April 11, 1923

President Ernest D. Burton,
The University of Chicago.

Dear President Burton:

I return Laing's letter for filing.

With reference to the Summer Quarter, we both thought that someone should have a more explicit responsibility in the way of studying the program offered and the departmental recommendations to discover whether we are doing as well as might be done in the way of variety of courses, new courses, and outstanding men. Mr. Laing in connection with his summer teaching at Columbia had been told by some of his students there that they would naturally have preferred to come here but that they had already taken courses offered and did not find further work which they could take to advantage.

You are probably familiar with the fact that when the departments have been regularly asked for their summer estimates the circular has stated that probably no more funds will be available than for the preceding summer. I think this may have had a somewhat deadening effect upon some departments.

The theory here has been that since the summer quarter is one of the regular quarters of the Univereity it should not have a separate director as other institutions usually have. Whether we appoint a separate director or not, I think that in any case either a dean or a committee of deans should be appointed to plan for the Summer Quarter of 1924 as a whole and prepare suggestions to the departments to be submitted to them when the request for recommendations is made. I know that Professor Coss at Columbia takes a great deal of responsibility in the way of initiating new work through suggestions to departments and through conferences. I think that in company with the Deans of the Graduate Schools particularly I might work out some more suggestions along this line.

Yours truly,

James H. Tufts.

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00873

The University of Chicago

The Ogden Graduate School of Science

OFFICE OF THE DEAN

Summer Quarter Folder

May 31, 1923

President E. D. Burton,
Faculty Exchange

Dear President Burton:

The Senate Committee on Summer Quarter Policy has held two meetings and submits the following report of progress.

The following steps are unanimously agreed upon:

1. We should plan for a continued growth, especially in the Graduate Departments.
2. Some one person, possibly the Dean of the Faculties, should be designated to have general oversight of the offerings of different departments in order to secure a well-balanced program.
3. A statement should be sent from the President's Office to all instructors, reminding them that the University standards for the Summer Quarter are to be maintained as in the past.
4. Instructors from other institutions should be engaged a year in advance if budget arrangements can be made so far ahead.
5. A concerted effort should be made by all instructors and executive officers to give a more cordial welcome to new students arriving here. It will be safe to count on hearty cooperation of the Housing Bureau, the Deans' Offices, the Cashier's Office, the Examiner's Office, and the Bureau of Records to eliminate the long waiting lines. These waiting lines have been an extremely unfortunate factor in our start both the Summer and Autumn Quarters for a good many years. It will be a great help to increase the number of signs about the campus and to have a larger number of assistants to act as guides in directing people and in answering questions.

How?

Has this been arranged?

We hope for the following improvements:

a. The Housing Bureau will endeavor to communicate more freely by telephone and to have taxi cabs available for those who wish them.

Arranged for?

The University of Chicago

The Graduate School of Science

OFFICE OF THE DEAN

May 31, 1938

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Faculty Exchange

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The following steps are unanimously agreed upon:

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We hope for the following improvements:

a. The Housing Bureau will endeavor to communicate more freely by telephone and to have taxi cabs available for those who wish them.

b. The Cashier's Office will have assistant cashiers in Harper Library to receive payments from graduate students, and at the School of Education to receive payments from students in Education.
c. The Deans' Offices will endeavor to avoid the long lines waiting for registration.
d. The Examiner's Office will attempt to reduce the congestion at the Office of Admissions. Assistant-examiners will be present at the School of Education and in Harper to relieve the congestion ~~in~~ at Cobb Hall.
e. The Bureau of Records will make every effort to give out class tickets more rapidly in order to avoid the long waiting lines. Class tickets will be given out at the School of Education, Harper Library, and in Cobb Hall.

A considerable number of the foregoing suggestions can be introduced effectively for the current Summer Quarter. Others obviously cannot. In considering plans for the Summer Quarter, the Committee has made a study of the number of Graduate, Senior College, Junior College, and Unclassified Registrations in each department for the past twelve years. A table showing these registrations is attached to this preliminary report. It indicates continued growth in the graduate registration in most departments. In a few cases the graduate registrations for the Summer Quarter have not been satisfactory, and a special effort should be made to improve the situation.

Very truly yours,

Henry G. Gale

HGG/CC

Henry G. Gale
Dean.

b. The Cashier's Office will have assistant cashiers in Harper Library to receive payments from graduate students and at the School of Education to receive payments from students in Education.

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Very truly yours,

Henry G. Gale
Dean.

HGG\CC

Summer	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922
Total Univ.	3249	3526	3759	3987	4369	5404	4643	3827	4956	5409	6452	6463
Total Grad. School	1134	1279	1310	1389	1638	2035	1867	1483	1961	2074	2546	2674
Graduates minus Education Students		1054	1054	1050	1292	1544	1455	1150	1436	1552	1876	1961
Graduate Education		225	256	339	346	491	412	333	525	522	670	713
Under grad. Education	739	770	954	995	1041	1373	1034	942	1263	1304	1603	1521
Sr. Col.	224	281	321	342	335	439	452	402	437	554	624	637
Jr. Col.	209	313	268	268	266	289	277	235	307	242	258	256
Unclass.	582	506	519	546	584	732	594	454	580	612	569	575
Total A. L.&S minus Graduates	1015	1100	1129	1180	1224	1460	1323	1091	1324	1408	1451	1468
Law	158	140	144	164	173	203	137	60	164	178	214	213
Div.	222	243	237	288	318	337	270	220	274	281	340	296
Med.	94	75	111	135	128	142	233	181	163	200	201	214

Summer	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922
Total Univ.	8249	8528	8759	8987	4859	5404	4643	3827	4958	5409	6452	6483
Total Grad. School	1154	1279	1810	1889	1638	2055	1867	1483	1981	2074	2548	2674
Graduates minus Education Students		1054	1054	1050	1292	1644	1455	1150	1436	1552	1878	1961
Graduate Education	225	258	339	346	491	412	333	525	522	670		713
Under grad. Education 759	770	954	995	1041	1373	1054	942	1265	1304	1803		1521
Sr. Col.	224	281	321	342	355	459	452	402	437	554	824	637
Jr. Col.	209	313	268	288	280	289	279	285	307	242	258	256
Unclass.	582	508	519	546	584	732	594	454	580	812	589	575
Total A. L.&S. minus Graduates	1015	1100	1129	1180	1224	1460	1323	1091	1324	1408	1451	1468
Law	158	140	144	164	173	203	137	80	164	178	214	213
Div.	222	243	237	288	318	337	270	220	274	281	340	296
Med.	94	75	111	135	128	142	233	181	185	200	201	214

