

# LAFAYETTE COLLEGE

March, 1968

## Report of the Faculty Special Committee on Co-education

Upon motion of Professor James Vitelli at the May 1967 meeting of the faculty, there was established on June 1 a special faculty committee "to explore the possibility of admitting females to degree programs at Lafayette College." After a summer of withdrawal and reflection, the committee returned to campus in the fall and proceeded to make its explorations. We decided from the beginning that our task as a faculty committee would be limited to an exploration of the educational desirability of admitting female students to classroom and campus. That there were many other features of the problem was recognized, but the committee's concern, it was thought, should be limited to the educational. Beyond this, the committee should not be expected to move, nor should its deliberations be conditioned, inhibited, or directed by thoughts concerning physical plant, financial outlay, or possible violation to tradition and sentimentality. Therefore, we restricted our areas of exploration to the impact of females on admissions policy, curricular structure, the academic tone of the classroom and student life.

It was recognized, first of all, that trends for the last generation or so have been moving with increasing acceleration toward sexually-mixed education. Although there was a time when a president of an eminent eastern college could proclaim that co-education was for the frontier, in recent years the single-sex campuses have been disappearing in numbers even along the civilized eastern seaboard. Today there are left, out of 2252 institutions of higher learning in the country as a whole, only 35 privately supported, non-denominational, liberal arts colleges and universities for men, and 40 for women. There are eleven Protestant church-related liberal arts colleges for men out of 259. Of the 50 Presbyterian-related four-year colleges, 45 are co-educational, two are men's colleges (Lafayette and Westminster, Missouri); three are women's colleges (Beaver, Lindenwood, and Wilson).

Our judgment could be that finally, if we continue as we are, Lafayette College might achieve a unique status - the one remaining all-male campus in the country. There might be an advantage to this special status. We would, perhaps, no longer have to compete with other schools for our freshman class, worrying about keeping up the quality as well as the quantity. We would, in our new special position, be able to pick and choose with much greater care and comfort, even driving desirable applicants away. If this is the course Lafayette College chooses, we may or may not attract more and better high school male graduates. Who knows? We would have to wait and see.

It is extremely difficult to determine with any statistical accuracy whether Lafayette College is or is not at a competitive disadvantage right now because of its all-male condition. The Admissions Office canvassed those applicants last year who were accepted by the



College but chose to go elsewhere, to ascertain what were the reasons Lafayette College was rejected. These young men were asked, among other questions, if our being an all-male school was a factor in their choice of somewhere else. Of the 562 who answered the questionnaire, only 75 indicated that they went elsewhere primarily because we were an all-male college. However, we have no way of knowing how many high school seniors never even considered Lafayette College because it is a man's college, although the Admissions Office interviewers and some of the alumni serving on the National Schools Selection Committee report negative attitudes towards the college on these grounds from some high school seniors interviewed.

Conversely, it is difficult to find out how many students are here by choice because we are an all-male college. Princeton University students were recently polled on the question of females on campus. There was no item on the questionnaire asking if this issue had been a factor in their choice of Princeton. But the question "Do you favor undergraduate education for women at Princeton?" was asked. 2032 students replied; 1671, or 82%, favored undergraduate women at Princeton; 336, or 17%, were against the idea; and 25 neutrals, or 1%, had no opinion. So, whatever role the issue might have had in their original choice, there is no question as to where the students at Princeton stand after a short period of isolation. There was a minor variation in the way each class reported on the question, which may be of some significance. The freshmen, after a few months on campus, voted 71% in favor of females; the sophomores, 85%; the juniors, 89%; then something must begin to happen, the senior must begin to think like an alumnus, for the percentage of seniors favoring females on campus dropped back to 85%. All of this is inconclusive for Lafayette College.

