142	147	398
COLLEGE OF PHARMACY.....	53	51	55	59	31	50	44	125
COLLEGE OF EDUCATION								
Agricultural Education	15	37	36	88	36	16	47	99
Art Education	59	102	92	253	61	72	84	217
Educational Administration....	23	38	13	74	24	33	30	87
Educational Psychology	32	30	31	93	41	39	32	112
History and Philosophy of Edu- cation	30	18	24	72	19	11	14	44
Theory and Practice of Teach- ing	63	49	41	153	37	43	43	123
Trade and Industrial Education	19	22	14	55	15	22	13	50
Public School Music.....	..	..	..	...	15	13	14	42
Home Economics Education...	..	70	31	101	23	111	15	149
SCHOOL OF BUSINESS.....	296	306	240	842	291	304	264	859

TABLE VIII
SUMMARY OF QUARTERLY DEPARTMENTAL REPORTS.
COMPARATIVE STUDY 1923-24 WITH 1924-25

	Weighted Student Credit Hours		Weighted Periods per Week per Teacher		Weighted Credit Hours per Week per Teacher		Salary Cost per Weighted Credit Hour	
	1924	1925	1924	1925	1924	1925	1924	1925
SCIENCE, LITERATURE, AND THE ARTS								
Animal Biology	9,940.0	10,344.0	15.0	14.4	240.6	262.6	4.22	4.14
Anthropology	1,019.2	554.0	9.8	13.4	169.8	164.4	5.66	10.74
Astronomy	1,500.0	1,446.0	12.6	14.5	250.0	241.0	4.28	4.44
Botany	5,007.0	6,502.0	11.9	12.4	166.9	189.0	5.89	5.44
Comparative Literature	647.0	702.0	10.0	9.0	215.6	234.0	6.56	6.05
Comparative Philology	204.0	128.0	11.6	6.0	68.0	42.7	20.71	31.25
English	38,469.0	39,881.0	10.2	10.4	300.0	324.7	2.74	2.47
Geology	5,173.0	7,286.0	14.8	13.3	184.7	235.1	5.85	4.74
German	6,686.0	6,960.0	12.1	12.2	246.7	235.5	3.18	3.28
Greek	830.4	879.0	16.4	16.5	197.7	191.0	5.23	4.78
History	21,072.0	19,929.0	9.5	8.8	512.2	474.5	2.12	2.25
Journalism	854.0	619.0	16.3	20.4	167.6	121.3	4.14	5.72
Latin	2,525.0	2,768.0	13.6	11.7	371.5	314.5	2.85	2.88
Mathematics	7,578.0	7,746.0	12.9	13.4	290.3	319.8	3.31	3.26
Music	4,818.0	4,694.0	12.9	14.8	153.4	141.4	6.27	7.59
Philosophy	4,601.0	5,084.0	9.7	10.3	406.1	442.1	2.65	2.59
Physics	7,881.0	6,360.0	9.4	9.9	207.4	179.6	5.26	6.50
Political Science	12,169.0	12,937.0	12.3	12.3	545.6	569.4	2.45	2.35
Psychology	6,634.0	10,574.0	10.0	10.1	297.3	322.3	3.26	2.82
Romance Languages..	17,057.0	18,149.0	13.9	13.6	254.6	277.4	3.43	3.29
Scandinavian	1,012.0	789.0	18.0	16.8	168.6	131.5	6.68	8.37
Sociology	11,559.0	13,166.0	12.1	13.2	382.7	377.5	2.54	2.76
ENGINEERING AND ARCHITECTURE								
Architecture	4,068.0	4,313.0	10.4	12.2	166.0	171.0	6.97	6.58
Civil Engineering.....	4,482.0	4,861.0	11.6	14.3	153.8	171.1	7.86	6.82
Electrical Engineering	5,600.0	6,068.0	13.0	17.4	200.0	209.0	5.52	5.14
Mechanical Engineer- ing	6,949.0	6,712.0	11.5	11.3	126.3	124.9	6.90	7.25
Drawing and Descrip- tive Geometry	4,725.0	4,977.0	10.9	10.7	113.8	118.5	7.11	6.79
Mathematics and Me- chanics	14,648.0	14,601.0	15.7	13.9	287.2	292.0	3.17	3.22
AGRICULTURE, FORESTRY, AND HOME ECONOMICS								
Agricultural Biochem- istry	2,698.0	2,396.0	8.8	8.0	130.3	125.5	6.54	6.94
Agricultural Econom- ics	4,167.0	4,309.0	10.5	10.9	314.0	271.8	2.82	3.66
Agricultural Engineer- ing	2,129.0	1,255.0	14.2	10.0	202.8	105.0	6.05	6.58
Agronomy and Farm Management	1,649.0	1,542.0	5.5	7.5	83.7	81.6	5.17	5.76