Philos.	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922
Grad.	64	90	75	66	61	116	92	86	44	35	114	73
Sr.	28	29	39	28	15	33	23	25	18	25	69	39
Jr.	8	22	18	7	9	29	18	4	20	7	22	27
Others	31	45	56	74	91	55	80	74	52	41	118	67
Total	131	186	188	175	176	233	213	189	134	108	323	206
Psych.												
Grad.	85	115	81	58	73	39	31	45	62	84	93	130
Sr.	27	35	26	19	20	18	7	19	16	33	48	69
Jr.	16	42	26	34	35	20	19	12	27	15	30	31
Others	82	78	74	51	59	34	38	33	58	96	100	107
Total	210	270	207	162	187	111	95	109	163	228	271	337
Educ.												
Grad.	584	718	267	993	989	1277	1055	752	1388	1565	2082	2357
Sr.	56	49	127	61	69	75	65	48	68	91	106	152
Jr.	38	19	47	18	44	30	34	18	25	25	13	33
Others	730	820	496	868	970	1334	925	922	1281	1379	1763	1962
Total	1408	1606	937	1940	2072	2716	2079	1740	2762	3070	3964	4504
Pol. Ec.												
Grad.	55	99	79	90	144	154	117	70	181	145	112	158
Sr.	15	41	39	31	44	52	43	33	58	73	90	63
Jr.	29	51	29	34	37	29	26	27	45	36	45	47
Others	48	65	93	84	132	135	114	132	252	347	388	332
Total	147	256	240	239	357	370	300	262	536	601	635	600
Pol. Sci.												
Grad.	40	50	31	42	42	77	21	20	38	20	21	54
Sr.	12	11	7	10	13	17	2	9	23	15	13	37
Jr.	8	11	2	5	6	5	1	3	4	6	4	3
Others	52	52	8	58	79	132	45	48	131	61	10	31
Total	112	133	48	115	140	231	69	80	196	102	48	125
Hist.												
Grad.	233	328	300	294	301	313	262	236	388	383	455	505
Sr.	37	87	100	88	103	97	97	81	119	136	137	205
Jr.	54	103	87	77	68	71	63	59	73	55	71	81
Others	148	219	206	187	194	173	131	166	233	228	258	303
Hist. Art												
Total	472	737	693	646	666	654	553	542	813	802	921	1094
Hist. Art												
Grad.	23	18	36	8	30	24	14	3		17	8	
Sr.	16	14	13	13	7	26	42	22		18	8	
Jr.	6	10	4	14	1	11	13	12		4	2	
Others	31	11	21	33	17	48	42	2		41	15	
Total	76	53	74	68	55	109	111	39		80	33	
Soc.												
Grad.	127	166	206	153	156	136	101	67	109	169	148	170
Sr.	47	27	58	112	88	100	53	65	58	134	109	146
Jr.	14	10	27	35	35	46	21	23	29	39	49	43
Others	95	192	194	218	217	212	185	150	166	208	200	242
Total	283	395	485	518	496	494	360	305	362	550	598	601
Hs. Ad.												
Grad.	12	29	11	28	13	7	19	17	5	8	10	3

Phil.	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922
Grad.	64	90	75	66	61	116	92	86	44	35	114	73
Sr.	28	29	39	28	15	33	23	25	18	25	69	39
Jr.	8	22	18	7	9	29	18	4	20	7	22	27
Others	31	45	56	74	91	55	80	74	52	41	118	67
Total	131	186	188	175	176	253	213	189	134	108	323	206
Psych.												
Grad.	86	115	81	58	78	39	31	45	82	84	93	130
Sr.	27	35	26	19	20	18	7	19	16	33	48	89
Jr.	18	42	26	34	35	20	19	12	27	15	30	31
Others	82	78	74	51	59	34	38	35	58	96	100	107
Total	210	270	207	182	187	111	95	109	183	228	271	357
Educ.												
Grad.	584	718	267	993	989	1277	1055	752	1388	1585	2082	2357
Sr.	56	49	127	61	89	75	65	48	88	91	108	152
Jr.	38	19	47	18	44	30	34	18	25	25	13	33
Others	730	820	498	888	970	1384	925	922	1281	1379	1763	1962
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Pol. Ec.												
Grad.	55	99	79	90	144	164	117	70	181	145	112	158
Sr.	15	41	39	31	44	52	43	33	58	73	90	83
Jr.	29	51	29	34	37	29	28	27	45	36	45	47
Others	48	85	93	84	132	185	114	132	252	347	388	332
Total	147	256	240	239	357	370	300	262	536	601	635	600
Pol. Sci.												
Grad.	40	50	31	42	42	77	21	20	38	20	21	54
Sr.	12	11	7	10	13	17	2	9	23	15	13	37
Jr.	8	11	2	5	6	5	1	3	4	6	4	3
Others	52	52	8	58	79	132	45	48	131	81	10	31
Total	112	133	48	115	140	231	69	80	196	102	48	125
Hist.												
Grad.	253	328	300	294	301	313	262	238	388	383	485	505
Sr.	37	87	100	88	103	97	97	81	119	136	137	205
Jr.	54	103	87	77	88	71	83	59	76	55	71	81
Others	148	219	208	187	194	173	131	186	235	228	258	303
Total	472	737	695	646	666	654	553	542	813	802	921	1094
Hist. Art												
Grad.	23	18	36	8	30	24	14	3		17	8	
Sr.	16	14	13	13	7	28	42	22		18	8	
Jr.	6	10	4	14	1	11	13	12		4	2	
Others	31	11	21	33	17	48	42	2		41	15	
Total	76	53	74	68	55	109	111	39		80	33	
Soc.												
Grad.	127	188	208	153	158	138	101	67	109	189	148	170
Sr.	47	27	58	112	88	100	53	85	58	134	109	148
Jr.	14	10	27	35	35	46	21	23	29	39	49	43
Others	95	192	194	218	217	212	185	150	186	208	200	242
Total	283	395	485	518	498	496	360	305	382	550	598	601
Ha. Ad.												
Grad.	12	29	11	28	18	7	19	17	5	8	10	3

Hs. Ads.	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922
Grad.	12	29	11	28	13	7	19	17	5	8	10	3
Sr.	5	11	6	39	2	4	1	5	4	5	6	5
Jr.	3	2	1	9	0	1	2	2	8	4	0	0
Others	59	96	10	40	13	16	22	40	11	29	18	8
Total	79	136	28	116	28	28	44	64	28	46	34	16
Com. Rel.												
Grad.	19	13	9	16	9	7	4	14	6	8	6	6
Sr.	4	5	3	14	2	4	4	5	0	5	1	3
Jr.	3	0	0	2	1	1	1	0	0	0	0	0
Others	66	45	50	57	102	85	78	56	0	39	39	54
Totals	92	63	62	89	114	97	87	75	0	52	46	63
Semit.												
Grad.	6	12	3	2	21	4	0	3	4	6	5	
Sr.	3	7	3	1	6	1	4	3	7	1	11	
Jr.	2	4	1	2	1	1	1	1	2	1	1	
Others	136	158	121	124	146	126	84	52	131	74	109	
Total	147	181	128	129	174	132	89	59	144	82	126	
Bib. Gr.												
Grad.	0	6	3	3	7	7	4	3	8	2		
Sr.	1	1	1	7	1	7	5	9	4	7		
Jr.	0	0	4	3	1	2	1	1	2	1		
Others	114	121	104	139	197	185	164	137	242	204		
Total	115	128	112	152	206	201	174	150	256	214		
Comp. Phil.												
Grad.	25	6	22	21	40	33	21	9	15	20	16	30
Sr.	1	0	1	1	1	0	2	2	4	2	0	2
Jr.	1	0	0		2	1	1		1	18	2	
Others	1	2	1	3	18	8	8	5	7		2	3
Total	28	8	24	25	~~16~~ 61	42	32	16	27	40	20	35
Greek												
Grad.	48	83	36	40	49	27	26	18	44	36	42	55
Sr.	15	14	8	5	8	5	7	11	7	10	7	4
Jr.	14	13	5	6	11	5	4	5	7	2	1	6
Others	20	21	26	18	21	20	5	6	8	11	15	11
Total	97	131	75	69	89	57	42	40	66	59	65	76
Latin												
Grad.	168	216	196	129	151	170	111	133	113	132	171	94
Sr.	29	20	20	12	22	13	20	20	11	25	18	17
Jr.	28	29	21	22	9	11	5	4	3	0	3	5
Others	80	86	67	54	54	41	18	25	31	33	20	10
Total	305	351	304	217	236	235	154	182	158	190	212	126
Rom.												
Grad.	126	166	148	173	188	236	243	464	450	406	437	420
Sr.	26	29	40	37	42	52	33	69	62	75	75	68
Jr.	29	61	48	44	43	42	36	33	46	28	28	33
Others	127	85	83	104	101	160	99	114	97	129	131	124
Total	308	341	319	358	374	490	411	680	655	638	671	645