There is another competitive factor about which we do have some data. The caliber of the entering freshman classes at Lafayette College has been steadily increasing over the last twelve or fifteen years. But the rate of improvement is now tapering off. We may not have yet hit a plateau, but the quality improvement based on College Entrance Examination Board scores and rank in class is becoming less each year (see Appendix A). Will we hit a plateau soon; will the academic quality of our candidates decline? If we increase the size of the student body to 1960 by 1972-73 and then go on to some higher figure over the next two decades, will the task of getting numbers so strain the desire to get quality that we will begin seriously to slip back to former lower quality levels? Recruiting females might help us keep up the quality average. We double the pool from which we recruit while only slightly increasing the size of the freshman class we admit. This would, of course, only be a direct advantage in those disciplines that attract females; but it can help indirectly in the technical subjects as well.

Over the last several years it has become more difficult to maintain our quality standards for students admitted to the Science and Engineering programs than it has for the Liberal Arts. Last year there were forty fewer potential engineering students admitted than were planned



for. Forty more could have been admitted, but only by accepting candidates with less likelihood of success at Lafayette. Incidentally, of those candidates for the class of 1971 who were offered admission to Lafayette and chose to go elsewhere, the percentage of Science and Engineering candidates who turned us down was greater than the percentage of Liberal Arts students who went elsewhere (See Appendix B). To maintain quality in the technical divisions, it will be necessary to admit a smaller percentage (and not too easy to maintain present numbers) of potential Science majors and Engineering students while admitting a larger percentage and an increased absolute number of Liberal Arts students. To do this it would be highly desirable to be able to draw on the female pool as well as the male.

There is an additional advantage in doubling the pool from which we recruit students. At the present time it is possible to admit females of higher average intellectual aptitude than males; perhaps because there are not so many places available for females, perhaps indeed, because females are more serious-minded and mature at the senior high and freshman level. But the statistics show that females entering selective co-educational colleges have higher median board scores and come more often from the first quintile in their class than do males. (See Appendix C for statistics from a few neighboring institutions collected by the Admissions Office as representative examples.)

Whether or not it might be desirable or even necessary to admit females to degree programs for competitive reasons may be considered a materialistic question rather than an educational one. The committee believes that the educational desirability of mixing the sexes in class and on campus is fairly obvious and elementary. "The debate has long since died away," writes Mabel Newcomer in A Century of Higher Education for Women. This may or may not be the case. In any event, there is no denying that sexually-segregated colleges came into being in a male-dominated society. They never possessed any inherent virtues as segregated schools and there are no sound educational arguments to support their continued existence in a society that is no longer so extremely sexually-segregated.

Considered abstractly, the presence of women in higher education along with men probably makes for little measureable difference in the academic quality of a college. Women may be no more nor no less educable than men. Studies of the actual experience of women in higher education suggest, however, that their presence in fact has made for a difference. There are some factors and discernible trends in this record which, we believe, if we take advantage of them, will contribute to enhancing the academic quality of our college.

1. The number of women students who go on to higher education has been increasing during the past decade at a faster rate than has the number of men. (The total number of males in the freshman class in 1967 increased 1.1% over the number enrolled in 1966; the total freshman female enrollment in 1967 increased 3.9% over the number in



1966.) This trend is likely to continue until the total number of women in colleges and universities will equal the total number of men—at least by 1980 if not sooner.

2. Moreover, the same disproportionate acceleration in numbers is showing at the graduation level: over nearly a ten-year period (1955-1963), the number of women earning the bachelor's degree had increased 69% while over the same period the number of bachelor's degrees awarded to men had increased only 50%. More and more women are going to colleges, and universities; more and more of these are staying the full route.

3. Of even greater significance in the increasing numbers of women available for higher education is the quality of that "pool." As already noted, a larger proportion of the women who go on to college comes from the higher ranks of scholastic achievement than is true of the men. This fact is borne out by the experience of most "quality" co-educational schools whose freshman enrollments regularly show higher standards upon admission for women than for men. This is presumptive evidence, at least, that a significant portion of an entering class will be better prepared scholastically at a more uniformly high level than is true of our present experience with entering freshman classes.

