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**Report of  
The Registrar of the University  
1930-1931**

**Reprinted from the President's Report,  
University of Michigan, 1930-1931**

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## THE REGISTRAR OF THE UNIVERSITY

*To the President of the University:*

SIR—I have the honor to present the report of the Registrar for the year 1930-1931.

### ADMISSIONS

*University legislation.*—In December, 1929, the Board of Regents approved the following changes in admission requirements for the Colleges of Engineering and Architecture, as recommended by the Faculty, effective beginning with the year 1930-1931:

Manual training was removed from Group II, and botany, zoology, biology, and additional history were added to that list. The list from which one and one-half or two units should be offered will thus include the following: trigonometry, one-half unit; chemistry, one unit; botany, one unit; zoology, one unit; biology (combination of botany and zoology, one-half unit each), one unit; foreign language (in addition to that in Group I), one or more units; history (in addition to that in Group I), one or more units. For architects, free-hand drawing may be included in Group II.

In April, 1931, the Board also approved the following recommendations of the Faculty of the College of Literature, Science, and the Arts with respect to admission requirements:

That the following be added to List A in the statement of requirements for admission to the College of Literature, Science, and the Arts—

One-half unit in American history and one-half unit in government (community or vocational civics may be recognized only in List B) when in combination with each other and when taken in the junior or senior high school year.

One-half or one unit in government (community or vocational civics may be recognized only in List B) when taken in the junior or senior high school year. The total credit in government and civics shall not exceed one full unit.

*Admission of freshmen from secondary schools.*—During the past year no radical changes have been made in the application blank or in the admission procedure. Possibly high school principals and teachers have been consulted with greater frequency in doubtful cases, and their co-operation and assistance in the fair adjustment of such cases has been most gratifying.

*Enrollment statistics.*—For the first semester of 1930-1931, 1,581 permits were issued to students entering directly from secondary schools, 1,133 to men and 448 to women. Of this number 1,333 actually registered, 949 men and 384 women. This was a decrease of 201 over 1929, when 1,134 men and 400 women registered for the first semester. This decrease was distributed over all of the schools and colleges of the University but it was confined largely to the men, the women maintaining practically the same number.

For the past several years, with the exception of 1929-1930, there has been a slight decrease each year in the freshman class. It is believed that this is explained in part, at least, by the fact that the junior colleges of the State have shown an increased enrollment, and by the fact that the great rush to college which started soon after the war seemed to have reached its peak three or four years ago. For complete enrollment figures of the freshman class, including the first and second semesters, see the statistical table on page 39 of this report.

*Geographical distribution.*—In the freshman class of 1930-1931, 40 states, the District of Columbia, Canada, Bolivia, Hungary, the Irish Free State, Japan, Persia, Peru, and the Philippine Islands were represented, 789 or 56.8 per cent of the class entering from the State of Michigan. For the exact geographical distribution of the freshman class in the United States, see the map on page 34 of this report. This distribution is quite comparable to that of recent years, the only noticeable difference from the geographical distribution of 1929 being an increase in students from Illinois and a decrease in students from New York and Ohio.

*Number of students per secondary school.*—Six hundred and six secondary schools (108 located in Michigan) were represented by the freshmen who entered for the first semester of 1930-1931. Schools represented by only 1 student numbered 396, while each of 96 schools were represented by only 2 students. The largest delegation, which numbered 80, entered from the Ann Arbor High School.

One hundred and seventy-five students, or 13½ per cent of the freshman class, entered the first semester from private schools. This was an increase of 3 per cent over that of 1929.

*Entrance deficiencies.*—There was a very marked decrease in the number of freshmen admitted with deficiencies, 96 in 1930 against 235 in 1929. While this decrease in entrance deficiencies was distributed over all of the schools and colleges of the University, it was particularly noticeable in the Colleges of Engineering and Architecture. This was no doubt due in part to the fact that the Faculties of the Colleges of Engineering and Architecture modified somewhat the special group requirement for admission to those colleges. For detailed information concerning freshmen admitted with deficiencies, see statistical tables on pages 39-40 of this report.

*Co-operation with the Orientation Period Committee.*—This year the name of Freshman Week was changed to that of Orientation Period, and the new transferring students to the undergraduate schools and colleges were included in a great many of the activities. The program was similar to that of previous years. The freshman groups were made a uniform size for both men and women and did not exceed twenty. There were fifty-eight advisers for men and twenty-two for women. The new transferring students were not separated into groups by men and women and any one group could number as many as thirty. There were thirty advisers for the new students transferring from other colleges and universities.

*Co-operation with Michigan Education Association.*—By action of the State Board of Education, all of the four Michigan state teachers' colleges have adopted the entrance requirements of the College of Literature, Science, and the Arts of the University of Michigan. This new rule became operative in September, 1928. Any change in the entrance requirements of the College of Literature, Science, and the Arts will automatically change the admission requirements of the four State teachers' colleges. Therefore, on account of the far-reaching effects, it would be desirable to give matters pertaining to admission most careful consideration before making any changes.

The Registrar has served during the year as a member of the Committee on Articulation of the Michigan Education Association. This committee consists of representatives of the different departments of our public school system in Michigan. The purpose of the committee is to study ways and means of securing better articulation and correlation, especially between the secondary schools and the University of Michigan and the teachers' colleges of the State.

On Tuesday, November 25, 1930, the Committee on Articulation of the Michigan Education Association was invited to Ann Arbor for a joint conference with a committee on entrance requirements of the College of Engineering. At this meeting a report was presented of a study of the entrance requirements of the College of Engineering, a survey of the curricula of the Ann Arbor public schools and of the North Central Association of Secondary Schools.

On Saturday, February 21, 1931, another joint meeting was held in Ann Arbor upon the invitation of Dean John R. Effinger of the College of Literature, Science, and the Arts. At this meeting representatives of the liberal arts colleges of the State were present for consideration of the newly proposed college entrance requirements formulated by the Committee on Articulation. The time was spent in discussion only. No motions were made and no resolutions passed.

These joint meetings have shown the necessity of careful, co-operative work to bring about a satisfactory solution of the problem of college entrance requirements. Time should be given for the educational process pertaining to changes in entrance requirements actively started this year to continue and ripen into joint action mutually satisfactory to all concerned.

It has been found that there is a kindly feeling between the institutions of higher learning and the secondary schools; yet I feel that we should be very careful in the formulation of our programs of procedure relating to changes in admission requirements, since many times attitudes are misrepresented and what is an innocent undertaking on the part of the University is interpreted by some high school men and the public as mere propaganda.

*Co-operation with secondary schools.*—As early as December, 1925, the Michigan High School Principals' Association passed resolutions leading to the appointment of a committee of that association to work with the University in the selection of candidates most desirable for college entrance and suggested that such candidates can best be selected through a close co-operation between principals and college officials. Such a committee of

principals has now been in existence continuously since December, 1925, and has co-operated with the University in working out a modification of our system of admissions, not from any change of academic standards from the scholastic standpoint, but rather by seeking to understand better the personalities and capabilities of the candidates for admission to the University:

This sympathetic co-operation on the part of the high school principals of the State has enabled us to make a more careful selection of students than would be possible without such co-operation.

With this co-operation from the principals, many candidates whose qualifications for admission are questionable are advised by the principals to go elsewhere to schools more suitable to their needs.

I am convinced that the better high school principals of the State are as anxious to prepare students thoroughly and adequately for colleges as the college officials are to receive only adequately prepared students. If this conviction is well grounded then we can best attain our goal by a close co-operation with the principals of the State. We have been working out ways and means for such co-operation. One of our plans is to keep the principals promptly informed of what their students are doing and of what we expect of the incoming students.

For the past several years we have sponsored meetings to which the high school principals of the State and representatives of the higher institutions of learning have been invited. Such meetings will be continued for the discussion of problems relating to entrance requirements, standards, correlation of high school courses and University courses, and other problems which are mutually interesting and vital. I believe there is a great need for close co-operation between the University and secondary schools. It is probably natural for the secondary schools to place some blame upon the University, and likewise the University sometimes places blame upon the secondary schools. Each group has problems, and a closer contact with each other will help to solve them.

Early in February, 1931, a letter was mailed to all of the high school principals in Michigan, seeking their opinions relative to a state-wide testing program for high school seniors. The consensus of opinion as expressed in the replies from the principals indicated a desire and willingness to co-operate in such an undertaking when the time seems appropriate for such action.

The test scores on Orientation Period examinations were again mailed to all of the high school principals sending freshmen to the University in September, 1930. Many letters of appreciation were received from the principals acknowledging the receipt of the reports and commenting on the results, thus indicating their interest.

At the end of the first semester, the grades of all freshmen were mailed as usual to the high school principals. We also sent to the principals the grade point averages for all students enrolled in courses normally pursued by freshmen. This was in accordance with the following regulation of the North Central Association of Colleges and Secondary Schools, adopted at the annual meeting in March, 1930:

"That each higher institution member of the Association should send to each secondary school member at the end of the first term or semester of each academic year a transcript of record of each freshman who entered from the secondary school member concerned; each third year a duplicate of each transcript sent to each secondary school member should be sent to the Association; each transcript of record and its duplicate should show the courses pursued, the credit earned in each course in term or semester hours, the grades received, and the average grade of all students in each course pursued; each third year the Association should send to each secondary school member a tabular report showing the relative degree of success of students from all secondary school members in all higher institution members, and that when this tabulation is made it shall be so arranged as to reflect the practices and procedure of the colleges in the administration of students as well as those of the secondary schools."

The service of reporting freshman grades to the principals has been extended by the University for many years but this was the first year for sending the average grades in freshman courses.

*Principal-Student Conferences.*—As a part of the general plan of cooperation between the University and the high schools of the State, we again invited all of the high school principals sending us students to come to Ann Arbor to interview and confer with their students.

Fifty-two superintendents, principals, and teachers arrived early in the morning of December 5, 1930, to confer with their graduates registered in the University as freshmen. They represented 30 Michigan high schools, 1 Michigan junior college, and 1 Ohio high school. There were 424 students from these schools to be interviewed. This included 22 upperclassmen who had transferred to the University from Flint Junior College. Some of the conferences began at nine, but most of them at ten o'clock in the morning.

A number of the principals commented (on the day and by letter later) that the schedule of the day's activities ran unusually well. This was without doubt due to the fact that definite appointments, fifteen minutes apart, were made with the students. The appointments were promptly kept and the principals were not kept waiting for the interviews. No appointment was scheduled later than at 11:45 so that by 12:00 the offices were clear and the guests were free to go to the Union for the luncheon which was served on the terrace at 12:15. Thirty-five University officials also attended the luncheon.

Instead of having the students obtain their grades from the professors on forms furnished by the Registrar's Office, as in previous years, use was made of the set-up for the Counselor to New Students, Mr. Philip E. Bursley. He interviewed each one of the freshmen who was to come for a conference with his principal and gave him slips to be filled out by his instructors. The instructors returned the slips to Mr. Bursley, indicating on them the grades the student had made so far and the probable causes of poor grades. As these reports were for Mr. Bursley's permanent files, photostatic copies were made and given to the principals to keep.

Upperclassmen were invited through the Daily Official Bulletin notices to stop in to see their former principals. The invitation was also extended to freshman instructors of students scheduled for the conferences. A num-

ber of advanced students called, but the instructors did not respond to the invitation.

In addition to the principals who were here December 5, seven others called December 4 to 11 and appointments were made with their students in the same manner as for those who conferred December 5.

This was our fourth year with this plan. Many of the students indicated that they consider the conferences a benefit as well as a pleasure. The principals also indicated that they regarded these meetings in the same light and that, quite aside from the personal satisfaction they have experienced in offering encouragement and counsel to their former students, they have acquired considerable information which will prove valuable in preparing future students for a happier and more successful transition from the high school to the University.

Quotation from a letter received from one of the principals: "Let me repeat that I enjoyed the conference this year more than either of the other two. I feel that we are beginning to get some real results from the plan." Another principal said that since talking to his students he planned to try to make some changes in the French instruction in his school so as to include more conversation. His freshmen in the University felt the lack of it.

Next year we plan to set aside one day and invite the principals to come at that time instead of leaving the date optional. If any principal cannot come then, appointments will be made for him when he can come, but we shall try to get all the principals here on the same day. It is more enjoyable for the principals to be here when others are here and much easier for the Office to have all appointments on one day.

Many personal contacts have been made during the year with the high school principals of the State. In the autumn the Registrar received a communication from the chairman of the Committee on College Entrance and Secondary Schools of the Progressive Education Association concerning a new plan of admission to the College of Literature, Science, and the Arts for exceptionally good students. This plan was submitted to the Dean's Advisory Committee for suggestions as to a satisfactory reply. The Advisory Committee discussed the matter and everyone was willing to consider arrangements by which possibly from a few secondary schools students who have not followed the usual course of college preparation might be admitted to college for the purpose of experimental study of the problem. It was the general feeling that we should help in any well-organized experimentation and that we should be willing to consider any such experimental case which might be proposed on its merits. I concur in the hope of the Committee on College Entrance and Secondary Schools that "within a reasonable time, the relationship which now exists between secondary schools and colleges may be sufficiently changed so that at least the more obvious obstacles to a more progressive type of secondary education may be removed."