Re. Adm.	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922
Grad.	12	29	11	28	13	7	19	17	5	8	10	8
Sr.	5	11	6	39	3	4	1	5	4	5	6	5
Jr.	3	2	1	9	0	1	2	2	3	4	0	0
Others	39	98	10	40	13	16	22	40	11	29	18	8
Total	79	186	28	116	28	28	44	64	28	46	34	18

Com. Sci.

Grad.	19	15	9	18	9	7	4	14	9	8	6	8
Sr.	4	5	3	14	3	4	4	5	0	5	1	3
Jr.	3	0	0	3	1	1	1	0	0	0	0	0
Others	66	45	30	57	106	85	78	86	0	39	39	64
Totals	92	65	42	89	114	97	87	75	0	52	46	65

Semit.

Grad.	6	12	3	2	21	4	0	3	4	6	3	6
Sr.	3	7	3	1	8	1	4	3	7	1	11	
Jr.	2	4	1	2	1	1	1	1	2	1	1	
Others	138	158	121	124	146	126	86	152	123	74	109	
Total	147	181	128	129	174	132	89	59	144	82	128	

Bib. Gr.

Grad.	0	8	3	3	7	7	4	3	8	3		
Sr.	1	1	1	7	1	7	3	9	4	7		
Jr.	0	0	4	3	1	2	1	1	2	1		
Others	114	121	104	139	197	185	164	137	242	204		
Total	118	128	112	152	206	201	174	150	256	214		

Semp. Phil.

Grad.	25	6	22	21	40	33	21	9	15	20	18	30
Sr.	1	0	1	1	1	0	3	2	4	3	0	2
Jr.	1	0	0		2	1	1		1	18	2	
Others	1	3	1	3	18	8	8	5	7		2	8
Total	28	9	24	25	19	42	32	16	27	40	20	35

Greek

Grad.	48	85	36	40	49	27	28	18	44	36	42	55
Sr.	16	14	8	5	8	5	7	11	7	10	7	4
Jr.	14	13	5	8	11	5	4	5	7	2	1	6
Others	29	21	28	18	21	20	8	8	8	11	15	11
Total	97	131	75	69	89	57	42	40	66	59	65	76

Latin

Grad.	188	216	198	129	191	170	111	185	113	152	171	94
Sr.	29	20	20	12	22	13	20	20	11	25	18	17
Jr.	28	29	21	22	9	11	6	4	3	0	3	5
Others	80	86	67	54	64	41	18	25	31	38	20	10
Total	305	351	304	217	286	235	164	182	158	190	212	126

Hom.

Grad.	128	186	148	173	188	258	243	484	450	406	437	420
Sr.	26	29	40	37	42	52	33	89	82	75	75	88
Jr.	29	81	48	44	45	42	38	83	48	28	28	83
Others	127	86	83	104	101	160	99	114	97	129	131	124
Total	308	341	319	358	374	490	411	680	655	638	671	645

	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922
Ger.												
Grad.	164	188	106	161	213	210	149	22	26	33	39	48
Sr.	43	31	56	63	49	41	47	14	11	16	19	28
Jr.	41	77	56	47	43	30	26	5	5	5	6	2
Others	131	90	114	98	99	98	52	6	7	9	19	15
Total	379	386	412	369	404	379	274	47	49	63	83	93
Eng.												
Grad.	446	465	441	489	452	406	347	341	504	483	515	558
Sr.	79	108	129	162	143	220	173	158	221	220	240	227
Jr.	85	131	133	133	146	152	122	135	170	112	97	103
Others	492	408	394	501	469	446	332	287	392	347	332	410
Total	1102	1112	1097	1285	1210	1224	974	921	1287	1162	1184	1298
Gen. Lit.												
Grad.	6	4	11	23	34	53	36	59	11	15	47	56
Sr.	5	17	18	35	27	42	50	58	20	26	17	69
Jr.	1	8	8	18	7	18	10	17	3	4	10	10
Others	8	11	22	32	21	56	48	60	16	28	26	51
Total	20	40	59	108	109	169	144	194	50	73	100	184
Math.												
Grad.	273	163	277	227	318	285	167	122	151	251	364	382
Sr.	24	18	24	35	12	42	36	43	39	55	50	49
Jr.	24	32	29	26	21	33	19	27	36	28	25	29
Others	122	86	123	111	96	120	54	63	65	89	76	81
Total	443	399	453	399	447	480	276	255	291	423	515	541
Astron.												
Grad.	23	25	65	63	41	17	32	12	18	24	16	52
Sr.	2	7	7	11	5	4	9	6	11	5	10	13
Jr.	8	5	7	7	12	4	7	7	6	4	3	9
Others	6	9	10	6	4	9	8	7	11	8	2	20
Total	39	46	89	87	62	34	56	32	46	41	31	84
Physics												
Grad.	193	139	197	206	204	193	151	105	206	225	241	302
Sr.	16	18	27	24	12	26	47	38	39	54	52	62
Jr.	16	39	35	26	29	36	39	40	37	40	43	20
Totals	335	272	382	332	313	339	285	216	334	377	405	438
Others	110	76	93	76	69	84	49	33	52	58	69	54
Chem.												
Grad.	284	291	262	295	441	366	330	234	285	383	452	434
Sr.	37	61	52	42	38	65	62	88	75	88'	100	79
Jr.	36	67	44	64	59	84	52	71	64	55	47	61
Others	102	100	114	111	111	153	121	118	135	106	109	117
Total	459	519	472	512	649	668	565	511	559	632	708	691
Geol.												
Grad.	71	52	59	44	69	72	27	26	28	25	34	34
Sr.	23	38	17	34	16	26	22	11	26	17	41	29
Jr.	24	29	14	23	22	27	12	20	37	16	10	14
Others	53	42	46	61	36:	45	44	15	43	21	21	33
Total	171	159	136	162	143	170	105	72	134	79	106	110
~~Geog.~~												
~~Grad.~~	~~60~~	~~39~~	~~27~~	~~61~~	~~95~~	~~64~~	~~44~~	~~44~~	~~53~~	~~52~~	~~103~~	~~76~~
Sr.												