4. There seems to be some evidence, too, that though there are few differences between men and women in their stated reasons for going to college, women are more likely to place academic reasons first and occupational reasons second. Men reverse this order. Personal and social reasons weigh more heavily with women than with men, who more often cite, before these, traditional reasons (influence of family, friends, the tacit assumption that young people of their group go to college, etc.) According to Mabel Newcomer, "For the majority of women students who graduate, and many who do not, the important factors are academic interest . . . ." (See also Eli Ginzberg, Life Styles of Educated Women, New York, 1966: "only a minority of women are career oriented while in college." [p. 38]). Whatever else this emphasis upon academic motivation may mean, it suggests for the teacher the likelihood of sprightlier classroom performance and a focusing of interest on the studies at hand.

5. Presently, perhaps as a consequence of this emphasis upon academic motivation, the presence of women in higher education exerts pressure chiefly upon liberal arts studies. A number of commentators remark upon "the unique opportunity to be the pace setter in qualitative development of higher education" (See Paul L. Ward, "Women's Share in College Enrollments," in Pressures and Priorities in Higher Education: Current Issues in Higher Education, 1965, Washington, 1965, p. 139) which the presence of women provides. That is, in a collegiate atmosphere somewhat less committed to pre-professional training, there is a greater propensity for experiment and innovation, for diversifying the options of study.



Some efforts have been made to assess the impact of co-education on male students. One study attempted to test attitudes on campus just before and just after co-education was introduced (See Marilyn J. Sermul, "The Effects of Co-education on Attitudes of Male College Students," The Journal of Educational Sociology, XXXV (September, 1961) 11-17). Attitudes were determined on the campus chosen not with the same male students but in the same classes, introductory courses in Economics, Political Science, and Sociology, and using as closely as possible the same type of students, in the Spring of 1959 when the classes were still all male and again in 1960 when they were sexually-integrated. Attitudes as to personal appearance, scholarship and school were one area tested. There were others regarding extra-curricular activities and such things as dating patterns, marriage plans, and attitudes towards education. The males in the Spring of 1960 took a little more care (not much) with their appearance, spent more time studying, and participated more in class. They also were more active in "interest" clubs, those that females also joined, rather than in pre-professional clubs, never, of course, admitting on the questionnaire that the presence of females might have been responsible for any of these altered patterns.

As to attitudes towards females in class, there were different views expressed by those anticipating the experience and those enjoying it. More males were opposed to females in class in 1960 than in 1959 - a slight increase. There was a drop from the number that predicted in 1959 that there would be keener competition for grades to the number in 1960 that felt there actually was keener competition. But there was no change in the number that predicted it would be neither more nor less difficult to get an "A" with females in the classroom. However, in 1959, 12% of the males thought that the professor would give higher grades to the females; in 1960, double the percent, or 24% were sure it was so. As for classroom discussion, 31% predicted in 1959 that classes would be less interesting; 42% that they would be more interesting. The 1960 returns showed a sharp reversal. 51% said classes were less interesting; only 19% that they were more so.

There was one other area of examination, not related directly to classroom performance or attitudes. Many more males were content with the college they had chosen in 1960 than in 1959; many more felt that their classmates were satisfied with the college; many more were ready to recommend their college to prospective students and recommend it enthusiastically. The questions eliciting these answers were in no direct way related on the questionnaire with the issue of females in class or on campus. The author of the study could only conclude that sexually-mixed education, whether the male protests against it or not, produces more contented male students and therefore, presumably, better alumni.

As for Lafayette College students, the Committee on Student Affairs was consulted to assess the impact females would have on extra-curricular activities. It was generally agreed that the results would be beneficial in most extra-curricular areas:



1. Females on campus would have a positive effect on the social life of the campus. The total atmosphere of the campus would be more relaxed and natural. The feeling on the part of many students that they need to jam everything into a party weekend would vanish. A more positive and beneficial attitude towards the opposite sex would develop.

2. The effect that females would have on extra-curricular activities would, on the whole, be a significant one. Many activities, such as the choir, glee club, theater, departmental clubs, and the church would show a marked improvement and would, in general, be greatly uplifted. The mere presence of female cheerleaders may evoke more spirit in the student body. The intercollegiate sports program would not be affected. An intercollegiate, intramural and physical education program, however, would have to be added for female students.