During the past year the Registrar has visited high schools and colleges and has taken part in educational conferences, which served to keep him in touch with advanced educational developments throughout the country. These included the following trips: Chicago, Illinois, to attend the annual Institute

for College Administrators, July 14-18, 1930; Marquette, to attend the Seventh District Meeting of the Michigan Education Association, October 2-4, 1930; Sault Ste Marie (High School and Loretto Academy), Pickford, and Bay City (St. Stanislaus High School), to inspect high schools, October 5-9, 1930; Royal Oak, to attend the autumn meeting of the Southeastern Michigan Round Table Club, October 17, 1930; Lansing, to attend the Third District Institute of the Michigan Education Association and to address the high school section, October 27-28, 1930; Lansing, to address Eastern High School seniors, November 14, 1930; Lansing, to attend the annual meeting of the Department of High School Principals of the Michigan Education Association, December 11-12, 1930; Grosse Pointe, to attend the mid-year meeting of the Southeastern Michigan Round Table Club, February 13, 1931; Detroit, to attend the annual meetings of the Departments of Superintendence and Principals of the National Education Association; also to attend the annual meeting of the Progressive Education Association and a national meeting of the American Association of Collegiate Registrars and deliver an address on "The Registrar and High School Principals," February 19-23, 1931; Chicago, Illinois, to attend the annual meeting of the North Central Association of Colleges and Secondary Schools and to make a committee report, March 16-21, 1931; Lansing, to attend the annual meeting of the general assembly of the Michigan Education Association, March 26-28, 1931; Rochester, to address high school seniors and Clawson to inspect the high school, April 9, 1931; Buffalo, New York, to attend the Nineteenth Annual Convention of the American Association of Collegiate Registrars, April 20-24, 1931; Detroit, to deliver the Commencement address of the Detroit Institute of Technology, June 18, 1931.

The Registrar also inspected the State Teachers College at Superior, Wisconsin, and the Eveleth Junior College, Eveleth, Minnesota, for the Commission on Higher Institutions of the North Central Association on March 2-5, 1931.

Other members of the staff, namely, Dr. Rich, Miss Lawrie, and Miss Kaufmann, accompanied the Registrar to the meetings of the American Association of Collegiate Registrars held in Detroit in February. Dr. Rich, Mrs. Goodale, and Miss Sproat, all on our staff, accompanied the Registrar to the annual meeting of the Registrars in Buffalo.

*General correspondence.*—Throughout the year the daily mail which is addressed to the Registrar and also that which is referred to him from the Business Office contains innumerable and diversified inquiries from prospective students and school officials. For the most part they are concerned with admission requirements and procedure and course offerings in the various divisions, and printed information can be sent in reply in the form of University official publications. Each inquiry is answered by an individually typed and signed letter and those which are accompanied by bulletins or announcements are mailed in duplex envelopes. Through the splendid cooperation of the Dictaphone Station, where the letters are typed, it is usually possible to send the answer the afternoon of the day the inquiry is received or the following day. In many cases this reply establishes the University's



first contact with the inquirer and it is important that he be sent a prompt response as well as a fully informative one. It is particularly desirable for him to receive the impression that further communications from him will receive prompt attention and sympathetic consideration by the campus offices. The Registrar is often in position to be of service to the inquirer in referring him to sources of requested information outside the University or to other institutions giving instruction in the field of his interest which the University of Michigan cannot offer him. There are times, however, when called upon "to send free information concerning the Middle Ages" or "to answer this letter in Spanish," at which the Registrar feels that some requests fall considerably outside the scope of his duties.

Through the general correspondence a prospective student from another college or university is instructed to arrange his admission with the dean of the division which he wishes to enter, and no attempt is made to give him any but general information concerning his transfer. A large number of college credentials do reach this office, however, and must be sent on through the campus mail to the appropriate deans for evaluation. A memorandum is kept in the current files of each credential which is forwarded and these data often are very useful for reference if a question arises concerning the arrival or disposition of an official transcript.

*Vouchers audited.*—Each month the vouchers under which the University funds are expended are audited in the Registrar's Office. The process of auditing consists of the initialing of each voucher and its comparison with the typed abstract. The vouchers have all been assembled, with the necessary signatures attached, and the abstract has been prepared in the Business Office. When the initialing has been completed by the Registrar's assistant, the vouchers are checked against the abstract with a representative from the Business Office. Inasmuch as the initials which appear on the vouchers have no significance, possibly a more efficient method of auditing could be arranged whereby it would not be necessary for the books to be carried to the Registrar's Office. If the initialing could be dispensed with, the comparison with the abstract, which seems to be the really important step and which takes but a few hours, could be made in the Business Office each month by the same persons who are now doing it in the Registrar's Office. It is undoubtedly a disadvantage for the vouchers to be out of the Business Office during the weeks when they are being initialed and so this suggestion is made, not with the idea of relieving the Registrar of this duty, but of effecting a saving of time for both offices.

*Co-operation with Michigan Schoolmasters' Club.*—The Executive Committee of the Michigan Schoolmasters' Club requested the Registrar to arrange for an informal meeting of superintendents, principals, teachers, and freshman instructors in colleges and universities on Thursday evening of the week of the annual meeting of the Club. The meetings were held in the Michigan League Building on Thursday evening, April 30, 1931. Through the kindness of the senior class of the Ann Arbor High School a play, "The Charm School," directed by Miss Berenice Hannan, was presented by the high school pupils. About 725 tickets were distributed for

this play to members of faculties of seventeen colleges and to a large number of high school principals. Immediately after the play five groups (English, Mathematics, Foreign Languages, Social Sciences, Laboratory Sciences) met for discussions relating to the causes of the lack of articulation between the senior year of the high school and the freshman year of college. These informal discussion group meetings and the social hour which followed provided excellent opportunities for members of the Faculties of the University to become better acquainted with superintendents, principals, high school teachers, and members of other college faculties in Michigan. We have received letters and favorable comments from persons who attended, indicating that there is a place for such a meeting on the program of the Schoolmasters' Club.

*Co-operation with the Committee on Honors Convocation.*—The Registrar has continued to serve as a member of the Committee on Honors Convocation and this office again prepared all of the material for the program of the Eighth Annual Honors Convocation, which was held at 11:00 A.M., Friday, May 1, 1931, in Hill Auditorium, with Dr. James R. Angell, President of Yale University, giving the convocation address.

The Honors Convocation program includes all seniors who rank in the highest 10 per cent of the class and all freshmen and sophomores with at least one-half "A" and one-half "B" records; also holders of fellowships and scholarships in the Graduate School; recipients of special scholarship awards; and newly elected members of honor societies.

The Registrar's Office looked after the preparation and printing of the program; printing and distribution of invitations; attendant arrangements for the use of the Auditorium, including the ushering and arrangement of the seating of Faculty members on the stage platform; and the publicity connected with the convocation.

Considerable time and effort was spent this year in compiling a complete office file of all of the special awards respecting prizes and scholarships. It is very difficult to assemble all of the necessary information. At the present time certain facts on prizes and scholarships can be gleaned from the latest *Financial Report*; some from the *Regents' Proceedings* published subsequent to that *Financial Report*; some from the announcements of the several divisions of the University; and some by watching the Daily Official Bulletin throughout the year; but complete information covering the awards being offered on the campus can be secured only by a canvass of the various administrative and departmental offices.

Whether it would be desirable to establish a central office where all applications should be filed (as is now the case for loan funds), I do not know; but there does seem a real need for the concentration in some one office of all information regarding prizes and scholarships. This office has done something toward such a centralization, but has not had the time to make a thorough collection of facts and to repeat the process annually, and it has made no attempt whatever to develop the bureau of information that is needed.

## RECORDING DIVISION

The entire responsibility for the operation of the Recorder's Division of the Registrar's Office was in the hands of the Registrar for the first time this year (1930-1931). Prior to this year, expenditures for the Recorder's Division were taken care of through the Literary Administration budget.

Through the painstaking, conscientious, and effective work of Dr. Rich and all of the staff members in the Recorder's Division, the work so well started last year has been brought forward this year beyond the experimental stage and plans are now working effectively as originally announced in our report of last year. It is a regular thing now for the students to receive complete statements of their entire records during the latter part of the summer before registration for the autumn semester. This service has been made possible only because of the adoption of the "B-W" process of making copies of the records. In addition to furnishing each student with a copy of his record, we are also furnishing University officials with duplicate copies of the records. For 1931-1932, provision has been made for the Dean of Women to be supplied with complete duplicate records of all women students in the College of Literature, Science, and the Arts and the School of Music. In addition to the above, duplicate copies of scholastic records of all women students residing in Mosher-Jordan Halls are furnished to the Director.

I wish here again to express the hope that the day is not far distant when complete centralization of scholastic records will be an accomplished fact. Duplicates can be furnished in accordance with the plan now in force in the School of Music explained in the following paragraphs.

*School of Music records.*—Admissions of students entering the School of Music from a high school are approved by the Registrar, while credits of students transferring from other colleges are adjusted by the Director of the School of Music. Permits to enter the freshman class are issued in triplicate by the Registrar, and copies of the permit are sent to the student, to the Director of the School of Music, and to the Recording Division. The original application blanks of all freshmen are retained in the Admissions Division.

Applications for admission to advanced standing are adjusted by the Director of Music who retains the original transcripts in his office and sends a copy of the permit to register to the student and one to the Registrar's Office. These permits for advanced standing students include not only lists of credits allowed outright but also a list of tentative credits in practical music courses, which credits are to be validated by subsequent examinations before a jury composed of members of the School of Music Faculty. It is from these permits to register that the permanent records are made. A typical record is shown on page 14. These permanent records or master sheets are made on tracing cloth (we use Dietzgen's White Pencil Cloth No. 138), size 11" x 14". They are then kept in loose-leaf binders (we use Kalamazoo Binders, style H). For convenience in handling and recording, approximately 400 master sheet records are kept in each binder.

The master sheet is prepared by having the necessary printing on the reverse side (glazed surface) so that it will not be affected by any erasures of entries on the face of the sheet. Inasmuch as the face of the sheet is the dull surface, it takes the Higgins Eternal ink better than the glazed surface.

The use of tracing cloth records makes it very convenient to reproduce in the form of a Black-and-White print. These prints are made for five different purposes, namely:

1. Official transcript, when bearing the University seal and an official signature
2. Transcript for the Director of the School of Music
3. Transcript for the student
4. Transcript for the Dean of Women (for all women students only)
5. Transcript for the Faculty adviser or other University official who may need such a record

*Supplementary record.*—It was soon found that a supplementary record for music students would be very helpful. Such a record blank has been worked out as shown on page 15. It will be observed that this supplementary report gives much additional information about individual records in practical music courses, which are usually private lesson courses.

There are three different types of work done in private lessons as follows:

1. Work memorized, designated by one star (\*)
2. Work memorized and played in studio class, designated by two stars (\*\*)
3. Work memorized and played in student's recital, designated by three stars (\*\*\*)

For example, Piano (second semester, 1929-1930) two hours of credit with grade of "C" is further explained on the supplementary record. The scholastic master record and the supplementary record are printed so that when placed in the binder the entire record is visible. This makes it possible to get a full statement concerning any single course relative to individual work done in that course, and also grade secured, without the necessity of turning a page.

This supplementary record in connection with the master sheet record is meeting the demand for information required on transcripts very satisfactorily. It leaves very little ground for misinterpretation of a transcript of record.

During the latter part of the semester, after all changes of elections have been adjusted, the master sheet is posted to show the course elections for the semester including the subject, title of the course, and credit hours, thus leaving only the grades to be posted when the final grades are reported in by the instructors. Faculty action taken after report of grades is also posted at that time. The supplementary record is not posted until the end of each semester when all final reports are submitted to the Registrar's Office.

NAME AND HOME ADDRESS OF ALBRIGHT OR GUARDIAN

Mr. A. M. Doe  
1931 E. 70th Street  
Cleveland, Ohio

John Henry Doe  
1931 E. 90th Street  
Cleveland, Ohio

NAME AND HOME ADDRESS OF STUDENT

UNIVERSITY OF MICHIGAN SCHOOL OF MUSIC

NAME John Henry DOE

COURSE	GRADUATED	SECRET	COURSE AND SEMESTER	TOTAL			COURSE AND SEMESTER	TOTAL			
				HRS	CR	PTS		HRS	CR	PTS	
1928						34.34				102.175	
1. DIBLIGUE ON ADV. STANDING EXAMINATION FROM Watkins University		MAJOR	Advanced Standing 1st Sem. 1928-1929				(Counted from Other Col.) 2nd Sem. 1930-1931				
		MINOR	Piano				Piano			4	
			Piano	3	A	9	Analysis		B162	2	
			Harmony	3	B	6	Anthro.-Introd			3	
			Ear Training	2	A	6	Cl. Arch.-Mem. Hist. Recs		122	3	
			Hist. of Music	3	B	6	Phil.-Prob. & Prin		31	3	
			Total	11		27.45	Phil.-Introd. to Logic		33	3	
			2nd Sem. 1928-1929								
			Piano	2	A	9					
			Harmony	3	A	9					
			Ear Training	2	A	6					
			Hist. of Music	3	B	6					
			Total	11		30.56					
			1st Sem. 1929-1930								
			Piano	5	A	10					
			Harmony	3	B	4					
			Keyboard Harmony	3	A	3					
			Dictation	3	A	6					
			Counterpoint	3	B	2					
			Character Music	3	B	2					
			Piano Methods	3	B	2					
			Total	16		31.72				122	
			2nd Sem. 1929-1930								
			Piano	5	A	15					
			Harmony	3	A	2					
			Keyboard Harmony	3	B	1					
			Dictation	3	B	2					
			Counterpoint	3	B	2					
			Character Music	3	B	2					
			Chamber Music	3	B	2					
			Total	14		28.86				150	
			Summer Session 1930								
			Piano	2	A	6					
			Analysis of Form		B161	2					
			Symphonic Lit.		B112	2					
			Engl.-Introd. to Engl. Lit.		315	2					
			Total	6		6.92				156	
			1st Sem. 1930-1931								
			Piano	4	A	12					
			Symphonic Literature		B111	2					
			Sociology-Principles		51	3					
			Hygiene - Hyg. & Pub. Health		101	3					
			Phys. Educ.			2					
			Total	10		19.102				175	
			REMARKS	Graduation rec'd. on 3/31 Aug. 1930 Probation			FACULTY ACTION			TRANSCRIPTS	
				Feb. 1931 Probation raised			DATE			WHERE SENT	
							6-16-30			Univ. of Minnesota	
			GROUP I	4	6	12					
			GROUP II	16	22						
			GROUP III	30	2						
			GRAND TOTAL	34	56	92					
			DATE OF BIRTH	March 7, 1908			LEFT:			RETURNED:	