	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922
Ger.												
Grad.	164	188	108	181	213	210	149	22	26	33	39	48
Sr.	43	31	58	83	49	41	47	14	11	16	19	28
Jr.	41	77	58	47	43	30	28	6	5	5	6	2
Others	131	90	114	98	99	98	52	6	7	9	19	15
Total	379	386	412	389	404	379	276	47	49	63	83	93
Eng.												
Grad.	466	485	441	489	452	408	347	341	304	483	515	558
Sr.	79	108	129	182	143	220	173	158	221	220	240	227
Jr.	85	131	133	133	146	152	122	135	170	112	97	103
Others	492	408	394	501	489	446	332	287	392	347	332	410
Total	1102	1112	1097	1285	1210	1224	974	921	1287	1162	1184	1298
Gen. Lit.												
Grad.	8	4	11	25	34	53	36	59	11	15	47	58
Sr.	5	17	18	35	27	42	50	58	20	28	17	89
Jr.	1	8	8	18	7	18	10	17	3	4	10	10
Others	8	11	22	32	21	56	48	80	16	28	26	51
Total	20	40	59	108	109	169	144	194	50	73	100	184
Math.												
Grad.	273	165	277	227	318	285	187	122	151	251	364	382
Sr.	24	18	28	35	12	42	36	43	39	55	50	49
Jr.	24	32	29	28	21	33	19	27	38	28	28	29
Others	122	88	125	111	98	120	64	83	65	89	76	81
Total	443	399	453	399	447	480	276	255	291	423	518	541
Astron.												
Grad.	28	25	85	83	41	17	32	12	18	24	16	32
Sr.	2	7	7	11	5	4	9	8	11	5	10	13
Jr.	8	5	7	7	12	4	7	7	6	4	3	9
Others	8	9	10	6	4	9	8	7	11	8	2	20
Total	39	46	89	87	82	34	56	32	46	41	31	84
Physics												
Grad.	193	139	197	208	204	193	151	105	208	225	241	302
Sr.	18	18	27	24	12	28	47	38	39	54	52	82
Jr.	18	39	35	28	29	36	39	40	37	40	43	20
Totals	335	272	382	332	318	339	285	218	334	377	405	438
Others	110	78	93	78	89	84	49	55	52	58	89	54
Chem.												
Grad.	284	291	282	295	441	388	330	234	285	385	452	434
Sr.	37	81	52	42	38	65	82	88	75	88	100	79
Jr.	38	87	44	64	59	84	52	71	64	55	47	61
Others	102	100	114	111	111	158	121	118	135	108	109	117
Total	459	519	472	512	649	688	585	511	559	632	708	691
Geol.												
Grad.	71	52	59	44	89	72	27	28	28	25	34	34
Sr.	25	38	17	34	16	26	22	11	28	17	41	29
Jr.	24	29	14	25	22	27	12	20	37	18	10	14
Others	53	42	46	61	36	45	44	15	43	21	21	33
Total	171	159	136	182	163	170	105	72	134	79	106	110
Geog.												
Grad.	80	59	27	81	96	84	44	44	56	58	103	78
Sr.												

Geog.	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922
Grad.	60	39	27	61	95	64	44	44	53	52	103	76
Sen.	21	24	17	30	32	41	44	36	43	78	76	65
Jr.	19	35	23	29	18	32	20	26	37	15	21	13
Others	55	61	42	62	53	85	49	72	88	198	124	95
Total	155	159	109	182	198	222	157	178	221	243	324	249
Zool.												
Grad.	56	44	88	71	69	81	44	38	47	46	120	114
Sr.	11	12	19	10	16	29	25	35	34	40	53	41
Jr.	18	14	22	11	28	34	32	43	47	43	68	38
Others	41	26	34	24	58	47	41	26	46	67	59	63
Total	126	96	163	116	171	191	142	142	174	196	300	256
Anat.												
Grad.	40	23	34	38	34	45	76	36	84	86	92	85
Sr.	6	3	20	16	15	26	40	42	23	41	60	46
Jr.	1	3	2	9	6	3	19	3	16	7	7	0
Others	26	8	24	15	16	15	22	28	37	38	21	23
Total	73	37	80	78	71	89	157	109	160	172	180	154
Physiol. P. Chem.												
Grad.	64	119	119	135	167	151	171	111	116	165	184	220
Sr.	10	16	56	42	35	36	70	49	41	41	51	38
Jr.	2	6	21	6	4	3	9	3	9	7	24	3
Others	28	27	40	42	51	39	35	41	31	53	23	51
Total	104	168	236	225	257	229	285	204	197	266	282	312
Bot.												
Grad.	125	149	125	181	76	150	185	128	147	168	211	261
Srl	4	18	20	19	21	21	29	15	30	44	43	52
Jr.	8	18	11	14	18	18	11	9	14	11	13	10
Others	36	69	72	66	36	52	51	40	40	46	48	39
Total	173	254	228	280	250	241	276	192	231	269	315	362
Path. Bact.												
Grad.	46	76	72	99	121	152	159	153	149	163	134	147
Sr.	5	9	12	20	34	48	66	49	61	40	59	45
Jr.	6	9	7	3	3	7	22	10	10	6	36	10
Others	35	18	30	40	53	58	43	47	69	73	30	52
Total	92	112	121	162	211	275	290	259	289	282	259	254

Geog.	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920	1921	1922
Grad.	80	39	27	81	95	64	44	44	53	52	105	78
Sen.	21	24	17	30	32	41	44	36	43	78	78	65
Jr.	19	35	25	29	18	32	20	26	37	15	21	13
Others	55	81	42	82	53	86	49	72	88	198	124	95
Total	185	159	109	182	198	222	157	178	221	243	324	249
Zool.												
Grad.	56	44	88	71	89	81	44	38	47	48	120	114
Sr.	11	12	19	10	18	29	25	35	34	40	53	41
Jr.	18	14	22	11	28	34	32	43	47	43	88	38
Others	41	26	34	24	58	47	41	28	46	67	59	33
Total	126	96	163	116	171	191	142	142	174	198	300	226
Anat.												
Grad.	40	23	34	38	34	45	76	38	84	88	92	85
Sr.	6	3	20	18	15	28	40	42	23	41	80	46
Jr.	1	3	2	9	6	3	19	3	16	7	7	0
Others	28	8	24	15	16	15	22	28	37	38	21	23
Total	73	37	80	78	71	89	157	109	160	172	180	154
Physiol.												
P. Chem.												
Grad.	64	119	119	136	187	151	171	111	118	165	184	220
Sr.	10	16	56	42	35	36	70	49	41	41	51	38
Jr.	2	8	21	8	4	3	9	3	9	7	24	3
Others	28	27	40	42	51	39	35	41	31	53	25	51
Total	104	168	236	225	257	229	285	204	197	266	284	312
Bot.												
Grad.	125	149	125	181	78	150	185	128	147	168	211	261
Sr.	4	18	20	19	21	21	29	15	30	44	43	52
Jr.	8	18	11	14	18	18	11	9	14	11	13	10
Others	38	69	72	86	38	52	51	40	40	46	48	39
Total	175	254	228	280	250	241	276	192	231	289	315	362
Path.												
Bact.												
Grad.	46	78	72	99	121	152	159	153	149	183	134	147
Sr.	5	9	12	20	34	48	66	49	61	40	59	45
Jr.	6	9	7	3	3	7	22	10	10	6	36	10
Others	35	18	30	40	33	58	43	47	89	73	30	32
Total	92	112	121	162	211	275	290	259	289	282	259	254

224068 S71

UNIVERSITY OF PENNSYLVANIA
PHILADELPHIA

THE COLLEGE

ENGLISH LANGUAGE
AND LITERATURE

September 29, 1923.

President Ernest D. Burton,
University of Chicago,
Chicago, Illinois.

My dear Dr. Burton:

It was a pleasure to hear from you and I still have a very fragrant memory of the Summer Session at Chicago, especially of the conversation we had at Dr. Altrocchi's apartment.