3. There is a feeling among many students and members of the faculty that Lafayette College is rapidly becoming a "suitcase college." Females on campus would serve as an extra incentive for many male students to remain on campus. Careful planning and scheduling of activities involving both sexes would do much in the way of keeping students on campus.

4. The impact on student-town relations is questionable. Perhaps many local girls would not be sought out as dates and many students would now devote time to campus activities rather than wander around town. Local merchants would undoubtedly look with favor on the addition of coeds to the campus.

5. There is no strong evidence that the fraternity system will be either strengthened or weakened. Male students might have more interest in belonging to fraternities because, probably, more social events would be held within them. On the other hand, some might feel that joining a social living group would not be necessary now that female students were on campus.

But will female students on the Lafayette College campus produce more contented faculty? There seems to be no question about what would happen, at least in the immediate future, if we admitted females to the classroom. Most of them would be in Liberal Arts courses. In three neighboring colleges with sexually-integrated classes, over 60% of the females majored in Liberal Arts; 22% in Mathematics and Psychology and only 16% in the Sciences. Course enrollments show even sharper differentials - about 77% of the female course enrollments are in Liberal Arts; 11 to 12% in Psychology and Mathematics and 14% in the Sciences. (See Appendix D for a complete breakdown of course and major selections for females at Bucknell, Moravian, and Muhlenberg, prepared by the subcommittee on the impact of female students on curriculum, Professor Hart and Mr. Meyer.) Presumably, the presence of females in the classrooms and laboratories of Lafayette College would have similar effects on the distribution of students among the various curricula.



It would seem that with one or two exceptions the size of departments in the Liberal Arts might be somewhat more uniform; and in those departments such as English, History, Modern Language, and Economics, that are now large, there might be a more equitable distribution between freshman-sophomore enrollments and advanced enrollments. A higher overall ratio between faculty and students could be achieved with this more even distribution. Finally, this distribution pattern could be maintained by manipulating the percentage of females admitted to the freshman class or as juniors.

In the foreseeable future until female behavior patterns shift more markedly toward the technical, the Engineering programs at Lafayette College would not be measurably increased by the addition of females. This might at first glance seem to be prejudicial against the scientific and technical courses. But it would be easier to maintain high admissions standards in the Bachelor of Science programs were their enrollments to remain more or less stationary while the Bachelor of Arts increased; and the expense of the Bachelor of Science programs would be more easily carried by the College as the numbers in the Liberal Arts programs increased. In this way the admission of female students would indirectly help solve two of the pressing problems in the Science programs - standards and costs.

If there is general agreement among the faculty that better students, higher academic tone, more even curricular distribution (in the Arts), and healthier, more contented students will result from admitting females to class and campus, and that therefore whatever the other considerations it is educationally desirable for Lafayette College to admit them, the question arises "How and when?"

The Committee recommends a gradual transition from our present all-male state with 1700-1750 students to a co-educational campus of about 2200-2300 by 1975, of whom about 350-400 would be females. Few adjustments would have to be made to incorporate females into this planned number; and the cost need not exceed by great amounts those now planned for this period. The proposals of the committee imply that the male student population would continue to grow as already planned, possibly remaining stationary in the technical areas, if necessary, to maintain standards. Faculty and curricular expansion would be in those areas as required by the academic interest of the females admitted. The specific motions of the committee placed before the faculty are intended for faculty recommendation to the Board of Trustees to authorize the initiation of this modest transition to a sexually-mixed and therefore healthier Lafayette College campus.



THEREFORE

It is moved that the faculty recommend to the Board of Trustees

- 1) That the admission of females to all degree programs at Lafayette College be authorized;
- 2) That, effective as soon as practicable, the College admit females on a commuter basis;
- 3) That appropriate changes to campus facilities be initiated as promptly as possible to permit the admission of females on a residence basis; and,
- 4) That females be added to the student body over the next few years with no diminution in the size of the male student population as presently planned.