UNIVERSITY OF MICHIGAN SCHOOL OF MUSIC		MEMORIZED ***	AND PLAYED IN STUDIO CLASS ***	PUPIL'S REGISTRATION ***	NAME	
					John Henry DOE	
1st sem 1928-1929			2nd sem 1929-1930			
COURSE <u>Piano</u> INSTRUCTOR <u>Rhead</u>		COURSE <u>Piano</u> INSTRUCTOR <u>Lockwood</u>		COURSE _____ INSTRUCTOR _____		
COMPOSER		COMPOSER		COMPOSER		
COMPOSITION		COMPOSITION		COMPOSITION		
Bach	Prelude and Fugue #3	Brahms	Exercises Vol II (Five)			
Brahms	Capriccio Opus #2		Opus 24 Ist 6 Variations			
Chopin	Nocturne C Major	Sacarlatti	Sonata in D Major			
Beethoven	Thirly Two Variations	Liszt	Sposalizio			
Debussy	Reflets dans l'eau	Mermann	Singing Fountain			
Bach-Ladwig	Toccata and Fugue in D Minor	Ravel	La Vallée des cloches			
Chopin	Scherzo C# Minor	Mozart	Concerto in D Minor			
Tschann-Strudel		Bach	Prelude E# Minor			
			Fugue E# Minor			
REMARKS:		REMARKS:		REMARKS:		
HOURS CREDIT <u>3</u> MARK <u>A</u> GRADE <u>II</u>		HOURS CREDIT <u>5</u> MARK <u>A</u> GRADE <u>III</u>		HOURS CREDIT _____ MARK _____ GRADE _____		
2nd sem 1928-1929			Summer Sess 1930			
COURSE <u>Piano</u> INSTRUCTOR <u>Rhead</u>		COURSE <u>Piano</u> INSTRUCTOR <u>Ohlberg</u>		COURSE _____ INSTRUCTOR _____		
COMPOSER		COMPOSER		COMPOSER		
COMPOSITION		COMPOSITION		COMPOSITION		
Haydn	Andante and Variations	Chopin	Concerto in E Minor			
Beethoven	Sonata Opus #23	Ravel	Oiseaux Tristes			
Liszt	Italian Sonata	Romane-Godeck	Elegie			
Debussy	Mazurka	Brahms	B Minor Capriccio			
REMARKS:		REMARKS:		REMARKS:		
HOURS CREDIT <u>3</u> MARK <u>A</u> GRADE <u>II</u>		HOURS CREDIT <u>2</u> MARK <u>A</u> GRADE <u>IV</u>		HOURS CREDIT _____ MARK _____ GRADE _____		
1st sem 1929-1930			1st sem 1930-1931			
COURSE <u>Piano</u> INSTRUCTOR <u>Lockwood</u>		COURSE <u>Piano</u> INSTRUCTOR <u>Ohlberg</u>		GRADUATION REGISTRATION: <u>January 30 - 1931</u>		
COMPOSER		COMPOSER		COMPOSER		
COMPOSITION		COMPOSITION		COMPOSITION		
Bach	Prelude and Fugue F Minor	Bach	Prelude and Fugue C# Minor	Bach	Prelude in C Major	
Chopin	Fugue A Minor	Chopin	Scherzo Opus 27		Prelude in E# Minor	
	Fugue F Major	Mozart	Fury Tale Opus 26 No. I	Chopin	Prelude in C# Minor	
	Fugue E Major	Sacarlatti	Etude Opus 8 No. 2	Mermann	Singing Fountain	
Debussy	Prelude I	Ravel	Oiseaux Tristes	Berchius	Sposalizio	
Beethoven	Sonata Appassionata			Liszt		
Brahms	Intermezzo			Mozart	Fury Tale Opus 26 No. I	
Celisse	Prelude C Minor			Brahms	Capriccio Opus 26	
REMARKS:		REMARKS:		REMARKS:		
HOURS CREDIT <u>5</u> MARK <u>B</u> GRADE <u>III</u>		HOURS CREDIT <u>4</u> MARK <u>A</u> GRADE <u>IV</u>		HOURS CREDIT _____ MARK _____ GRADE _____		

SUPPLEMENTARY RECORD

*Graduation.*—The Registrar's Office checks all records of candidates for the degrees in Music to see if all requirements have been satisfied. The Musical Director reviews each case and approves it for final certification. The approved list of candidates is then transmitted to the Regents by the Registrar's Office. In a somewhat similar way this office prepares the lists of candidates for degrees in the College of Literature, Science, and the Arts; these lists, after approval by the Dean of that college, are transmitted to the Regents by the Registrar's Office.

*Transcripts.*—During this year, 6,110 official transcripts were sent out, an increase of 526 over the preceding year. (This number includes only "official" transcripts, i. e., only those bearing the University seal and an official signature. It does not include the thousands of unsigned, unsealed, B-W prints given to students, to the Musical Director, to the Dean of Women, to various advisers, house groups, etc.)

There is an ever-increasing demand by high schools and private schools for records of their graduates; by employers; by graduate and professional schools; and by practically all employers of teachers. The result is that statements, certificates, and transcripts are in greater demand each year.

Transcripts of records of matriculated students in residence prior to the fall of 1924, as well as those of students enrolled in summer sessions and in the Extension Division, must be typed. The change in style of permanent cardboard record card, made in 1924 and used until 1929, permits the making of photostatic copies (the work being done at the photostat rooms in the General Library) thus reducing the cost of reproduction. In 1929 another change was made, this time to tracing-cloth sheets in place of cardboard, from which prints may be made rapidly and cheaply, by the Black-and-White process. Prints made by this latter process cost between two and three cents each, the exact cost depending on the number made at any one time. On the other hand, photostatic prints cost fifteen cents each besides requiring that the master record be carried from our office to the Library; further, in the usual routine of photostatic work, the printing, developing, and drying usually take about 24 hours. The still older form, which must be typed, and then proof read for accuracy, requires from ten minutes to half an hour, depending upon the length of the record.

When large quantities of transcripts are required, the work is done in the College of Engineering on the big Pease blueprinting machine; but for the ordinary, daily demand for transcripts, the machine in this office—a Cooper-Hewitt mercury vapor lamp and an ordinary printing frame—is used, the work being done by the regular transcript clerk.

Each student is entitled to one official transcript free of charge, but a fee of one dollar is asked for each additional copy. During the year ending June 30, 1931, the University received, through this office, \$746.00 for transcripts, an increase of \$102.00 over the preceding year.

*Classroom assignments.*—The assignment of classrooms now covers the following ten buildings:

Angell Hall	Newberry Hall	South Wing
Economics Bldg.	Pharmacology Bldg.	University Hall
Mason Hall	Romance Language Bldg.	West Physics Bldg.
Natural Science Bldg.		

The large bulletin board in the office furnishes such information as the seating capacity, blackboard space, and the use of rooms at every hour of the day. The Postindex mentioned in last year's report has been further developed so that the room assignment for one year recorded at the time of printing the announcements is kept intact, while the bulletin board is changed from semester to semester.

Many requests are received throughout the year to reserve a room for one or two hours a day for a special examination or a lecture. The room assignment chart makes it possible to report promptly any available room.

Assignment of rooms for final examinations is scheduled on the bulletin board. Priority claim is given to the course which regularly occupies the room during the year.

*Extension grades.*—Keeping the records for the Extension Division, with the attendant responsibility of posting and mailing grades and issuing transcripts, has now become a permanent part of the Registrar's duties. During this past year arrangements were made whereby the grades of extension students were recorded as soon as received in the Registrar's Office and reports were mailed immediately to the students in the various cities in which they reside.

The greater share of the extension students request, at the close of the semester, that their credits be sent to the superintendents of schools in which they are employed, or to schools or colleges in which they are doing additional work towards degrees. A revised election card gives space for these requests to be made when it is filed. Thus a transcript not only goes forward without delay when the grade is recorded, but the necessity of opening and filing hundreds of transcript requests is avoided.



## THE STATISTICAL DIVISION

During the year 1930-1931, the Statistical Division continued its work in student accounting, the keeping of records of freshman students, withdrawals, degrees and certificates granted, and the study of grade distributions. Each year is an improvement over the past because another year has been added to our experience, but no outstanding changes in method have been instituted during 1930-1931.

The following paragraphs give a brief statement of the work completed.

*Enrollment.*—A count from registration cards was made twice daily for the period September 22 through September 27, and a daily count was continued through October 17 when 6,749 men, 2,613 women, 9,362 total students were registered. For the first time duplicate registrations were deducted by filing the cards alphabetically and making subtractions for those registered in more than one school or college and for reregistrations. The count made at this time includes total refunds and many nurses who graduate shortly thereafter. It is, consequently, of value in comparing with previous counts of similar nature but is only a fairly accurate indication of the final enrollment.

On November 1 the first accurate count of students was made. At this time 6,787 men, 2,644 women, 9,431 total students were enrolled, as compared with 7,045 men, 2,643 women, 9,688 total on November 1, 1929. The schools and colleges showed the following November 1 changes in enrollment:

<i>School or College</i>	<i>Decrease</i>	<i>Increase</i>
L., S., & A. ....	407	...
Engineering .....	...	49
Architecture .....	45	...
Medicine .....	69	...
Law .....	34	...
Pharmacy .....	...	2
Dentistry .....	37	...
Oral Hygiene .....	...	4
Education .....	...	6
Business Administration .....	2	...
Forestry and Conservation .....	...	6
Nursing .....	...	7
Music .....	...	34
Graduate .....	...	205
	<hr/>	<hr/>
Duplicates .....	594	313
	<hr/>	<hr/>
TOTALS .....	594	337

The final registration for the regular session showed a net decrease in enrollment of 84, as shown on page 24.

In an attempt to determine the reason for this decrease, letters were sent to the junior colleges in the State, asking for enrollment figures. The following returns were received:

<i>Junior College</i>	<i>Per Cent Increase</i>	<i>Student Increase</i>
Bay City .....	39.1	66
Calumet (1st yr. only) .....	-27.0	-10
Flint .....	35.8	88
Grand Rapids .....	15.7	119
Highland Park .....	31.8	67
Jackson .....	29.9	43
Muskegon .....	48.2	53
Port Huron .....	- .5	- 9
NET INCREASE .....		<u>417</u>

It seems reasonable to believe that at least some of the decrease in enrollment at the University of Michigan may be accounted for by the increased junior college enrollment. The other colleges in the State were not asked to report. In the future all Michigan schools of collegiate grade will be asked to furnish figures.

On January 1, 1931, at the request of the President, a count of students then on the campus was made. This was made by subtracting withdrawals from the earlier count of enrollment. The total number of students then in residence was 6,745 men, 2,607 women, 9,352 total. The Extension Division reported 1,035 men, 1,476 women, 2,511 total enrolled at that time.

On January 15, at the request of Vice-President Shirley W. Smith, an enrollment figure for the year was predicted. This was estimated to be 15,791 students and the final figure was 15,500. The Extension Division enrollment is so variable and the relation of the November 1 enrollment to the total enrollment is so unstable that a closer estimate is almost impossible.

The final yearly count, including any students who left any money with the University, thus placing them in the yearly Register of Students, was made by the use of Hollerith tabulating machine cards. These were filled in by the Recorders of the various schools and colleges. Considerable care is necessary in making out these cards and the Statistical Division wishes to express its appreciation of the excellent way in which these were submitted.

The summer session registration and final counts were made in the same manner. Tables showing the final enrollment for the year 1930-1931 will be found on pages 24-26.

*Degrees and certificates.*—The count of degrees was made from the *Regents' Proceedings* and checked with the Director of the Alumni Catalogue Office, who ran off an extra set of cards from her stencils and sent them each month to the Statistical Division. These were checked immediately and discrepancies reconciled. An accurate list was available for the commencement program, leaving the June degrees to be added at the last minute, when lists were ready. For a summary of degrees granted, see the table on page 36.

*The grade study.*—The grade study, undertaken in order that a picture of the distribution of grades might be placed before the various Faculty members, was made for the College of Literature, Science, and the Arts, the Colleges of Engineering and Architecture, the School of Education, the College of Pharmacy, the School of Forestry and Conservation, the School of Business Administration, and, for the first time, the School of Music. This grade study was made for the College of Literature, Science, and the Arts as early as 1912. It was continued again in 1924 and has been made yearly ever since until 1928-1929, when it was extended to cover the schools and colleges mentioned above.

These figures were forwarded to the members of the Faculty and, with one or two exceptions, nothing was heard from them. It seems advisable to discuss with the heads of some of the major departments the sort of information which might be helpful and the best way of presenting it. For the past years it has been hoped that this material might invoke some comment and pave the way for suggestions for additional investigations of interest. This has not resulted and it now seems expedient to ask the departmental heads for an expression of opinion concerning the amount of benefit, if any, derived from this study.