I hardly believe I can offer any helpful suggestions as to the improvement of the conditions in the Summer Session. The courses seem to me to be very admirably administered and I was especially impressed with the business-like way in which Professor Steevens administered the courses in English.

With very best regards, I am,

Yours sincerely,

Arthur H. Quinn

AHQ:EML

Columbia University
in the City of New York
DEPARTMENT OF ENGLISH
AND
COMPARATIVE LITERATURE

HALL OF PHILOSOPHY

Oct. 2, 1923.

My dear President Burton,

Your letter of September 11 reached me on my return to Columbia, and I cannot help wanting to answer it — not, indeed that I have criticisms to offer, but because I wish to express my gratitude for the courtesy and kindness I met with everywhere in the University of Chicago, this summer. I am,

Yours respectfully,
Thomas Ollive Mabbott.

Columbia University
in the City of New York

DEPARTMENT OF ENGLISH
AND
COMPARATIVE LITERATURE

MASTER OF PHILOSOPHY

CORNELL UNIVERSITY COLLEGE OF LAW
ITHACA, NEW YORK

LYMAN P. WILSON
PROFESSOR OF LAW

October 31, 1923.

My dear President Burton:

The courtesy of your recent letter was greatly appreciated. I am not at all sure that I did not give less than I received in personal inspiration and profit from my summer term at Chicago.

I am certain that I feel like making no suggestion of any important change, nor of even a minor one, for that matter. I am a Chicago graduate, and in common with other graduates of the school I am afflicted with a certain malady which a Commissioner of Education, not inaptly, dubbed "the Chicago Superlative". Students of my day, certainly, are prone to think that the methods of our school were and are just a little better than those which are found elsewhere.

My stay at Chicago was very pleasant indeed, and I feel greatly indebted to the many persons who contributed to make it so.

Very truly yours,

Lyman P. Wilson

President Ernest D. Burton,
The University of Chicago,
Chicago, Illinois.

S.

CORNELL UNIVERSITY COLLEGE OF LAW
ITHACA, NEW YORK

LYMAN P. WILSON
PROFESSOR OF LAW

October 31, 1923.

My dear President Burton:

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My stay at Chicago was very pleasant indeed, and I feel greatly indebted to the many persons who contributed to make it so.

Very truly yours,

President Ernest D. Burton,
The University of Chicago,
Chicago, Illinois.

S.

Sm 2

Sg 1

THE UNIVERSITY OF WISCONSIN
MADISON

DEPARTMENT OF POLITICAL SCIENCE

335151

October 4, 1923

President Ernest D. Burton,
University of Chicago,
Chicago, Ill.

My dear President Burton:

I am very grateful for your good letter of September 11 and for the very cordial spirit which prompted the idea. It was a great pleasure for me to work at my Alma Mater for the summer and I enjoyed it thoroughly. If I contributed to the success of the session I am doubly happy.

I have been following your public utterances with a marked degree of pleasure. The vision you have for the University of Chicago is both stimulating and reassuring. From my situation in a state university the thing that appeals to me most is the opportunity that the University of Chicago has for the development of conspicuous leadership both intellectual and spiritual.

In a state university we can not escape the fact that the standards of academic attainment must be adjusted to the average student. The result is mass production and mediocre standards. The student of unusual ability finds these standards too easy and is too frequently demoralized.

The University of Chicago can establish its own standards and establish them so high that it will challenge the more aggressive and courageous spirits wherever they may be found. If democracy is permanently to succeed the highest type of leadership must be developed. This requires an institution of higher standards scholastically and spiritually than can be maintained in the average college or in state supported schools. It is my ambition to see the University of Chicago seek to develop this higher type of leadership that is so essential to the complex conditions of modern life.

Please be assured of my cordial best wishes and regards.

Very sincerely yours,

Ernest B. Hall

UNIVERSITY OF WASHINGTON
DEPARTMENT OF MATHEMATICS
SEATTLE

S41

October 9, 1923

Ernest D. Burton, President,
The University of Chicago,
Chicago, Illinois.

Dear Sir;

Permit me to express to you my appreciation of the privilege which was mine in teaching during the Summer Quarter just past in the University of Chicago. The benefits gained by those who are your guests during the summer are proportional to the distances which they have to travel to reach Chicago. This being true my percent of profit is very high.

Your invitation to make suggestions relative to the work of the summer quarter leads me to mention a matter that was called to my attention this summer. In mathematics, and I suppose also in most other departments, the men invited in for the summer have no responsibility for thesis work. Since more graduate students attend during the Summer Quarter than at any other time of year, the burden of this work falls very heavily upon the members of the regular staff. Could not some plan be adopted whereby a man from some other institution could be invited to teach at Chicago for two or three consecutive summers with the understanding that he would become responsible for a certain amount of thesis work in his own line? There are many institutions in which doctors' degrees are not granted and yet on whose faculties there are men quite capable of suggesting and supervising work of that sort.

Yours very truly,

A. F. Carpenter

UNIVERSITY OF WASHINGTON
DEPARTMENT OF MATHEMATICS
SEATTLE

Sum 2

THE UNIVERSITY OF KANSAS
LAWRENCE
DEPARTMENT OF HISTORY

Sf 1
335206

10 October 1923.

President E.D. Burton,
University of Chicago,
Chicago, Illinois.

My dear Dr. Burton:

May I express my appreciation of yourr very gracious general letter to visiting members of your Summer Quarter faculty, a copy of which reached me a few days ago, confirming happily those many impressions of the University of Chicago spirit of sincere scholarship, high cultural and practical service and helpful courtesy in personal contacts, which I have gained from this summer with you. It has made me realize personally why your visiting faculty members always count the opportunity of a quarter with you a privilege, and how the stimulus which they get from the experience carried back to their own institutions spreads indirectly the educational influences for which you so effectively stand.

With felicitous wishes for the fruitful long continuance of the administration you have so auspiciously begun this year, I am

Very truly yours,

Frank E. Melvin

THE UNIVERSITY OF KANSAS

LAWRENCE

DEPARTMENT OF HISTORY

10 October 1923.

President E.D. Burton,
University of Chicago,
Chicago, Illinois.
My dear Dr. Burton:

May I express my appreciation of your very gracious general letter to visiting members of your Summer Quarter faculty, a copy of which reached me a few days ago, confirming happily those many impressions of the University of Chicago spirit of extreme scholarship, high cultural and practical service and helpful courtesy in personal contacts, which I have gained from this summer with you. It has made me realize personally why your visiting faculty members always count the opportunity of a quarter with you a privilege, and how the stimulus which they get from the experience carried back to their own institutions spreads indirectly the educational influences for which you so effectively stand.

With felicitous wishes for the fruitful long continuance of the administration you have so auspiciously begun this year, I am

Very truly yours,

INDIANA UNIVERSITY
BLOOMINGTON, INDIANA

DEPARTMENT OF LATIN

SELATIE E. STOUT, PROFESSOR
LILLIAN G. BERRY, PROFESSOR
JAMES E. DUNLAP, ASSISTANT PROFESSOR
WILLIAM E. GWATKIN, JR., TUTOR

Mr. Inflls
N.B.

October 1923

335413 Sf 1

President Ernest D. Burton
The University of Chicago, Chicago, Illinois

My dear President Burton,

I wish to thank you for the kind letter which I received from you relative to my teaching in the University of Chicago the past summer.