Wallace M. Catanach  
William F. Hart  
William R. Jones  
Clay Ketcham  
Olav B. Kollevoll  
Ralph C. Meyer  
James R. Vitelli  
Charles C. Cole, ex officio  
William G. McLean, ex officio  
Albert W. Gendebien, Chairman



## APPENDIX "A"

Profiles of Lafayette Freshman Classes

| <u>Class of</u> | <u>SAT scores</u>  |                  | <u>Percentage in 1st Quintile</u> |                |
|-----------------|--------------------|------------------|-----------------------------------|----------------|
|                 | <u>Mean Verbal</u> | <u>Mean Math</u> | <u>Public</u>                     | <u>Private</u> |
| 1971            | 595                | 647              | 71.6%                             | 25.3%          |
| 1970            | 603                | 647              | 72.2%                             | 21.2%          |
| 1969            | 592                | 645              |                                   | 69.4%          |
| 1968            | 580                | 640              |                                   | 55.7%          |
| 1967            | 573                | 623              |                                   | 46.6%          |
| 1966            | 566                | 616              |                                   |                |
| 1965            | 556                | 609              |                                   |                |

## APPENDIX "B"

Class of 1971

|              | <u>Acceptances</u> | <u>Withdrawals</u> | <u>Fees (net)</u> | <u>% Return</u> |
|--------------|--------------------|--------------------|-------------------|-----------------|
| A.B.         | 602                | 344                | 258               | 42.86%          |
| B.S. Science | 179                | 117                | 62                | 34.63%          |
| B.S. Eng'g.  | 424                | 267                | 157               | 37.03%          |
| TOTAL        | 1205               | 728                | 477               | 39.59%          |

## APPENDIX "C"

Comparison of Men's and Women's Median  
Academic Statistics for Selected  
Co-ed Colleges in Pennsylvania

| <u>College</u> | <u>SAT-V(M)</u> | <u>SAT-V(W)</u> | <u>SAT-M(M)</u> | <u>SAT-M(W)</u> | <u>1/5 (M)</u> | <u>1/5 (W)</u> |
|----------------|-----------------|-----------------|-----------------|-----------------|----------------|----------------|
| Bucknell       | 600             | 650             | 650             | 650             | 73%            | 94%            |
| Dickinson      | 623             | 642             | 639             | 617             | --             | --             |
| Gettysburg     | 558             | 600             | 586             | 601             | 56%            | 89%            |
| Grove City     | --              | --              | --              | --              | 53%            | 94%            |
| U. of Penn.    | 628             | 644             | 659             | 622             | --             | --             |

Reported by Mr. Haines at Admissions Committee Meeting, Oct. 20, 1967



## APPENDIX "D"

## Report of the Sub-committee studying its probable effects upon the College Curriculum

Since very little has been published about the likely repercussions upon the curriculum of a men's college which decides to change itself into a co-educational institution, we decided to study a few nearby co-educational institutions with a view to determining what their women decided to major in, and what courses they decided to take. It was assumed that the choices of these women would bear at least some resemblance to the choices of women who would come to Lafayette College or a co-ordinate institution. We attempted to elicit information from five colleges or universities. Relevant comparable information was obtainable from three institutions: Moravian, Muhlenberg, and Bucknell. All sent data on the choice of major by upper-class men and women, and Moravian and Muhlenberg provided figures on class attendance by sex. A summary of these statistics is appended to this report.