TABLE VIII—*Continued*
SUMMARY OF QUARTERLY DEPARTMENTAL REPORTS.
COMPARATIVE STUDY 1923-24 WITH 1924-25

	Weighted Student Credit Hours		Weighted Periods per Week per Teacher		Weighted Credit Hours per Week per Teacher		Salary Cost per Weighted Credit Hour	
	1924	1925	1924	1925	1924	1925	1924	1925
Animal Husbandry...	1,040.0	910.0	14.5	12.4	173.7	130.0	27.66	17.39
Dairy Husbandry.....	1,239.0	1,363.0	8.9	11.1	177.0	219.8	12.26	6.72
Veterinary	369.0	233.0	9.5	9.2	92.2	77.5	10.15	13.23
Poultry Husbandry...	129.0	96.0	16.4	30.2	143.3	274.4	27.62	12.23
Bee Culture	150.0	210.0	10.2	17.3	93.7	117.3	11.62	4.70
Entomology	1,292.0	921.0	19.2	28.2	161.5	167.4	5.16	6.39
Forestry	2,109.0	3,109.0	13.1	15.8	178.7	278.5	5.62	4.05
Home Economics.....	7,212.0	7,268.0	14.4	13.1	140.0	133.4	6.38	6.41
Horticulture	722.0	765.0	7.2	17.6	88.1	183.8	12.75	6.17
Plant Pathology and								
Botany	1,025.0	1,371.0	16.9	20.1	173.8	248.3	6.03	5.82
Rhetoric	1,884.0	2,397.0	13.3	12.4	244.6	206.4	2.94	3.44
Soils	353.0	553.0	13.2	12.0	235.3	184.3	4.77	5.43
LAW SCHOOL*	9,217.0	8,473.0	6.4	6.0	512.1	529.5	6.53	6.62
MEDICAL SCHOOL								
Anatomy	7,790.0	7,883.0	8.8	9.3	210.5	218.9	4.92	5.00
Bacteriology	3,700.0	4,075.0	6.5	4.9	113.1	128.3	6.19	5.85
Pathology	3,243.0	3,752.0	8.9	12.0	159.0	238.2	7.34	6.32
Pharmacology	2,470.0	2,749.0	13.5	10.1	254.6	261.8	5.17	4.51
Physiology	6,393.0	7,520.0	7.6	6.8	188.0	214.8	4.88	4.18
Preventive Medicine								
and Public Health..	1,728.0	1,835.0	14.6	16.9	161.9	187.2	7.67	7.19
Medicine	5,320.0	5,819.0	19.3	15.0	241.8	220.4	4.79	4.52
Obstetrics	2,174.0	1,702.0	20.5	16.2	195.8	158.0	5.74	7.42
Ophthalmology and								
Oto-Laryngology ...	680.0	519.0	21.8	19.5	119.2	72.7	8.69	12.02
Pediatrics	1,184.0	1,435.0	11.9	20.1	138.3	127.5	10.88	8.80
Surgery	4,702.0	4,572.0	27.7	18.8	242.3	186.6	4.73	4.93
Nursing	7,576.0	7,163.0	15.1	10.4	67.3	63.6	2.90	3.63
SCHOOL OF CHEMISTRY..	21,874.8	22,131.0	9.6	8.7	202.1	249.4	4.98	4.97
SCHOOL OF MINES.....	4,454.0	4,302.0	8.8	10.6	108.3	109.0	12.33	12.81
COLLEGE OF PHARMACY..	5,840.0	7,266.0	5.8	4.5	214.6	254.9	5.50	4.47
COLLEGE OF EDUCATION								
Agricultural Education	617.0	706.0	9.4	11.5	63.8	81.9	...	...
Art Education	1,960.0	1,837.0	21.8	22.7	170.5	192.1	3.71	4.28
Educational Adminis-								
tration	3,029.0	3,148.0	6.1	6.9	252.4	251.6	4.54	4.42
Educational Psychology	2,606.0	4,569.0	6.8	8.6	207.8	352.8	4.34	2.56
History and Philosophy								
of Education	3,019.0	3,446.0	7.8	7.1	328.1	562.1	2.91	2.39
Theory and Practice of								
Teaching	3,055.0	3,371.0	12.5	12.5	250.4	343.1	5.32	4.63
Trade and Industrial								
Education	670.0	584.0	9.3	10.0	113.5	116.3	10.22	11.73
SCHOOL OF BUSINESS....	29,285.0	29,013.0	8.4	9.3	294.0	328.7	3.04	3.07

* Semester hours.