You asked for suggestions as to making the summer term more effective. Your request gives me courage to write you of a matter that has been on my mind for some years and has given me much concern. I spent several helpful and happy years in the University of Chicago as a graduate student and remember it with deep admiration, respect, and loyalty. I am indebted to the members of the Latin and Greek faculties for many lovely courtesies and am most grateful for their generous kindness. I feel the same way about my two years' residence in Green Hall. Had these fine personal contacts been left out I should not feel toward the University as I do. But I do not think that all or even many students at Chicago are so fortunate from the human standpoint. What I have to say is the result of observation and conversations with former University of Chicago students. I find a lack of loyalty, affection and even appreciation of the greatness of the University of Chicago

INDIANA UNIVERSITY
BLOOMINGTON, INDIANA

DEPARTMENT OF LATIN

INDIANA UNIVERSITY
BLOOMINGTON, INDIANA

DEPARTMENT OF LATIN

SELATIE E. STOUT, PROFESSOR
LILLIAN G. BERRY, PROFESSOR
JAMES E. DUNLAP, ASSISTANT PROFESSOR
WILLIAM E. GWATKIN, JR., TUTOR

on the part of many of the regular students and especially those of the summer quarters. They seem to have little sense of ownership or pride in the University achievements, often their chief great ignorance of the latter. Their enthusiasm is not such as to inspire our own best students and those of other schools, both high schools and colleges, are going to Columbia, Michigan Wisconsin and other schools than Chicago. Twenty years ago you got our best. Often it seems that our publicity is not such as to inform the world of your achievements and possibilities.

From the Summer School standpoint, it seems to me a mistake not to provide for wholesome comradeship just because a University is a large one and located in a large city. Two good reasons for not neglecting the human side. Students seek cheap and even questionable amusements down town when the University omes it to them and to study to bring the best to them that they may achieve the highest thing in education as William James once said - "to learn to know a good thing when you see it." Learning to distinguish between the great and the trivial is a social matter as well as intellectual one.

Summer students, usually teachers, especially need to take part in the side activities that help to color college life, general convocations weekly dances, college plays, athletic events, song festivals parties - Some one who sees the purpose and needs of the University as a whole should organize these to keep the University from becoming an "institution for the prevention of learning". The

INDIANA UNIVERSITY
BLOOMINGTON, INDIANA

DEPARTMENT OF LATIN

RELATIS E. STOUT, PROFESSOR
LILLIAN G. DERRY, PROFESSOR
JAMES E. QUINLAN, ASSISTANT PROFESSOR
WILLIAM E. GWATKIN, JR., TUTOR

INDIANA UNIVERSITY
BLOOMINGTON, INDIANA

DEPARTMENT OF LATIN

SELATIE E. STOUT, PROFESSOR
LILLIAN G. BERRY, PROFESSOR
JAMES E. DUNLAP, ASSISTANT PROFESSOR
WILLIAM E. GWATKIN, JR., TUTOR

old University ideal was that of the passionate pursuit of a passionless intelligence. To this today is added a more compelling motive – that of learning to live with others, the thing which Henry Adams missed in his education and which made him feel that it was a failure. This does not mean less emphasis upon scholarship but more upon the human, personal element.

I may be wrong in my diagnosis. It comes not from a spirit of criticism but from an earnest desire to serve the institution in which I have such faith and for which I have such hopes under your leadership.

Very truly,
Lillian Gay Berry.

INDIANA UNIVERSITY
BLOOMINGTON, INDIANA

DEPARTMENT OF LATIN

RALPH E. BOUT, PROFESSOR
LILLIAN G. BERRY, PROFESSOR
JAMES E. DUNLAP, ASSISTANT PROFESSOR
WILLIAM E. GWATKIN, JR., TUTOR

HARVARD UNIVERSITY

GRADUATE SCHOOL OF
BUSINESS ADMINISTRATION

J. HUGH JACKSON
Professor of Accounting

Cambridge, Massachusetts

October 31, 1923

President Ernest D. Burton
University of Chicago
Chicago, Illinois

My dear President Burton:

I wish to thank you for your letter of October 24th, addressed to me care of Messrs. Price, Waterhouse and Company, New York.

I assure you that it was a great pleasure to me to be able to be present during the 1923 summer quarter of the University of Chicago, and to do what little I could to make the instruction profitable and interesting to those students who were present. I feel that perhaps I got as much pleasure and value out of the work as any one else, particularly because of the number of University instructors and other very high grade students enrolled in my class.

I also enjoyed greatly the association of the faculty of the School of Commerce and Administration, and particularly enjoyed the opportunity to be daily associated for the time with Professor McKinsey. This was the real thing which brought me to the University of Chicago for the summer for I have the highest respect for his work and ability, and the greatest admiration for him personally.

I believe that I have no suggestions of importance to make concerning the work of the School. It would seem to me that the School was rendering a very great service by giving courses which tend to be of real value to instructors and high school teachers. The University of Chicago is in a unique position in that respect, largely because, it seems to me, of your twelve week session instead of the ordinary short six week period.

As a result of my association with your University last summer, I am sure I shall always feel a keener interest in the work that you are doing.

Yours very truly,

J. Hugh Jackson

JHJ:HC

J. Hugh Jackson

HARVARD UNIVERSITY

GRADUATE SCHOOL OF
BUSINESS ADMINISTRATION

Cambridge, Massachusetts

October 31, 1928

President Ernest D. Burton
University of Chicago
Chicago, Illinois

My dear President Burton:

I wish to thank you for your letter of October 26th, addressed to me care of Messrs. Price, Waterhouse and Company, New York.

I assure you that it was a great pleasure to me to be able to be present during the 1925 summer quarter of the University of Chicago, and to do what little I could to make the instruction profitable and interesting to those students who were present. I feel that perhaps I got as much pleasure and value out of the work as any one else, particularly because of the number of University instructors and other very high grade students enrolled in my class.

I also enjoyed greatly the association of the Faculty of the School of Commerce and Administration, and particularly enjoyed the opportunity to be daily associated for the time with Professor McKinsey. This was the real thing which brought me to the University of Chicago for the summer for I have the highest respect for his work and ability, and the greatest admiration for him personally.

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Yours very truly,

J. Hugh Jackson

JHJ:HO

S4 1

NORTHWESTERN UNIVERSITY
COLLEGE OF LIBERAL ARTS
EVANSTON, ILLINOIS

DEPARTMENT OF MATHEMATICS

November 9, 1923

Pres. Ernest D. Burton
University of Chicago
Chicago, Illinois

My dear Pres. Burton:

It was a great pleasure for me to be at Chicago last summer, and to come into contact with the quickening spirit of the University. I consider it an honor to have been invited, and it was doubly pleasant because Chicago is my alma mater.

As to suggestions which might make the summer quarter even more effective, I know of none unless it might be that visiting professors could be used more freely in supervising student research, at least for Master's theses.

With appreciation of the very cordial treatment the University gave me, and with best wishes for success to you and the whole institution, I am

Very truly yours,

E. J. Moulton

EJM*MMR

NORTHWESTERN UNIVERSITY
COLLEGE OF LIBERAL ARTS
EVANSTON, ILLINOIS

DEPARTMENT OF MATHEMATICS

November 9, 1923

Pres. Ernest D. Burton
University of Chicago
Chicago, Illinois

My dear Pres. Burton:

It was a great pleasure for me to be at Chicago last summer, and to come into contact with the quickening spirit of the University. I consider it an honor to have been invited, and it was doubly pleasant because Chicago is my alma mater.