*The freshman ledger.*—The 1930-1931 tabulation of freshmen was continued in the freshman ledger, entries of names being made in the Admissions Division and grades in the Statistical Division. In former years the Office of the Dean of Students, the Bureau of Educational Investigations, and the Statistical Division all sent representatives to the recording offices of the various schools and colleges to obtain freshman grades. This seemed like a needless waste of time, energy, and money. This year it was decided, in a joint conference, that the Statistical Division would be responsible for getting the records, taking them to be photostated, and seeing that they were passed along to the other two offices, the expense to be borne jointly. As the records had to be photostated at such an early date that many incompletes had not yet been made up and some grade changes had not been reported, the method was not entirely satisfactory. Some modification of this plan will be necessary.

Tables on pages 39-43 were made from this ledger, and it also received considerable use from the Bureau of Educational Investigations and students enrolled in the School of Education in making statistical studies.

*The Scholarship Chart.*—The scholastic averages for the year 1930-1931 were figured in the usual manner. The men and women, exclusive of law, medical, and dental students, showed an improved scholarship from 75.8 per cent for 1929-1930 to 76.2 per cent for 1930-1931. General sororities had a slightly lower average, 78.9 per cent for 1929-1930 and 78.7 per cent for 1930-1931. General fraternities improved from 75.3 per cent to 75.8 per cent. The tabulating system was used for assembling the grades for this study, and the new machine installed in the tabulating machine room made it possible to record the grades for each fraternity group on separate sheets in good form to explain the system of figuring averages and to answer any questions advanced by the groups. The various organizations were urged to send rep-

representatives to inspect these sheets, as they gave a complete picture of the scholarship situation in each fraternity. Ten groups responded to this announcement, and all who appeared said they were anxious to find out the students who were responsible for the low averages in order that the standing might be improved for 1931-1932. Although the number of groups reporting was not large, some of them were in the lowest section on the chart, and helping them to help themselves seemed quite worth while. It is hoped that more may take advantage of this opportunity next year.

The making of the chart takes considerable time, but it is, in some ways, the most satisfactory type of work done in this division. Because of the wide difference in grading systems in use in the University, the chart itself leaves much to be desired, but advance inquiries before it is published and the immediate and widespread response after its completion indicates that it meets a real demand.

*Withdrawals.*—During the year withdrawal cards were forwarded to this office from the various schools and colleges. These were checked with the refund ledger in the Secretary's Office. This system enables this division to answer, with reasonable promptness, requests for the number of students on the campus at any certain time. They are also used to make a study of withdrawals and to remove from the register and count the names of any students who received total refunds.

*Outside contacts.*—Numerous questionnaires regarding enrollment were received and answered. Several offices on the campus referred requests for information of this type to this division. This seems advisable in order that the same figures may be given in cases where identical information is sought.

### STATISTICS

The following tables show the distribution of faculty members and students and the degrees and certificates conferred during the year 1930-1931.

#### FACULTY STATISTICS

TABLE I. UNIVERSITY STAFF BY RANKS

1. OFFICERS AND FACULTY EMERITUS	
Dean Emeritus of Women.....	1
Dean Emeritus of the Colleges of Engineering and Architecture.....	1
Dean Emeritus of the School of Education.....	1
Professors Emeritus:	
College of Literature, Science, and the Arts .....	7
College of Engineering.....	2
Medical School .....	3
Law School .....	3
College of Pharmacy.....	1
School of Dentistry.....	2
School of Education.....	1
School of Music.....	1
Library .....	2
Director Emeritus of the University Herbarium.....	1
	—
	26
Duplicates (Dean Emeritus of the School of Education and Professor Emeritus of the School of Education; Dean Emeritus of the College of Literature, Science, and the Arts and Director Emeritus of the University Herbarium)	2
	—
NET TOTAL .....	24

2. ADMINISTRATIVE OFFICERS

President .....	1
Vice-President and Secretary .....	1
Vice-President and Director of Educational Investigations .....	1
Treasurer .....	1
Registrar .....	1
Dean of Students .....	1
Dean of Women .....	1
Deans of Schools and Colleges, Chairman of the Executive Committee of the Medical School, President of the School of Music, and Director of the University Extension Division .....	12
Librarian .....	1
Superintendent of Buildings and Grounds .....	1
Director of the University Hospital .....	1
Counselor to New Students .....	1

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OTHER ADMINISTRATIVE OFFICERS

Assistant to the President .....	1
Assistant Secretaries .....	2
Assistant Treasurer .....	1
Other Financial Officers .....	3
Assistant Deans .....	5
Associate Librarian .....	1
Directors of Divisions .....	16
Officers in Charge of Dormitories .....	9
Assistant Directors of the University Hospital .....	2
Other University Hospital Officials .....	2
Recorders .....	10

TOTAL ..... 52

3. TEACHING FACULTY\*

	Men	Women	Total
Professors .....	200	2	202
Associate Professors .....	95	4	99
Assistant Professors .....	192	12	204
Instructors .....	287	41	328
TOTAL .....	774	59	833

The figures given above include the following faculty members already listed as administrative officers under 2 in the ranks indicated:

Professors:

Deans of Schools and Colleges .....	9
Chairman of the Executive Committee of the Medical School .....	1
Dean of Students .....	1
Assistant Deans—Literature, Science, and the Arts, and College of Engineering .....	2
Director of the Division of Fine Arts, Director of High School Inspection, Director of Simpson Memorial Institute, Director of the Division of Hygiene and Public Health, Director of Physical Education for Women, Director of Intercollegiate Athletics, Director of the University Health Service, Musical Director of the University .....	8

\*The count of members on the University staff has been made upon the basis of the budget as originally adopted.

Associate Professors:	
Assistant Dean of Students .....	1
Director of the Museum of Zoology and Director of Research in Child Development, .....	2
Assistant Professors:	
Counselor to New Students .....	1
Principal of the University High School .....	1
<b>TOTAL</b> .....	<b>26</b>

*Distribution of Teaching Faculty by Schools and Colleges*

	L., S., & A.	Eng.	Arch.	Med.	Law	Pharm.	Dent.	Ed.	Bus. Ad.	For. & Con.	Nursing	Music	Hyg., P. H. & Phys. Ed.	Mil. Sci.	Lab. of Vert. Gen. Museums	Total for Academic Year* Summer Session Faculty†	
Professors ...	84	36	5	21	15	0	7	13	6	5	0	8	5	1	0	0	202
Associate Professors ..	45	20	1	12	2	3	1	6	3	3	0	0	3	0	0	1	99
Assistant Professors ..	90	45	7	21	1	0	5	11	4	5	0	6	6	4	1	2	204
Instructors ..	158	15	13	64	0	1	22	11	3	6	13	7	14	0	0	2	328
<b>TOTAL</b> .....	<b>377</b>	<b>116</b>	<b>26</b>	<b>118</b>	<b>18</b>	<b>4</b>	<b>35</b>	<b>41</b>	<b>16</b>	<b>19</b>	<b>13</b>	<b>21</b>	<b>28</b>	<b>5</b>	<b>1</b>	<b>5</b>	<b>833</b>

\*The following duplicates have been deducted from these totals:  
 Professors: L., S., & A.—Ed., 2; L., S., & A.—Bus. Ad., 1; L., S., & A.—Music, 1.  
 Associate Professors: L., S., & A.—Bus. Ad., 1.  
 Assistant Professors: Ed.—Hyg. and P. H., 2; L., S., & A.—Ed., 1; L., S., & A.—Music, 1.  
 Instructors: L., S., & A.—Bus. Ad., 1.

†Members of the 1930 Summer Session Faculty, not here during the regular year, are as follows: Professors, 38; Associate Professors, 7; Assistant Professors, 5; Instructors, 4; Total, 54. These are included in the above total.

**STUDENT STATISTICS**

**TABLE II. ENROLLMENT OF STUDENTS BY SCHOOLS AND COLLEGES  
REGULAR SESSION RESIDENT STUDENTS**

	1929-1930			1930-1931		Total
	Men	Women	Total	Men	Women	
<i>College of Literature, Science, and the Arts</i>						
Resident Students .....	3,161	1,685	4,846	2,855	1,611	4,466
<i>Colleges of Engineering and Architecture</i>						
Resident Students—Engineering .....	1,484	1	1,485	1,522	2	1,524
Resident Students—Architecture ..	310	55	365	278	53	331
<i>Medical School</i>						
Resident Students .....	599	48	647	532	53	585
<i>Law School</i>						
Resident Students .....	553	20	573	521	16	537
<i>College of Pharmacy</i>						
Resident Students .....	84	9	93	83	9	92
<i>School of Dentistry</i>						
Resident Dental Students .....	312	1	313	271	1	272
Resident Oral Hygiene Students...	0	15	15	0	18	18
<i>School of Education</i>						
Resident Students .....	142	273	415	134	290	424
<i>School of Business Administration</i>						
Resident Students .....	107	6	113	107	9	116
<i>School of Forestry and Conservation</i>						
Resident Students .....	43	0	43	49	1	50
<i>University Hospital School of Nursing</i>						
Resident Students .....	0	233	233	0	268	268
<i>School of Music</i>						
Resident Students .....	53	121	174	62	147	209
<i>Graduate School</i>						
Resident Students .....	833	346	1,179	1,033	432	1,465
Grand Total, Resident Students, Regular Session .....	7,681	2,813	10,494	7,447	2,910	10,357
Twice Counted .....	269	34	303	212	38	250
<b>NET TOTAL, Regular Session .....</b>	<b>7,412</b>	<b>2,779</b>	<b>10,191</b>	<b>7,235</b>	<b>2,872</b>	<b>10,107</b>

**SUMMER SESSION STUDENTS**

	1929			1930		Total
	Men	Women	Total	Men	Women	
College of Literature, Science, and the Arts .....	505	392	897	489	397	886
Colleges of Engineering and Archi- tecture:						
College of Engineering .....	279	0	279	303	0	303
College of Architecture .....	49	14	63	54	12	66
Medical School .....	271	27	298	253	31	284
Law School .....	149	2	151	161	3	164
College of Pharmacy .....	22	5	27	24	1	25
School of Education .....	147	364	511	103	314	417
School of Business Administration ..	20	0	20	17	3	20
School of Forestry and Conservation	13	0	13	24	1	25
School of Music .....	0	0	0	45	65	110
Graduate School .....	852	570	1,422	1,012	687	1,699
Grand Total .....	2,307	1,374	3,681	2,485	1,514	3,999
Twice Counted .....	6	2	8	3	1	4
<b>NET TOTAL .....</b>	<b>2,301</b>	<b>1,372</b>	<b>3,673</b>	<b>2,482</b>	<b>1,513</b>	<b>3,995</b>

EXTENSION STUDENTS

	1929-1930			1930-1931		
	Men	Women	Total	Men	Women	Total
Extension (L., S., & A.) .....	625	1,432	2,057	686	1,464	2,150
Extension (Eng.) .....	204	1	205	353	0	353
Extension (Arch.) .....	16	12	28	...	...	...
Extension (Ed.) .....	166	309	475	133	344	477
Extension (Bus. Ad.) .....	78	12	90	131	25	156
<b>Total</b> .....	<b>1,089</b>	<b>1,766</b>	<b>2,855</b>	<b>1,303</b>	<b>1,833</b>	<b>3,136</b>
Duplicates .....	18	15	33	24	15	39
<b>NET TOTAL</b> .....	<b>1,071</b>	<b>1,751</b>	<b>2,822</b>	<b>1,279</b>	<b>1,818</b>	<b>3,097</b>

TABLE III. ENROLLMENT BY COLLEGES OF RESIDENT REGULAR SESSION STUDENTS AND SUMMER SESSION STUDENTS

(i.e., Total Enrollment, less Extension Service Students)

School or College	1929-1930			1930-1931		
	Men	Women	Net* Total	Men	Women	Net* Total
College of Literature, Science, and the Arts .....	3,385	1,919	5,304	3,033	1,835	4,868
Colleges of Engineering and Architecture:						
Engineering .....	1,559	1	1,560	1,588	2	1,590
Architecture .....	325	59	384	299	59	358
Medical School .....	737	60	797	681	70	751
Law School .....	631	21	652	590	17	607
College of Pharmacy .....	92	12	104	92	10	102
School of Dentistry .....	312	1	313	271	1	272
Oral Hygienists .....	0	15	15	0	18	18
School of Education .....	263	601	864	209	551	760
School of Business Administration ..	116	6	122	115	11	126
School of Forestry and Conservation	44	0	44	53	1	54
University Hospital School of Nursing .....	0	233	233	0	268	268
School of Music .....	53	121	174	93	192	285
Graduate School .....	1,492	829	2,321	1,792	1,018	2,810
<b>Gross Total</b> .....	<b>9,009</b>	<b>3,878</b>	<b>12,887</b>	<b>8,816</b>	<b>4,053</b>	<b>12,869</b>
Duplicates between Schools and Colleges .....	354	63	417	278	60	338
<b>NET TOTAL, Resident Regular Session and Summer Session</b> .....	<b>8,655</b>	<b>3,815</b>	<b>12,470</b>	<b>8,538</b>	<b>3,993</b>	<b>12,531</b>

\*Duplicates within each School or College between sessions have been deducted.