The behavior of the women with regard to choosing courses and a major was not always uniform, yet there seems to have been a substantial amount of similarity in choices. The data seems to support the following conclusions:

1) Significantly more women enrolled in Arts programs than in Science programs. The percentage of women majoring in the Arts ranged from 55% to 63%. The percentage of women enrolled in Arts courses ranged from 60% to 77%. These figures do not include those women majoring in, or taking courses in, Mathematics or Psychology. Women majors in these subjects comprised from 12% to 32% of the total number of women, and the percentage of upper-class women enrolled in Mathematics and Psychology ranged from 8% to 15% of the total. The percentage of women majoring in Sciences comprised between 9% and 25% of the total. In the latter institution 18% majored in Nursing or Medical Technology. Only 9% to 15% of the upper-class students enrolled in Science courses were women. The Science statistics, of course, exclude women majoring in, or taking courses in, Mathematics and Psychology. Female Mathematics, Psychology, and other Science majors comprised between approximately one third to 45% of the total, and upper-class women enrolled in such courses comprised between 17% and 30% of the total. In the one institution which had an Engineering program there were no women majors and the number of women enrolled in Engineering courses was insignificant.

2) Within the Arts and Science programs women favored some departments over others. Sometimes the difference was substantial.

a) Two departments in particular, Education and English, invariably enrolled at least ten percent of the total number of women in their Junior or Senior classes.



b) The total number of upper-class women enrolled in the following departments was usually, but not always, between five and nine percent. These departments were Psychology, Sociology, Art, History, Biology, Religion, and Modern Language. The percentage of upper-class women taking Music courses comprised five percent in one institution and four percent in the other. In the institution which had Nursing and Medical Technology departments eleven percent of the women majored in Nursing and seven percent majored in Medical Technology.

c) Less than three percent of the upper-class women were enrolled in courses in any one of the remaining departments. These departments were those of Philosophy, Mathematics (although in this case the percentage of majors was significantly higher), Political Science, Geology, Chemistry, Humanities, Business Administration, Economics, Classics, Accounting, Japanese Studies, Physics, Physical Education, and Engineering.

The above percentages are based upon the total enrollment of women in advanced departmental classes. If a woman attended two classes in a single department, she was counted twice. Furthermore, the above percentages do not necessarily reflect the percentage of majors each department may have. For this information see the attached statistical report.

The above data suggests the following conclusions: With the admission of women

1) it is probable that the Arts program would be strengthened more than the Science and Engineering programs.

2) the disciplines of Education, Art and Music (together), and English would be strengthened substantially.

3) it is likely that six other departments would have to be enlarged, although to a lesser extent. These would be the departments of Psychology, History, Biology, Religion, Modern Language, and perhaps Mathematics. The percentage of women enrolled in Psychology may, however, be related to the development of an Education program.

4) it is likely that the other departments would be strengthened only to a modest extent, if at all.

5) it is probable that there would be sufficient demand for additional Sociology courses to warrant consideration for changing our present Sociology program into a department. For lack of evidence no definite judgment can be made concerning the expansion of our offerings in Anthropology.



6) it would be appropriate to consider the creation of some entirely new programs to meet the needs of the women, such as those designed for the preparation of nurses and medical technicians. The creation of such programs may not, however, improve the academic standing of the College, since such programs could require the introduction of lower level courses in the Sciences.

Certain other reflections are relevant to our curriculum planning were Lafayette to become co-educational, or were a co-ordinate women's institution to be established.

In talking with members of other institutions which have become co-educational, no evidence was found which would indicate that any program would be weakened as a consequence of admitting women. The growth of some departments did not impair the academic effectiveness of those which did not grow. This assumes no reduction in the present number of male students. If present requirements are maintained, the larger enrollment would require the expansion of basic courses in nearly every department, Science as well as Liberal Arts.

Since females are excluded from taking Military Science by law, the Physical Education department would have to introduce new courses suitable to womanly talents and tastes.

Most of the above analysis assumes that women would not replace any men students on the campus but would rather be an addition to the student body. Were women students to replace men students the effects would in many cases be quite different than those outlined above.

William F. Hart  
Ralph C. Meyer



Summary of the proportion of women majoring in and enrolled in courses in the various disciplines at Bucknell, Moravian, and Muhlenburg.

Base: For Bucknell, the total number of women in the classes of 1968 and 1969..

For Moravian, the total number of women in the class of 1967.

For Muhlenburg, the total number of women in the classes of 1967, 1968, and 1969.