As to suggestions which might make the summer quarter even more effective, I know of none unless it might be that visiting professors could be used more freely in supervising student research, at least for Master's theses.

With appreciation of the very cordial treatment the University gave me, and with best wishes for success to you and the whole institution, I am

Very truly yours,

ELM*MMP

501

Nov. 9, 1923

Summer

Professor H. H. Barrows,
Geography Department.

My dear Mr. Barrows.

In looking over the graduate registration for last summer quarter I am surprised to find how few registered in graduate courses in Geography. I think you have one of the strongest departments in the University, but certainly our graduate registration in the summer quarter seems unaccountably low. I find in general, that graduate registration has very much increased from 1921, but in Geography there was a slight decrease.

Can we not make a strong effort to strengthen the graduate work in Geography?

Sincerely yours,

James H. Tufts.

T.S

The University of Chicago
Department of Geography

S 09

November 12, 1923

Dean James H. Tufts
Faculty Exchange

My dear Dean Tufts:

Your letter of November 9th with reference to the graduate registration in the Department of Geography during the summer quarter of 1923 is at hand.

The decrease in numbers from the high water marks of 1921 and 1922 is, I think, to be explained in the following ways:

1. In 1921 and again in 1922 we had as a visiting member of the staff a European geographer of distinction, who attracted a number of our old graduate students. This last summer we were to have had Pierre Denis, one of the leading French geographers, with whom supposedly definite arrangements had been made some eighteen months in advance. Unfortunately Denis withdrew his acceptance of our invitation at so late a date that it was impossible to procure another geographer of note in his place, although I wired several men in an attempt to make a satisfactory substitution.

2. In earlier summers we have been rather easy in imposing prerequisites in the case of summer students of graduate status. We became convinced that this was an unwise policy, and all prerequisites were rigorously enforced last summer. This barred from certain courses some students holding bachelor's degrees who otherwise would have registered with us.

3. I have come to believe that the selection of graduate students is quite as important as the selection of undergraduate students, and so, after more or less extended correspondence and careful inquiry, I deliberately discouraged five or six men from coming to Chicago with a view to working for the doctor's degree in geography. Most or all of these men, if not thus discouraged, would have begun their work in the summer quarter. This is in accordance with our belief, reflected also in the preceding point, that the Department has reached a stage in its development where the quality of our graduate students and the quality of our graduate work are more important considerations than mere numbers.

4. Several universities in this part of the country offered work in geography for the first time in their summer

sessions this year, or offered more work in geography than before; and the latter was true also of several of the stronger teachers colleges. These institutions doubtless attracted a number of students who otherwise might have come to Chicago. It may be interesting to note in passing that most of this work in geography in these other institutions was given by former students of this Department.

5. I was out of residence last summer for the first summer, save one, since 1905 or 1906, and several graduate students worked with me at Berkeley who would have studied here had I been in residence.

I am not quite sure as to the meaning which you wished me to attach to your final question. Naturally we are constantly doing our utmost "to strengthen the graduate work in geography" and at the same time to increase summer quarter registration of graduate students of real ability. It was perhaps the latter point which you especially had in mind, though I assure you we would eagerly welcome any suggestions from you concerning progress along either line. I may say that next summer we are to have with us Ernest Young, Assistant Secretary of Education for Middlesex and one of the better known geographers of Britain, under authorization made by President Judson nearly two years ago, and that the program which we are considering will involve offering at least five or six courses carrying graduate credit, no one of which has been offered in any earlier summer quarter. This program, we hope, will bring back to Chicago a number of the stronger students who have worked with us in earlier years and who in the regular year teach in other institutions.

Permit me in closing again to express my deep appreciation of your interest in the Department, which I earnestly hope we shall continue to merit.

Very truly yours,

Harlan H. Barrows

HHB:GG

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Very truly yours,

Harlan H. Barrows

HHB:GG

Ack
Summer Q.
Com.

Sq. 1

London County Council.

EDUCATION OFFICER'S DEPARTMENT.

DIVISIONAL INSPECTOR.

22, Fox Grove,
Beckenham, Kent.

24 Nov 1923

My dear Mr. President, I have to thank you sincerely for your letter of October 3 with its kind references to the services of visiting members of the Faculty, & its request for any suggestions as the results of their experience during the summer quarter.

Let me say first (as I informed Professor Manly before I left Chicago) that I greatly enjoyed that experience, and was much impressed by the value of your comprehensive summer quarter organisation.

In a short report that I wrote upon my American visit for the London County Council, I called special attention to the advantages of your "exchange" system of Professors, in which you pool the resources of academic America, & to the close cooperation between the teaching & the organisation of the library facilities.

With regard to any suggestions for improvement, I submit the following for your consideration. You will know what discount to allow for my want of familiarity with the American universities.

(1) Some of the students are, in my opinion, allowed to take too many courses. Thus I believe that several students came to my 10 a.m. lectures who had either attended two courses previously or

had been at one at 9.0 a.m. & were going on to another at 11.0. This seems to me to involve too much pressure. If it is a consequence of the "credits" system - which is different from anything that I know in English universities - that system may possibly require some modification.

(2) I am doubtful about the expediency of an examination at the end of the half-quarter for students, at any rate, who are staying for the whole quarter, one examination should be enough. Our whole tendency here is to restrict the number of examinations.

(3) A minor point, connected with the examinations. I thought it a mistake not to allow the mark B+. There seems to me a considerable amount of work which does not get into the A class, but which is above the level of B. At present this cannot be rightly classified.

(4) There is a tendency for students to attempt research work before they have sufficient "background" or power of writing. I need scarcely say that there are examples of this among English undergraduate students also.

(5) It seems to me that it would be advantageous to have fewer of the "public lectures" at 4.30 and none in the evening. Students who have been attending class lectures in the morning & afternoon can scarcely be fresh enough for a public lecture immediately afterwards.

I make these suggestions for what they are worth & in deference

London County Council.

EDUCATION OFFICER'S DEPARTMENT.

DIVISIONAL INSPECTOR.

22, Fox Grove,
Beckenham, Kent.

2 192

to your request, in the hope of their being of some use.

In one practical matter I think I have been able to be of some slight service — in facilitating the supply of Oxford University Press publications to the book-store. I should be glad if the enclosed letter on this matter could be forwarded to the manager of the book-store.

My wife joins me in kindest remembrances to Mrs Burton & yourself, & in all best wishes for yourselves & the University

Yrs sincerely,

F. S. Boas

Sg 1

December 17, 1923.

My dear Professor Boas:

President Burton has asked me to acknowledge your very kind letter of November 24th in regard to the Summer Quarter, and to thank you for the suggestions that you were good enough to make.

Very truly yours,

Secretary.

Professor F. S. Boas,
22 Fox Grove,
Beckenham, Kent, England.

1 yc

December 17, 1923.

My dear Professor Bose:

President Burton has asked me to acknowledge your very kind letter of November 24th in regard to the Summer Quarter, and to thank you for the suggestions that you were good enough to make.

Very truly yours,

Secretary.

Professor P. S. Bose,
22 Fox Grove,
Beckenham, Kent, England.

Mr Goodspeed -

Do you approve these?
Can you put them into effect?

Sq. 1

335801

December 13, 1923

Joint Meeting of the Committee on Summer Quarter and the Committee on Official Documents.