**TABLE IV. ENROLLMENT BY COLLEGES OF ALL STUDENTS—RESIDENT AND NON-RESIDENT REGULAR SESSION STUDENTS AND SUMMER SESSION STUDENTS**

School or College	1929-1930			1930-1931		
	Men	Women	Net*	Men	Women	Net*
College of Literature, Science, and the Arts .....	4,003	3,340	7,343	3,713	3,287	7,000
Colleges of Engineering and Architecture:						
Engineering .....	1,760	2	1,762	1,940	2	1,942
Architecture .....	341	71	412	299	59	358
Medical School .....	737	60	797	681	70	751
Law School .....	631	21	652	590	17	607
College of Pharmacy .....	92	12	104	92	10	102
School of Dentistry .....	312	1	313	271	1	272
Oral Hygienists .....	0	15	15	0	18	18
School of Education .....	428	904	1,332	340	893	1,233
School of Business Administration ..	194	18	212	246	36	282
School of Forestry and Conservation .....	44	0	44	53	1	54
University Hospital School of Nursing .....	0	233	233	0	268	268
School of Music .....	53	121	174	93	192	285
Graduate School .....	1,492	829	2,321	1,792	1,018	2,810
<b>Gross Total .....</b>	<b>10,087</b>	<b>5,627</b>	<b>15,714</b>	<b>10,110</b>	<b>5,872</b>	<b>15,982</b>
Duplicates between Schools and Colleges .....	409	151	560	345	137	482
<b>NET TOTAL, All Students.....</b>	<b>9,678</b>	<b>5,476</b>	<b>15,154</b>	<b>9,765</b>	<b>5,735</b>	<b>15,500</b>

\*Duplicates within each School or College between sessions have been deducted.

TABLE V. MICHIGAN STUDENTS BY COUNTIES

Counties in Michigan	University Accredited Schools 1930-1931		Public High School Enrollment 1929-1930	High School Graduates Estimated 1929-1930	Population 1930 Census	University of Michigan Freshmen 1930-1931	University of Michigan Students 1930-1931
	Private and Parochial	Public					
Alcona	0	1	129	13	4,989	0	0
Alger	0	4	426	43	9,327	2	9
Allegan	0	8	1,446	145	38,974	4	38
Alpena	1	1	532	53	18,574	3	21
Antrim	0	5	471	47	9,979	0	7
Arenac	0	2	320	32	8,007	0	4
Baraga	0	2	361	36	9,168	2	11
Barry	0	5	808	81	20,928	1	15
Bay	4	2	2,035	204	69,474	6	131
Benzie	0	3	334	33	6,587	1	13
Berrien	2	14	3,266	327	81,066	12	107
Branch	0	4	896	90	23,950	1	29
Calhoun	1	7	3,279	328	87,043	17	214
Cass	0	4	774	77	20,888	1	17
Charlevoix	0	4	697	70	11,981	2	17
Cheboygan	0	2	433	43	11,502	1	9
Chippewa	1	4	1,003	100	25,047	11	41
Clare	0	3	331	33	7,032	0	6
Clinton	0	6	880	88	24,174	4	39
Crawford	0	1	159	16	3,097	0	4
Delta	1	4	1,177	118	32,280	6	29
Dickinson	0	7	1,481	148	29,941	8	46
Eaton	0	7	1,579	158	31,728	3	43
Emmet	0	4	688	69	15,109	2	23
Genesee	3	14	7,231	723	211,641	7	305
Gladwin	0	2	319	32	7,424	0	6
Gogebic	1	5	1,867	187	31,577	4	36
Grand Traverse	1	2	817	82	20,011	3	16
Gratiot	0	7	1,397	140	30,252	2	36
Hillsdale	0	10	1,377	138	27,417	5	38
Houghton	2	8	2,760	276	52,851	5	73
Huron	0	11	1,085	109	31,132	0	18
Ingham	1	13	4,803	480	116,587	13	193
Ionia	1	7	1,386	139	35,093	7	42
Iosco	1	4	365	37	7,517	0	8
Iron	0	5	1,471	147	20,805	2	27
Isabella	1	3	677	68	21,126	0	21
Jackson	3	11	3,151	315	92,304	9	320
Kalamazoo	3	10	3,149	315	91,368	7	124
Kalkaska	0	1	122	12	3,799	1	2

**TABLE V. MICHIGAN STUDENTS BY COUNTIES (Continued)**

Counties in Michigan	University Accredited Schools 1930-1931			Public High School Enrollment 1929-1930	High School Graduates Estimated 1929-1930	Population 1930 Census	University of Michigan Freshmen 1930-1931	University of Michigan Students 1930-1931
	Private and Parochial	Public						
Kent	6	19		7,939	794	240,511	24	613
Keweenaw	0	0		9	1	5,076	1	3
Lake	0	2		115	12	4,066	0	3
Lapeer	0	6		1,046	105	28,348	3	36
Leelanau	0	2		250	25	8,206	0	1
Lenawee	2	13		2,443	244	49,849	8	108
Livingston	0	5		845	85	19,274	6	49
Luce	0	1		262	26	6,528	2	13
Mackinac	0	1		203	20	8,783	2	8
Macomb	2	15		2,576	258	77,146	11	109
Manistee	0	7		876	88	17,409	5	35
Marquette	2	9		2,011	201	44,076	3	78
Mason	1	4		859	86	18,756	3	31
Mecosta	1	4		675	68	15,738	1	14
Menominee	0	3		985	99	23,652	3	23
Midland	0	2		703	70	19,150	3	26
Missaukee	0	2		268	27	6,992	1	9
Monroe	1	5		1,223	122	52,485	9	60
Montcalm	0	10		1,390	139	27,471	3	23
Montmorency	0	2		134	13	2,814	0	1
Muskegon	2	5		2,708	271	84,630	5	152
Newaygo	0	4		732	73	17,029	0	15
Oakland	5	20		7,534	753	211,251	52	522
Oceana	0	5		519	52	13,805	1	19
Ogemaw	0	2		235	24	6,595	0	1
Ontonagon	0	6		460	46	11,114	1	7
Osceola	0	6		689	69	12,806	1	17
Oscoda	0	1		85	9	1,728	0	1
Otsego	1	1		175	18	5,554	1	7
Ottawa	2	6		2,017	202	54,858	4	93
Presque Isle	0	2		346	35	11,330	1	10
Roscommon	0	2		89	9	2,055	0	1
Saginaw	5	6		3,992	399	120,717	25	285
St. Clair	2	7		2,185	219	67,563	8	117
St. Joseph	0	8		1,437	144	30,618	5	44
Sanilac	0	8		1,188	119	27,751	3	21
Schoolcraft	0	1		346	35	8,451	0	5
Shiawassee	1	10		1,641	164	39,517	4	68
Tuscola	0	11		1,573	157	32,934	3	39
Van Buren	0	11		1,693	169	32,637	5	57
Washtenaw	3	8		2,639	264	65,530	170	1,752
Wayne	42	33		54,450	5,445	1,888,946	257	3,838
Wexford	0	4		830	83	16,827	3	21
<b>TOTAL</b>	<b>105</b>	<b>496</b>		<b>167,857</b>	<b>16,794</b>	<b>4,842,325</b>	<b>789</b>	<b>10,473</b>



TABLE VI. 1930-1931 ENROLLMENT BY STATES

States*	L., S., & A.	Engineering	Architecture	Medicine	Law	Pharmacy	Dentistry	Education	Business Ad. For. & Con.	Nursing	Music	Graduate	Net Total Regular Session	Extension	Summer Session	Gross Total	Duplicates	Net Total
Alabama	3	3	..	1	..	..	..	1	..	..	..	4	11	..	15	26	3	23
Arizona	1	..	1	2	4	..	..	..	..	..	..	..	7	..	4	11	1	10
Arkansas	..	1	..	..	1	..	..	..	1	..	1	1	5	..	11	16	4	12
California	10	9	2	3	2	2	..	1	2	..	1	12	44	..	21	65	5	60
Colorado	6	3	1	2	1	..	..	..	..	1	..	5	17	..	19	36	5	31
Connecticut	18	7	2	2	3	..	..	..	1	..	1	5	39	..	18	57	7	50
Delaware	2	..	1	..	..	..	..	..	..	..	..	..	3	..	3	6	1	5
Dist. of Col.	16	6	1	1	..	..	1	3	..	..	..	9	37	..	14	51	2	49
Florida	12	2	..	1	..	..	..	..	..	..	..	5	20	..	4	24	..	24
Georgia	3	2	..	1	..	..	..	..	..	..	..	1	7	..	14	21	1	20
Idaho	..	..	..	2	..	..	..	1	..	..	..	..	3	..	..	3	..	3
Illinois (4)	245	81	15	5	32	4	..	15	4	6	5	11	443	..	166	609	48	561
Indiana (6)	148	24	10	12	34	1	1	8	2	..	12	13	292	..	129	421	37	384
Iowa	24	11	2	1	9	1	..	..	1	..	..	2	65	..	43	108	12	96
Kansas	14	9	1	..	9	..	..	..	..	..	3	7	43	..	33	76	8	68
Kentucky (10)	23	5	3	8	3	1	1	..	..	..	..	16	59	..	51	110	11	99
Louisiana	3	1	..	..	3	..	..	..	..	..	..	5	12	..	11	23	3	20
Maine	3	3	1	2	..	..	2	..	..	1	1	4	17	..	11	28	4	24
Maryland	3	3	1	1	..	..	..	1	..	..	..	1	10	..	10	20	..	20
Massachusetts	40	5	2	6	3	..	..	2	..	2	..	11	73	..	16	89	8	81

Michigan (1)	2,755	813	198	360	284	62	256	312	83	20	208	132	920	6,230	3,082	2,289	11,601	1,128	10,473
Minnesota	14	2	2	6	6	2	2	1	1	1	1	1	12	38	31	31	69	9	60
Mississippi	3	2	..	..	..	..	..	..	..	..	..	..	2	7	14	14	21	3	18
Missouri (9)	32	17	3	3	10	..	..	..	1	2	..	..	8	73	37	37	110	10	100
Montana	6	2	..	3	..	..	1	..	..	..	1	..	6	19	5	5	24	3	21
Nebraska	7	1	..	1	3	..	..	1	..	..	..	..	8	20	25	25	45	3	42
Nevada	1	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	1	..	1
New Hampshire	1	..	..	..	..	..	..	..	..	..	..	..	..	5	3	3	8	2	6
New Jersey (7)	58	19	4	13	1	2	5	6	1	..	..	1	9	117	30	30	147	14	133
New Mexico	3	..	..	..	..	..	..	..	..	..	1	2	3	9	4	4	13	2	11
New York (3)	398	208	21	36	15	7	7	17	7	..	2	8	43	746	153	153	899	73	826
North Carolina	5	1	..	1	..	..	..	1	..	..	1	..	2	11	12	12	23	..	23
North Dakota	4	..	..	2	1	..	..	1	..	..	..	..	4	12	6	6	18	4	14
Ohio (2)	289	122	19	66	66	3	10	18	9	4	26	12	77	711	343	343	1,054	105	949
Oklahoma	8	2	..	1	3	..	..	..	..	..	..	1	2	16	16	16	32	4	28
Oregon	3	..	..	2	1	..	..	1	1	..	..	..	1	9	5	5	14	3	11
Pennsylvania (5)	158	49	6	18	16	1	2	24	1	3	3	7	27	309	127	127	436	41	395
Rhode Island	3	..	1	1	..	..	..	..	..	..	..	..	2	7	1	1	8	..	8
South Carolina	..	..	..	1	..	..	..	..	..	..	..	..	..	5	4	4	9	2	7
South Dakota	6	1	1	..	2	..	..	..	..	..	1	1	5	17	17	17	34	4	30
Tennessee	4	5	..	1	1	..	..	..	..	..	..	..	5	16	18	18	34	3	31
Texas	7	4	1	2	4	1	..	..	..	..	..	1	6	25	42	42	67	7	60
Utah	4	2	..	2	1	..	..	..	..	..	..	..	5	13	4	4	17	2	15
Vermont	7	..	1	1	..	..	..	..	..	..	..	..	1	10	3	3	13	3	10
Virginia	6	2	1	..	1	..	..	..	..	..	..	..	5	15	14	14	29	2	27
Washington	3	1	1	2	1	..	..	1	..	..	..	..	3	12	4	4	16	..	16
West Virginia	19	4	2	2	1	..	2	3	..	2	..	2	6	43	30	30	73	4	69
Wisconsin (8)	25	15	16	4	8	1	..	3	..	5	..	3	6	85	38	38	123	18	105
Wyoming	6	1	..	1	1	..	..	..	..	..	..	..	1	10	4	4	14	3	11
ALL STATES	4,409	1,449	318	575	530	86	288	422	112	47	264	204	1,337	9,798	3,082	3,872	16,752	1,612	15,140

\*The ten states sending the most students are indicated by figures in parentheses.