In all cases the enrollment during the second semester only is considered.

| Discipline<br>or<br>department | Percent of women<br>majors |               |                 | Percent of<br>women in<br>courses* |                 | Average<br>% of<br>women<br>majors | Average<br>% of wo-<br>men in<br>courses |
|--------------------------------|----------------------------|---------------|-----------------|------------------------------------|-----------------|------------------------------------|--|
|                                | Buck-<br>nell              | Mora-<br>vian | Muhlen-<br>burg | Mora-<br>vian                      | Muhlen-<br>burg |                                    |  |
| Education                      | 20+                        | 19+           | -               | 17                                 | 11              | 19½                                | 14                                       |
| English                        | 18                         | 15            | 18              | 10                                 | 14              | 17                                 | 12                                       |
| Psychology                     | 9                          | 7             | 24              | 5                                  | 13              | 13                                 | 9  |
| Sociology                      | 2                          | 6             | 11              | 9                                  | 8               | 6                                  | 8½                                       |
| Art                            | 1                          | -             | -               | 11                                 | 6               | 1                                  | 8½                                       |
| History                        | 8                          | 8             | 9               | 9                                  | 6               | 8                                  | 7½                                       |
| Biology                        | 6                          | 5             | 4               | 3                                  | 11              | 5                                  | 7  |
| Religion                       | -                          | -             | -               | 10                                 | 4               | -                                  | 7  |
| Modern Languages               | 6                          | 5             | 11              | 6                                  | 6               | 7                                  | 6  |
| Music                          | 2                          | 3             | -               | 5                                  | 4               | 2½                                 | 4½                                       |
| Philosophy                     | 0                          | 1             | 0               | 2                                  | 4               | 0                                  | 3  |
| Mathematics                    | 14                         | 5             | 8               | 3                                  | 2               | 9                                  | 2½                                       |
| Political Science              | 2                          | 2             | 1               | 3                                  | 2               | 2                                  | 2½                                       |
| Geology                        | 0                          | 0             | -               | 4                                  | 1               | 0                                  | 2½                                       |
| Chemistry                      | 3                          | 2             | 2               | 2                                  | 2               | 2                                  | 2  |
| Humanities                     | -                          | -             | 3               | -                                  | 1               | 3                                  | 1  |
| Business                       |                            |               |                 |                                    |                 |                                    |  |
| Administration                 | 1                          | 2             | -               | 1                                  | -               | 1½                                 | 1  |
| Economics                      | 1                          | 1             | 2               | 1                                  | 1               | 1                                  | 1  |
| Classics                       | 0                          | -             | 1               | -                                  | 1               | ½                                  | 1  |
| Accounting                     | 0                          | -             | -               | -                                  | 1               | 0                                  | 1  |
| Japanese Studies               | 1                          | -             | -               | -                                  | -               | 1                                  | -  |
| Physics                        | 0                          | -             | 1               | 0                                  | 1               | ½                                  | ½  |
| Physical                       |                            |               |                 |                                    |                 |                                    |  |
| Education                      | -                          | -             | -               | 1                                  | -               | -                                  | ½  |
| Nursing                        | -                          | 11            | -               | -                                  | -               | 11                                 | -  |
| Medical Tech.                  | -                          | 7             | 1               | -                                  | -               | 7                                  | -  |
| Natural Science                | -                          | -             | 6               | -                                  | -               | 6                                  | -  |
| Engineering                    | 0                          | -             | -               | -                                  | -               | 0                                  | -  |
| Total                          | 95                         | 100           | 100             | 102                                | 99              |                                    |  |
| Arts                           | 63+                        | 63            | 55              | 85                                 | 69              | 60+                                | 77                                       |
| Psych. & Math.                 | 23                         | 12            | 32              | 8                                  | 15              | 22                                 | 11½                                      |
| Sciences                       | 9                          | 25            | 13              | 9                                  | 15              | 16                                 | 14                                       |
| Total                          | 95                         | 100           | 100             | 102                                | 99              |                                    |  |

Totals do not equal 100% due to rounding.

\*A woman is counted twice if she is enrolled in two courses, etc.