TABLE VII. 1930-1931 FOREIGN ENROLLMENT

Countries, Provinces, etc.*	L., S., & A.	Engineering	Architecture	Medicine	Law	Pharmacy	Dentistry	Education	Business Ad.	For. & Con.	Nursing	Music	Graduate	Net Total Regular Session	Extension	Summer Session	Gross Total	Duplicates	Net Total
Alberta	..	..	..	..	..	1	..	..	..	..	..	..	..	1	..	..	1	..	1
Argentina	1	..	..	..	..	..	..	..	..	..	..	..	..	1	..	1	2	..	2
Austria	..	..	..	..	..	..	..	..	..	..	..	..	1	1	..	..	1	..	1
Bolivia	1	2	1	..	..	..	..	..	..	..	..	..	..	4	..	2	6	2	4
Brazil	..	..	..	..	..	..	..	..	..	2	..	..	..	2	..	..	2	..	2
British Columbia	1	..	..	..	..	2	..	..	..	..	..	..	2	5	..	2	7	1	6
Bulgaria	..	..	..	..	..	..	..	..	..	..	..	1	4	4	..	2	6	2	4
Canal Zone	1	2	1	..	..	..	..	..	..	..	..	..	..	4	..	..	4	..	4
China (1)	7	8	1	3	3	2	..	1	..	..	1	..	63	89	..	36	125	27	98
Colombia	..	4	..	..	..	..	..	..	..	..	..	..	..	4	..	1	5	1	4
Cuba	1	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	1	..	1
Czechoslovakia	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	1	..	1
Denmark	..	..	..	..	..	..	..	..	..	..	..	..	2	2	..	..	2	..	2
Egypt	2	..	..	..	..	..	..	..	..	..	..	..	..	2	..	..	2	..	2
England	..	..	..	..	..	..	..	..	..	..	..	..	6	6	..	..	6	..	6
France	1	..	..	..	..	..	..	..	..	..	..	..	1	2	..	..	2	..	2
Greece	1	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	1	..	1
Guatemala	..	..	..	1	..	..	..	..	..	..	..	..	..	1	..	1	2	1	1
Hawaii (6)	8	..	..	2	1	..	..	..	..	..	..	..	4	14	..	7	21	7	14
Hungary	..	1	..	..	..	..	..	..	..	..	..	..	..	1	..	..	1	..	1

India (3)	..	13	I	I	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	7	22	..	12	34	11	23	
Iraq	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	3	..	..	3	1	2	
Italy	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	1	2	..	2	
Japan (5)	6	2	I	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	6	15	..	6	21	3	18	
Java	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	..	..	2	..	2	
Korea	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	I	3	4	..	3	7	..	7
Manitoba	..	3	..	I	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	6	..	1	7	1	6	
Mexico	..	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	I	..	3	..	2	5	2	3
New Brunswick	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1	..	1
Norway	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	I	1	1	..	..	1	..	1
Nova Scotia	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	I	1	..	1	2	I	1
Ontario (2)	16	13	6	2	..	..	..	I	..	3	I	2	2	6	50	15	23	88	11	77	2	..	..	4	2	2	
Palestine	1	1	..	..	I	..	..	..	..	..	..	..	..	..	2	..	2	4	2	2	2	..	..	4	2	2	
Panama	..	4	..	..	..	..	..	..	..	..	..	..	..	..	4	..	1	5	1	4	4	..	1	5	1	4	
Persia	..	4	..	..	..	I	..	..	..	..	..	..	..	..	5	..	2	7	2	5	5	..	2	7	2	5	
Peru	..	2	..	..	..	..	..	..	..	..	..	..	..	..	3	..	..	3	..	3	3	..	..	3	..	3	
Philippine Islands (4)	5	5	I	..	I	..	..	I	..	..	..	..	..	7	20	..	9	29	7	22	7	..	9	29	7	22	
Poland	..	..	..	..	..	..	..	..	..	..	..	..	..	..	I	..	1	2	1	1	I	..	1	2	1	1	
Porto Rico	2	4	..	..	..	..	..	..	..	..	..	..	..	..	6	..	3	9	2	7	6	..	3	9	2	7	
Quebec	..	..	I	..	..	..	..	..	..	..	..	..	I	..	2	..	1	3	..	3	2	..	1	3	..	3	
Russia	..	I	..	..	I	..	..	..	..	..	..	..	..	..	3	..	..	3	1	2	3	..	..	3	1	2	
South Africa	..	2	..	..	..	..	..	..	..	..	..	..	..	..	2	..	..	2	..	2	2	..	..	2	..	2	
Switzerland	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	..	..	2	..	2	2	..	..	2	..	2	
Syria	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	2	..	2	..	..	2	2	..	2	
Turkey	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	..	..	3	..	3	3	..	..	3	..	3	
Ukraine	..	..	..	..	..	..	..	..	..	..	..	..	..	..	I	..	..	I	..	I	I	..	..	I	..	I	
West Africa	I	..	..	..	..	..	..	..	..	..	..	..	..	..	I	..	..	I	..	I	I	..	..	I	..	I	
<b>TOTAL FOREIGN</b>		<b>57</b>	<b>75</b>	<b>13</b>	<b>10</b>	<b>7</b>	<b>6</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>128</b>	<b>309</b>	<b>15</b>	<b>123</b>	<b>447</b>	<b>87</b>	<b>360</b>							

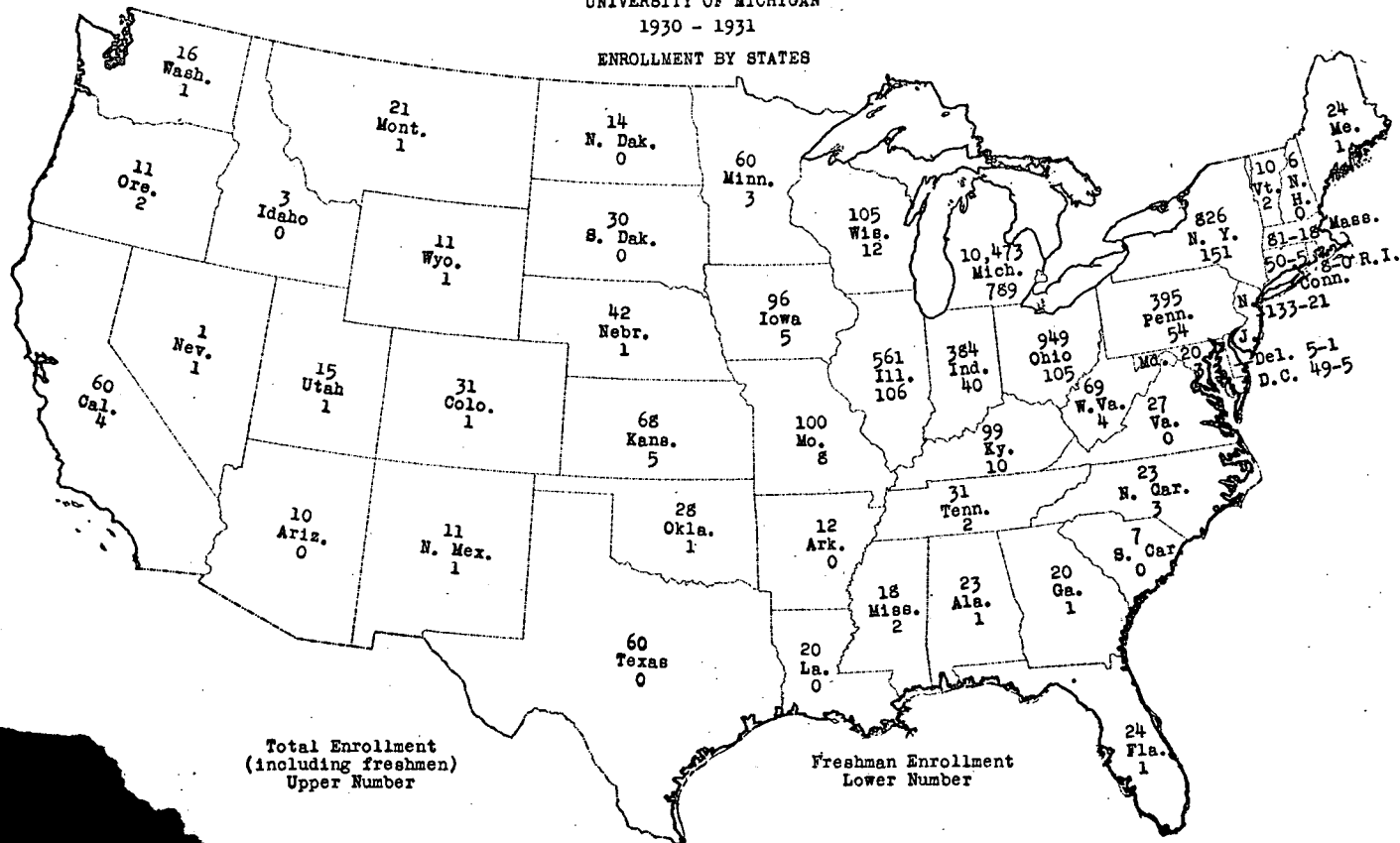
\*The six foreign countries or provinces sending the most students are indicated by the figures in parentheses.



UNIVERSITY OF MICHIGAN

1930 - 1931

ENROLLMENT BY STATES



Total Enrollment  
(including freshmen)  
Upper Number

Freshman Enrollment  
Lower Number

TABLE VIII. ENROLLMENT FROM 1843 TO 1931

Year	Total	Year	Total
1843-44	53	1888-89	1,882
1844-45	53	1889-90	2,153
1845-46	70	1890-91	2,420
1846-47	67	1891-92	2,692
1847-48	89	1892-93	2,778
1848-49	77	1893-94	2,659
1849-50	72	1894-95	2,864
1850-51	159	1895-96	3,014
1851-52	216	1896-97	2,975
1852-53	222	1897-98	3,223
1853-54	244	1898-99	3,192
1854-55	288	1899-1900	3,441
1855-56	390	1900-01	3,712
1856-57	480	1901-02	3,709
1857-58	449	1902-03	3,792
1858-59	430	1903-04	3,957
1859-60	519	1904-05	4,136
1860-61	674	1905-06	4,571
1861-62	615	1906-07	4,746
1862-63	652	1907-08	5,010
1863-64	856	1908-09	5,223
1864-65	953	1909-10	5,383
1865-66	1,205	1910-11	5,381
1866-67	1,255	1911-12	5,582
1867-68	1,273	1912-13	5,805
1868-69	1,114	1913-14	6,258
1869-70	1,112	1914-15	6,857
1870-71	1,110	1915-16	7,214
1871-72	1,207	1916-17	7,517
1872-73	1,163	1917-18	6,734
1873-74	1,105	1918-19 (Not including 2,258 Sec. B., S.A.T.C.)	7,288
1874-75	1,191	1919-20	9,401
1875-76	1,129	1920-21	10,623
1876-77	1,111	1921-22	11,120
1877-78	1,230	1922-23	11,450
1878-79	1,372	1923-24	12,291
1879-80	1,427	1924-25	12,312
1880-81	1,534	1925-26	12,690
1881-82	1,534	1926-27	13,257
1882-83	1,440	1927-28	13,593
1883-84	1,377	1928-29	13,769
1884-85	1,295	1929-30	15,154
1885-86	1,401	1930-31	15,500
1886-87	1,572		
1887-88	1,667		

NOTE.—This table includes Regular Session students, Summer Session students, and those taking Extension courses.

TABLE IX. DEGREES AND CERTIFICATES CONFERRED IN 1930-1931

	Years of University Study Required	Men	Women	Total	
<i>College of Literature, Science, and the Arts:</i>					
Bachelor of Arts .....	4	586	331	917	
Bachelor of Arts in Library Science .....	5	7	31	38	
Bachelor of Science .....	4	23	11	34	
Bachelor of Science in Chemistry .....	4	2	0	2	
Bachelor of Science in Medicine .....	4½	15	0	15	
<i>Colleges of Engineering and Architecture:</i>					
Bachelor of Science in Architecture—					
Architecture .....	4 plus 1 S.S.	28	2	30	
Architectural Engineering .....	4 plus 1 S.S.	9	0	9	
Bachelor of Science in Design—					
Decorative Design .....	4 plus 1 S.S.	1	4	5	
Bachelor of Science in Engineering—					
Aeronautical Engineering .....	4 plus 1 S.S.	38	0	38	
Chemical Engineering .....	4 plus 1 S.S.	37	0	37	
Civil Engineering .....	4 plus 1 S.S.	45	0	45	
Electrical Engineering .....	4 plus 1 S.S.	55	0	55	
Engineering Mechanics .....	4 plus 1 S.S.	1	0	1	
Law .....	4 plus 1 S.S.	1	0	1	
Mathematics .....	4 plus 1 S.S.	11	0	11	
Mechanical Engineering .....	4 plus 1 S.S.	68	0	68	
Mechanical and Industrial Engineering	5 plus 1 S.S.	2	0	2	
Naval Architecture and Marine Engi- neering .....	4 plus 1 S.S.	4	0	4	
Physics .....	4 plus 1 S.S.	3	0	3	
Transportation .....	4 plus 1 S.S.	1	0	1	
<i>Medical School:</i>					
Doctor of Medicine .....	7	149	14	163	
<i>Law School:</i>					
Bachelor of Laws .....	7	{ or 6 on the com- bined Lit-Law }	103	2	105
Bachelor of Laws (Honoris Causa) .....			2	0	2
Juris Doctor .....			35	1	36
Master of Laws .....	8	{ or 7 on the com- bined Lit-Law }	1	0	1
Doctor of Juridical Science .....	10	{ or 9 on the com- bined Lit-Law }	5	0	5
<i>College of Pharmacy:</i>					
Pharmaceutical Chemist .....	3	6	0	6	
Bachelor of Science in Pharmacy .....	4	16	1	17	
<i>School of Dentistry:</i>					
Doctor of Dental Surgery .....	5	87	1	88	
Doctor of Dental Science .....	6	1	0	1	
<i>School of Education:</i>					
Bachelor of Arts in Education .....	4	9	91	100	
Bachelor of Science in Education .....	4	35	16	51	
<i>School of Business Administration:</i>					
Master of Business Administration .....	5	44	5	49	

TABLE IX (Continued)

	Years of University Study Required	Men	Women	Total
<i>School of Forestry and Conservation:</i>				
Bachelor of Forestry .....	4 plus 1 S.S.	8	0	8
Bachelor of Science in Forestry .....	4 plus 1 S.S.	4	0	4
Master of Forestry .....	5 plus 1 S.S.	6	0	6
Master of Science in Forestry .....	5 plus 1 S.S.	5	0	5
<i>School of Music:</i>				
<i>Bachelor of Music—</i>				
Education .....	4	0	2	2
Organ .....	4	2	1	3
Public School Music .....	4	6	27	33
Voice .....	4	0	3	3
<i>Master of Music—</i>				
Organ .....	4 plus 1 yr.	1	0	1
Public School Music .....	prof. exp.	1	1	2
Theory .....	plus 1 grad. yr.	0	2	2
<i>Graduate School:</i>				
Master of Arts .....	5	218	199	417
Master of Arts in Library Science .....	6	2	5	7
Master of Arts in Municipal Administration .....	5 plus 3 mos. pract. exp.	4	0	4
Master of Landscape Design .....	5 plus 1 S.S.	3	1	4
Master of Science .....	5	82	22	104
Master of Science in Architecture .....	5 plus 1 S.S.	2	0	2
Master of Science in Chemistry .....	5	2	1	3
Master of Science in Engineering .....	5 plus 1 S.S.	35	0	35
Master of Science in Municipal Administration .....	5 plus 3 mos. pract. exp.	1	0	1
Master of Science in Public Health .....	5 plus 3 mos. pract. exp.	4	1	5
Electrical Engineer .....	4 undergraduate yrs. plus 5 yrs. prof. exp.	1	0	1
Mechanical Engineer .....	plus 1 grad. yr.	1	0	1
Doctor of Philosophy .....	7	64	5	69
Doctor of Public Health .....	7	1	0	1
Doctor of Science .....	7	8	2	10
<i>Special Certificates and Diplomas:</i>				
Certificate in Anesthesia .....	1 calendar yr.	0	4	4
Certificate in Journalism .....	(4) granted with degree	4	4	8
Certificate in Oral Hygiene .....	1	0	17	17
Certificate in Public Health Nursing .....	1	0	5	5
Certificate in Sociology .....	(4) granted with degree	0	11	11
Registered Nurse's Diploma .....	3	0	84	84
<i>Teacher's Diploma—</i>				
College of Literature, Science, and the Arts .....		24	104	128
Colleges of Engineering and Architecture .....		1	0	1
School of Education .....		44	79	123
Graduate School .....		7	7	14
<i>Commissions, Officers' Reserve Corps:</i>				
Signal Corps .....		10	0	10
Ordnance .....		9	0	9
Infantry .....		16	0	16

*Honorary Degrees:*

Master of Arts:  
 Colonel Bell Burr\*  
 Harold Titus  
 Thomas Bertrand Bronson  
 George Milton Kline  
 Master of Architecture:  
 Claude Bragdon  
 Doctor of Engineering:  
 Clarence Edward Groesbeck  
 William Aiken Starrett

Doctor of Science:  
 Warren Plimpton Lombard  
 Doctor of Letters:  
 Edward Capps  
 Doctor of Laws:  
 James Rowland Angell  
 Max Farand  
 Ernst Freund  
 Newton Diehl Baker  
 Lotus Delta Coffman

*Summary of Degrees and Certificates Conferred in 1930-1931:*

	Men	Women	Total
Total Degrees in Course .....	1,891	782	2,673†
Special Certificates and Diplomas .....	80	315	395
Commissions, Officers' Reserve Corps .....	35	0	35
Honorary Degrees .....	14	0	14

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NOTE:—2,633 degrees in course, 426 special certificates, 25 commissions, and 14 honorary degrees were conferred during 1929-1930.

\*Died April 11, 1931.

†Ten men received two degrees each, both of which are counted in this total.

TABLE X. FRESHMAN ADMISSIONS WITHOUT AND WITH DEFICIENCIES, 1930-1931

Schools and Colleges	Without Deficiencies			With Deficiencies			Mich. H.S.	Total Non-Mich. H.S.	Total
	Mich. H.S.	Non-Mich. H.S.	Total	Mich. H.S.	Non-Mich. H.S.	Total			
L., S., & A.		500	432			15			947
Men	296	315	611	3	6	9	299	321	620
Women	204	117	321	2	4	6	206	121	327
Engineering		96	138			55			289
Men	96	137	233	16	39	55	112	176	288
Women	0	1	1	0	0	0	0	1	1
Architecture		17	13			21			51
Men	12	12	24	9	9	18	21	21	42
Women	5	1	6	2	1	3	7	2	9
Pharmacy		13	3			3			19
Men	10	2	12	0	2	2	10	4	14
Women	3	1	4	1	0	1	4	1	5
Oral Hygiene		15	3			0			18
Women	15	3	18	0	0	0	15	3	18
Education		22	13			2			37
Men	12	7	19	1	1	2	13	8	21
Women	10	6	16	0	0	0	10	6	16
Music		18	10			0			28
Men	1	5	6	0	0	0	1	5	6
Women	17	5	22	0	0	0	17	5	22
TOTAL		681	612			96			1,389
Men	427	478	905	29	57	86	456	535	991
Women	254	134	388	5	5	10	259	139	398

NOTE:—4.8 per cent of all Michigan freshmen and 9.2 per cent of all non-Michigan freshmen entered with deficiencies.

TABLE XI. FRESHMAN DEFICIENCIES BY COLLEGES AND SUBJECTS, 1930-1931

Schools and Colleges	Mathematics	Science	Languages	History	Totals*
L., S., & A.	0	11	4	0	15
Mich.	0	3	2	0	5
Non-Mich.	0	8	2	0	10
Engineering	36	13	12	0	61
Mich.	10	7	2	0	19
Non-Mich.	26	6	10	0	42
Architecture	12	6	6	0	24
Mich.	4	3	6	0	13
Non-Mich.	8	3	0	0	11
Pharmacy	0	4	0	0	4
Mich.	0	1	0	0	1
Non-Mich.	0	3	0	0	3
Oral Hygiene	0	0	0	0	0
Mich.	0	0	0	0	0
Non-Mich.	0	0	0	0	0
Education	0	1	1	0	2
Mich.	0	0	1	0	1
Non-Mich.	0	1	0	0	1
Music	0	0	0	0	0
Mich.	0	0	0	0	0
Non-Mich.	0	0	0	0	0
ALL SCHOOLS	48	35	23	0	106
Mich.	14	14	11	0	39
Non-Mich.	34	21	12	0	67

\*Some freshmen entered with deficiencies in more than one subject and therefore these totals do not agree with the number of freshmen admitted with deficiencies.

TABLE XII. FRESHMAN DEFICIENCIES BY COLLEGES AND UNITS, 1930-1931

Schools and Colleges	½ unit	1 unit	1½ units	2 units	Total
L., S., & A.	0	11	0	4	15
Mich.	0	3	0	2	5
Non-Mich.	0	8	0	2	10
Engineering	25	12	5	13	55
Mich.	7	4	3	2	16
Non-Mich.	18	8	2	11	39
Architecture	9	3	2	7	21
Mich.	2	1	1	7	11
Non-Mich.	7	2	1	0	10
Pharmacy	0	2	0	1	3
Mich.	0	1	0	0	1
Non-Mich.	0	1	0	1	2
Oral Hygiene	0	0	0	0	0
Mich.	0	0	0	0	0
Non-Mich.	0	0	0	0	0
Education	0	1	0	1	2
Mich.	0	0	0	1	1
Non-Mich.	0	1	0	0	1
Music	0	0	0	0	0
Mich.	0	0	0	0	0
Non-Mich.	0	0	0	0	0
ALL SCHOOLS	34	29	7	26	96
Mich.	9	9	4	12	34
Non-Mich.	25	20	3	14	62

TABLE XIII. FRESHMAN WITHDRAWALS

School or College	Total Enrollment	1929-1930			1930-1931			
		Withdrawals for Poor Scholarship	Withdrawals for Other Reasons*	Total Withdrawals	Total Enrollment	Withdrawals for Poor Scholarship	Withdrawals for Other Reasons*	Total Withdrawals
L., S., & A.	1,081	164	66	230	947	135	44	179
Engineering	357	35	40	75	289	35	9	44
Architecture	69	7	8	15	51	6	7	13
Pharmacy	17	3	0	3	19	5	0	5
Oral Hygiene	14	0	0	0	18	0	1	1
Education	39	1	5	6	37	5	2	7
Music	45	2	2	4	28	3	1	4
<b>TOTAL</b>	<b>1,622</b>	<b>212</b>	<b>121</b>	<b>333</b>	<b>1,389</b>	<b>189</b>	<b>64</b>	<b>253</b>

NOTE:—During the year 1930-1931, 18.2 per cent of the freshmen withdrew: 13.6 per cent for poor scholarship, and 4.6 per cent for other reasons. This compares with 20.5 per cent withdrawing in 1929-1930, 13.1 per cent for poor scholarship, and 7.4 per cent for other reasons.

\*These totals include withdrawals for reasons other than scholarship at the end of the first semester but do not include withdrawals of this nature at the end of the second semester.



TABLE XIV. STUDY OF FRESHMAN GRADES\*

FIRST SEMESTER, 1929-1930

Division	Students Graded	Semester Hours							Total
		A	B	C	D	E	I	X	
L., S., & A.	982	<b>1,186</b>	<b>3,495</b>	<b>6,244</b>	<b>2,238</b>	<b>895</b>	<b>98</b>	<b>228</b>	<b>14,384</b>
		8.2	24.3	43.4	15.6	6.2	.7	1.6	
Engineering	327	<b>596</b>	<b>1,582</b>	<b>1,854</b>	<b>640</b>	<b>444</b>	<b>109</b>	..	<b>5,225</b>
		11.4	30.3	35.5	12.2	8.5	2.1	..	
Architecture	67	<b>94</b>	<b>304</b>	<b>376</b>	<b>132</b>	<b>90</b>	<b>29</b>	..	<b>1,025</b>
		9.2	29.7	36.7	12.9	8.8	2.8	..	
Pharmacy	15	<b>17</b>	<b>43</b>	<b>129</b>	<b>19</b>	<b>14</b>	..	..	<b>222</b>
		7.7	19.4	58.1	8.6	6.3	..	..	
Oral Hygiene	14	<b>27</b>	<b>51</b>	<b>84</b>	<b>11</b>	..	<b>4</b>	..	<b>177</b>
		15.3	28.8	47.5	6.2	..	2.3	..	
Education	36	<b>22</b>	<b>97</b>	<b>223</b>	<b>91</b>	<b>42</b>	..	..	<b>475</b>
		4.6	20.4	46.9	19.2	8.8	..	..	
Music	43	<b>109</b>	<b>209</b>	<b>253</b>	<b>46</b>	<b>11</b>	..	..	<b>628</b>
		17.4	33.3	40.3	7.3	1.8	..	..	
ALL COLLEGES	<b>1,484</b>	<b>2,051</b>	<b>5,781</b>	<b>9,163</b>	<b>3,177</b>	<b>1,496</b>	<b>240</b>	<b>228</b>	<b>22,136</b>
AVER. %		9.3	26.1	41.4	14.4	6.8	1.1	1.0	

SECOND SEMESTER, 1929-1930

Division	Students Graded	Semester Hours							Total
		A	B	C	D	E	I	X	
L., S., & A.	849	<b>1,244</b>	<b>3,477</b>	<b>5,577</b>	<b>1,657</b>	<b>342</b>	<b>83</b>	<b>64</b>	<b>12,444</b>
		10.0	27.9	44.8	13.3	2.7	.7	.5	
Engineering	304	<b>666</b>	<b>1,215</b>	<b>1,990</b>	<b>556</b>	<b>262</b>	<b>73</b>	..	<b>4,762</b>
		14.0	25.5	41.8	11.7	5.5	1.5	..	
Architecture	62	<b>58</b>	<b>230</b>	<b>441</b>	<b>111</b>	<b>124</b>	<b>34</b>	..	<b>998</b>
		5.8	23.0	44.2	11.1	12.4	3.4	..	
Pharmacy	14	<b>25</b>	<b>55</b>	<b>80</b>	<b>39</b>	<b>15</b>	..	..	<b>214</b>
		11.7	25.7	37.4	18.2	7.0	..	..	
Oral Hygiene	12	<b>21</b>	<b>58</b>	<b>114</b>	<b>8</b>	..	..	..	<b>201</b>
		10.4	28.9	56.7	4.0	..	..	..	
Education	31	<b>38</b>	<b>108</b>	<b>191</b>	<b>57</b>	<b>27</b>	<b>12</b>	<b>8</b>	<b>441</b>
		8.6	24.5	43.3	12.9	6.1	2.7	1.8	
Music	43	<b>84</b>	<b>213</b>	<b>246</b>	<b>25</b>	<b>20</b>	<b>20</b>	..	<b>608</b>
		13.8	35.0	40.5	4.1	3.3	3.3	..	
ALL COLLEGES	<b>1,315</b>	<b>2,136</b>	<b>5,356</b>	<b>8,639</b>	<b>2,453</b>	<b>790</b>	<b>222</b>	<b>72</b>	<b>19,668</b>
AVER. %		10.9	27.2	43.9	12.5	4.0	1.1	.4	

\*In this table bold-face figures indicate enrollment, while light-face figures indicate percentages.

TABLE XIV\* (CONTINUED)

FIRST SEMESTER, 1930-1931

Division	Students Graded	Semester Hours						Total	
		A	B	C	D	E	I		X
L., S., & A.	<b>872</b>	<b>1,315</b>	<b>3,374</b>	<b>5,621</b>	<b>1,627</b>	<b>83</b>	<b>36</b>	<b>35</b>	<b>12,091</b>
Engineering	<b>276</b>	10.9	27.9	46.5	13.5	.7	.3	.3	<b>4,460</b>
		14.5	29.2	38.7	10.2	5.7	1.7	..	
Architecture	<b>46</b>	74	199	266	94	35	37	..	<b>705</b>
		10.5	28.2	37.7	13.3	5.0	5.2	..	
Pharmacy	<b>17</b>	24	51	117	30	24	4	..	<b>250</b>
		9.6	20.4	46.8	12.0	9.6	1.6	..	
Oral Hygiene	<b>18</b>	20	94	106	2	..	..	..	<b>222</b>
		9.0	42.3	47.7	.9	..	..	..	
Education	<b>36</b>	69	117	193	84	34	2	6	<b>505</b>
		13.7	23.2	38.2	16.6	6.7	.4	1.2	
Music	<b>26</b>	32	175	114	30	27	..	2	<b>380</b>
		8.4	46.1	30.0	7.9	7.1	..	.5	
ALL COLLEGES	<b>1,291</b>	<b>2,181</b>	<b>5,312</b>	<b>8,142</b>	<b>2,321</b>	<b>459</b>	<b>155</b>	<b>43</b>	<b>18,613</b>
AVER. %		11.7	28.5	43.7	12.5	2.5	.8	.2	

SECOND SEMESTER, 1930-1931

Division	Students Graded	Semester Hours						Total	
		A	B	C	D	E	I		X
L., S., & A.	<b>778</b>	<b>1,423</b>	<b>3,650</b>	<b>4,783</b>	<b>1,136</b>	<b>304</b>	<b>98</b>	<b>70</b>	<b>11,464</b>
Engineering	<b>269</b>	12.4	31.8	41.7	9.9	2.7	.9	.6	<b>4,236</b>
		17.8	28.7	33.9	10.2	6.9	2.5	..	
Architecture	<b>38</b>	91	120	233	83	55	28	..	<b>610</b>
		14.9	19.7	38.2	13.6	9.0	4.6	..	
Pharmacy	<b>13</b>	20	60	76	36	12	..	..	<b>204</b>
		9.8	29.4	37.3	17.6	5.9	..	..	
Oral Hygiene	<b>17</b>	27	72	160	17	..	..	..	<b>276</b>
		9.8	26.1	58.0	6.2	..	..	..	
Education	<b>32</b>	42	138	211	30	17	18	12	<b>468</b>
		9.0	29.5	45.1	6.4	3.6	3.8	2.6	
Music	<b>26</b>	51	146	118	34	25	..	7	<b>381</b>
		13.4	38.3	31.0	8.9	6.6	..	1.8	
ALL COLLEGES	<b>1,173</b>	<b>2,408</b>	<b>5,401</b>	<b>7,016</b>	<b>1,770</b>	<b>705</b>	<b>250</b>	<b>89</b>	<b>17,639</b>
AVER. %		13.7	30.6	39.8	10.0	4.0	1.4	.5	

\*In this table bold-face figures indicate enrollment, while light-face figures indicate percentages.

## EDITORIAL DIVISION

*Service to the University.*—Inasmuch as this is the fifth report of the Editorial Division, it seems fitting to note briefly the growth in the number of publications that emanate from or go through the hands of this division, as well as the service it now renders the various departments of the University. One statement will suffice to show its growth. In 1924-1925, the editorial output of the Registrar's Office consisted of only four of the serial publications—the Catalog, the Literary Announcement, the Faculty Directory, and the Register of Students, or a total of 1,645 pages\*; during 1930-1931, the output of the Editorial Division of the Registrar's Office consisted of 130 publications—75 serial and 55 non-serial, or 10,718 pages (see Appendix III of the President's Report, 1930-1931, for itemized list).

During these past five years, the Editorial Division has also justified its existence by gradually taking on, in addition to more publications, more responsibilities. The following five items outline in a fair measure the type of service this office now renders to the various schools, colleges, divisions, and departments of the University:

### *Improvement of the University Official Publications*

i. "Through the adoption of a uniform style in English and in typographic form, through deletion, enlargement, and reorganization of their contents, making the information given at once accurate and consistent, adequate and easily accessible, and through the improvement of the general appearance of the bulletins" so that they "reflect more fittingly the dignity and the highly purposeful ideals of the institution," this office is striving to carry out the original "purpose behind the centralization of the editorial process in the official publications of the University."

a) During 1930-1931, the most outstanding contribution of the Board of Regents and the President towards carrying on the purpose of this division was the appointment of two committees—the Administrative Committee of the University Press, consisting of Librarian William Warner Bishop, Mr. John C. Christensen, Mr. Wilfred B. Shaw, Professor Edwin D. Dickinson, and Dr. Frank E. Robbins, the Managing Editor of the University of Michigan Press, Chairman; and the Subcommittee on the Official Publications of the University, consisting of Professor J. Raleigh Nelson, Dr. Frank E. Robbins, and Registrar Ira M. Smith, Chairman. Undoubtedly, the personnel of these two committees can do much to further the "highly purposeful ideals" of this institution especially with regard to printing. See report of the Administrative Committee of the University Press.

b) The continued use of a change and correction file has proved helpful. A file is maintained for each announcement, showing changes, corrections, and suggestions for the improvement of this particular announcement over the previous year.

c) In order to keep a line on the progress of other schools and colleges in publishing their announcements, every new university catalog from other

\*Unless otherwise stated, pages refer to the number of pages in but one copy of a bulletin; that is, although 3,000 copies of a 32-page bulletin are printed, only 32 pages are taken into account.

institutions is sent to the Editorial Division for perusal before filing. This procedure, together with the fact that one member of the Division has visited the editorial divisions of Brown, Chicago, Columbia, Cornell, Harvard, Illinois, Ohio State, and Washington (St. Louis) Universities during the past three years, has broadened our viewpoint considerably regarding university publications.

d) The Business Office made a new contract with the Ann Arbor Press effective January 1, 1930, for the printing of bulletins, which has greatly simplified the work of the Editorial Division in approving vouchers for printing. We are also pleased to state that under this new contract we received not only a more satisfactory delivery of the printed product, but also a higher grade of printing.

#### *Prompt Delivery of Bulletins*

2. In addition to the co-operation of the Press in this matter, the Editorial Division itself bends every effort to render prompt delivery of bulletins to the department concerned after copy has been received in this office. Along with the early editing and proof reading of the bulletins, with the University of Chicago *Manual of Style* as principal authority for style, a few progressive measures toward this end might well be recorded, some of which were adopted for the first time this past year.

a) A tentative schedule of bulletins is prepared in the fall which aims to distribute fairly evenly so many bulletins to each month of the printing year as far as dates of copy received, copy turned over to the Press, and delivery of the finished bulletin is concerned, and, after a preliminary telephone conversation, a letter of notification is sent to each administrative officer concerned, giving the scheduled date for the submission of copy to the Editorial Division.

b) As soon as galley or page proof is received from the press, this office promptly notifies the dean, secretary, or head of department concerned that proof must be O.K.'d in our office or returned from their office by a certain time.

c) Any steps that can be eliminated in the yearly handling of over 2,500 galleys, each representing 4 pages of page proof, naturally hastens publication of the finished bulletins. By banishing the process of transferring typographical errors from the galleys to be returned to the press for page proof to the duplicate galleys that are O.K.'d by the administrative officer concerned and then filed in this office, much time is gained. This is made possible by merely placing carbon paper between the duplicate galleys, so that the proof reader is able to correct both galleys at the same time.

d) Much time is also saved by following the plan of the editorial office of Harvard University in that all faculty cards are sent to the Press as copy rather than taking time to typewrite their contents on sheets, proof reading the sheets, and then sending these sheets to the Press.

e) Since the inside covers of each announcement, listing the various schools and colleges of the University, deans, and programs of study, and the back cover, enumerating several of the University of Michigan publications, are the same on all announcements for the year, much time in proof reading is saved by making electrotypes of these three pages.

#### *Upkeep of a Faculty Card File*

3. The upkeep of a Faculty Card File, compiled from the original appointments sent from the Secretary's Office and kept accurate by prompt entries from the *Regents' Proceedings* and the Budget, serves on the one

hand as a basis for the new edition of the Register of Faculty and on the other hand as an authoritative, up-to-the-minute check on academic titles in all other administrative bulletins, including the *Regents' Proceedings*.

*O.K'ing of Printing Bills*

4. Due to the resignation of Mr. William Hollands, Superintendent of Printing and Binding, who has heretofore checked the printing bills of the University official publications, this task is now a part of the work of the Editorial Division. It involves a check of the number of pounds of paper used as well as the number of six-point, eight-point, and ten-point ems in each publication, and a check with the contract to determine whether a fair charge is made for make-up, lockup, make-ready, press, folding, gathering, stitching, trimming, etc., leaving to the Business Office the accuracy of the figures.

*Storage of University Cuts*

5. Most of the cuts used in University publications are stored in an orderly fashion in a cut file in this office. At present the Editorial Division has in its possession 548 cuts which are filed according to the department to which they belong, and supplemented by a card index and a scrapbook.

*Work of the Editorial Division.*—The work of the Editorial Division from July 1, 1930, to June 30, 1931, can be deduced from the following table:

ADMINISTRATIVE PUBLICATIONS, 1930-1931

	NO. OF BULLETINS	PAGES	COST
<i>Volume XXXII of University of Michigan Official Publication</i>			
Not handled by Editorial Division	3	160	\$ 987.23
Partial-process handling	5	160	4,814.25
Complete-process handling	70	8,874	31,019.37
<b>Total</b>	<b>78</b>	<b>9,194</b>	<b>\$36,820.85</b>
<i>Non-Serial Publications</i>			
Partial-process handling	11	608	\$ 1,608.50
Complete-process handling	44	1,076	5,602.80
<b>Total</b>	<b>55</b>	<b>1,684</b>	<b>7,211.30</b>
Calendar, campus maps, and miscellaneous cuts			115.98
<b>Grand Total</b>	<b>133</b>	<b>10,878</b>	<b>\$44,148.13</b>

A detailed list of the serial publications under Volume XXXII of the University of Michigan Official Publication and the non-serial publications are given in Appendix III of the *President's Report, 1930-1931*. As a result of issuing the Official Publication semi-weekly from March to August, inclusive, and weekly from September to February, inclusive, the fiscal year of 1930-1931 and the "volume year" were the same except for Serial No. 78, on which the order was dated July 7, 1931.

As there were issued in Volume XXXII two each of Extension Credit and Non-Credit Courses (First Semester), School of Dentistry Announcement, Library Extension Service, Michigan Schoolmasters' Club Journal, Graduate School Announcement, Health Education Program, School of Forestry and Conservation Announcement, School of Music Announcement, and University High School bulletin, a comparison of figures of one volume with another, is impossible.

The three official publications of Volume XXXII that were not handled in an editorial way in this division but which are included in the list in Appendix III are:

<i>Serial No.</i>	<i>Pages</i>	<i>Handled by</i>
17 Financial Report of the University, 1929-1930	76	Business Office
20 Death Notices, 1929-1930	28	Alumni Catalogue Office
45 Report of the Director of the Museum of Zoology, 1929-1930	56	University Museums

The five serial and eleven non-serial publications that were partially handled by the Editorial Division, since the departments concerned assumed a portion of the responsibility of editing and proof reading, are as follows:

<i>Serial No.</i>	<i>Pages</i>	<i>Partially Handled by</i>
22 In Memoriam, Harry Burns Hutchins	24	Alumni Relations
37 A Brief for the Large University	16	Alumni Relations
60 The Alumni University	16	Alumni Relations
61 A Summary of the Annual Report of President Ruthven	16	Alumni Relations
74 A Bibliography of Publications by Members of the Several Faculties of the University of Michigan	88	Graduate School
Regents' Proceedings (10 issues)	440	Business Office
Alumni Reading Lists	168	Alumni Relations

Six new bulletins were handled by the Editorial Division during the past year, as follows:

Department of Botany, Summer Session  
 Program in Transportation  
 Administrative Studies No. 1, Comparison of Data on Freshmen  
 A Course in International Relations  
 Financing an Education  
 Alumni Reading Lists

The Editorial Division also compiled a general index for the two volumes of the General Register Issue which contains all the announcements of the various schools and colleges, the General Information Bulletin, Register, and Scholarships, Prizes, and Loan Funds. This delayed the delivery of this bulletin until May of last year. However, these two volumes will be off the press by the middle of November this year. It might be added that a new policy has been established in that no new bulletins are being published without the approval of the Managing Editor of the University of Michigan Press.

*Savings in printing.*—Material savings in printing were made in several bulletins by deleting unnecessary material and material that already appeared in other bulletins; by cutting down the number of forms in a bulletin; and by making a saddle-back book in one case, rather than a side-stitched book. In the matter of forms, it can be readily understood that there is more economy in printing a 32-page bulletin which requires but one form than in printing a 28-page bulletin which requires three forms—a 16-page, an 8-page, and a 4-page form.

*Resignation.*—It is with regret that we record the resignation of Miss Stella L. Brunt, who was one of the assistant editors of the University of Michigan Official Publication. In her two years of full time and two years of three-fifths time as a member of the Editorial Division, she rendered a worth-while service to the University in supervising the revision of the official publications so that they are now fairly uniform in style and set-up.

*Conclusion.*—A more detailed summary of the University official publications for 1930-1931 is on file in the office of the Managing Editor of the University of Michigan Press. Our phenomenal growth in the last five years seems to warrant at this time an expression of thanks to the various administrators of the University for their co-operation with and confidence in the Editorial Division.

Respectfully submitted,

IRA M. SMITH, *Registrar*