General question of publicity for the following summer was discussed. The general lines followed by Mr. Mather were approved and it was voted as the sentiment of the group that it was desirable to print certain special circulars provided the general form could be made satisfactory to the director of the summer session and the committee on public documents. It was the opinion of the group that it would be wise to reduce the expenditure for advertising or to eliminate it in order to use the funds in some other way.

It was voted also that in the opinion of the group it would be advisable to print a summer directory of the students in residence arranged by states, the same to be sold at a moderate price of ten cents or twenty-five cents.

It was the opinion of the group that publicity should begin at once in case of distinguished scholars who are to be here during next summer. Mr. Tufts stated that he would endeavor to obtain information to be given publicity by Mr. Goodspeed with regard both to the members of our own faculty and those from abroad who will be offering courses next summer.

It was the opinion of the group that some reference to the Institute of the Harris Foundation should also be included.

H. Tufts

Mr. Plimpton for Com. on Exp.

Yes. This is in the main the present procedure

Esg

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It was the opinion of the group that some reference to the Institute of the Harris Foundation should also be included.

December 31, 1923.

S91

Professor Joseph E. Avent,
School of Education,
University of Tennessee,
Knoxville, Tennessee.

My dear Professor Avent:

Professor C. H. Weller, of the University of Iowa, is Secretary of the group of directors of summer sessions, and might be able to refer you to recent literature on the subject. I do not myself know whether statements of the purposes served by summer sessions in teachers' colleges and normal schools have been published. Our own purposes in the summer session as conducted by us since the opening of the University have been manifold, among them: 1) to make better use of the very expensive pland of a great modern University. It seems a failure to nsbeto the fullest extent the funds contributed for educational purposes if we let the buildings stand idle one fourth of the year. 2) To enable teachers in schools and colleges of all kinds to pursue advanced work without necessarily giving up their positions. 3) To enable mature students who so desire to complete their studies, either in college or in advanced and professional work, in a shorter time. 4) To bring to our students the inspiration and aid of professors from other Universities who may cooperate with our own staff in its work of instruction during the summer. 5) To give opportunity for our own staff, by teaching for a part or whole of the summer quarter, to accumulate vacation credit which they may utilize a little later by taking a six or nine months' vacation and thus do a substantial piece of research or publication for which it is difficult to find time when regular instruction is carried on. Our experience has been that the summer session has been a great boon to many teachers all over the country who would otherwise have been unable to do the advanced work which they desire.

Sincerely yours,

James H. Tufts.

T:W

Tufts

DECEMBER
28th
1923

Professor Joseph E. Avent,
School of Education,
University of Tennessee,
Knoxville, Tenn.

My dear Mr. Avent:

I have nothing on summer sessions. There is a group of men who meet annually to discuss the problems of the summer school. Vice-President Tufts of this University attended the meeting last year, and I am sending your letter to him with the request that he put you in contact with any sources of information.

Very truly yours,

CHARLES H. JUDD

CHJ-GS

DECEMBER
28th
1925

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School of Education,
University of Tennessee,
Knoxville, Tenn.

My dear Mr. Avent:

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There is a group of men who meet annually to
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Very truly yours,

CHARLES H. JUDD

CHJ-GS

THE UNIVERSITY OF TENNESSEE
KNOXVILLE
SCHOOL OF EDUCATION

EDUCATIONAL PSYCHOLOGY
JOS. E. AVENT

12/24/23

Dr. Charles H. Judd,
School of Education,
Univ. of Chicago,
Chicago, Ill.

Dear Dr. Judd

I shall be greatly obliged, if you may be so good as to advise —

(1) whether you have published anywhere any statement of purposes served by summer sessions in ~~state~~ teachers' colleges and normal schools;

(2) if so, where such statement may be found;

(3) who, if you know such others, have also stated the purposes of the summer sessions in these institutions.

Thanking you in advance, I am,

Very sincerely, Jos. E. Avent

THE UNIVERSITY OF TENNESSEE
KNOXVILLE
SCHOOL OF EDUCATION

EDUCATIONAL PSYCHOLOGY
105 E. AVENT

12/4/23

June 4, 1924

Mr. McFarland,
The Press.

Dear Mr. McFarland:

I do not know who is directly in charge of the mimeographing, and so I am sending this to you. This is a circular letter which I am sending out to the offices, and which has just been mimeographed for me by the Press. It does not seem to me to be of the quality which you would like to have go out from the Press. I have never seen anything from the Press before of this quality. Unless the difficulty is with the paper which I provided, which does not seem to me quite possible, there is evidently some fault in the stencil or inking.

I regarded the notice as important, and hence was particularly anxious to have it legible and reasonably attractive.

Sincerely yours,

James H. Tufts

T:W

SP1

Suggestions for summer quarter by Professor F. S. Boas, who gave courses in the Department of English in the summer of 1923.

1. Some of the students are, in my opinion, allowed to take too many courses. Thus I believe that several students came to my 10:00 A.M. lectures who had either attended two courses previously or had been at one at 9:00 A. M., and were going on to another at 11:00. This seems to me to involve too much pressure. If it is a consequence of the "credits" system - which is different from anything that I know in English Universities - that system may possibly require some modification.

2. I was doubtful about the expediency of an examination at the end of the half-quarter. For students, at any rate, who are staying for the whole quarter, one examination should be enough. Our whole tendency here is to restrict the number of examinations.

3. A minor point, connected with the examinations. I thought it a mistake not to allow the mark B+ . There seems to me a considerable amount of work which does not get into the A class, but which is above the level of B. At present this cannot be classified.

4. There is a tendency for some students to attempt research work before they have sufficient "back ground" or power of writing. I need scarcely say that there are examples of this among English University students also.

5. It seems to me that it would be advantageous to have fewer of the "public lectures" at 4:30 and more in the evening. Students who have been attending class lectures in the morning and afternoon can scarcely be fresh enough for a public lecture immediately afterwards.

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Summer

THE UNIVERSITY OF TENNESSEE
KNOXVILLE
SCHOOL OF EDUCATION

EDUCATIONAL PSYCHOLOGY
JOS. E. AVENT

January 1, 1924

Vice-President Tufts,
Univ. of Chicago, Chicago, Ill.

Dear Doctor Tufts,

Am advised by Doctor Judd that you meet annually with a group of men to discuss problems of the summer session. As I am making a study of summer sessions, I shall be obliged if you will advise me whether you may be able to put me in contact with any sources of information available to your group.

Thanking you in advance, I am,

Very sincerely,

Jos. E. Avent

THE UNIVERSITY OF TENNESSEE
KNOXVILLE
SCHOOL OF EDUCATION

EDUCATIONAL PSYCHOLOGY
105 E. AVENT

The University of Chicago
The School of Education

OFFICE OF THE DEAN
OF THE COLLEGE OF EDUCATION

SO1

January 5, 1924.

My dear Dean Tufts:

I am returning to you, herewith, the correspondence which you enclosed in your letter of December 31. There are doubtless two types of courses in Physical Culture referred to in the correspondence received from Summer-Quarter students.

The first relates to the courses as now given by the Physical Culture Department. According to the action of the various faculties about two years ago, Physical Culture was made elective for the Summer Quarter; consequently, no students are registered officially for it. Those who wish to take Physical Culture, present themselves to that department and take whatever work is outlined for them. At the end of the term, no report is made to the Bureau of Records relative to the quality of the work which they have done; consequently, no statement is made on the official transcript of the student's record relative to credit in Physical Culture. In some states, credit for Physical Culture of the type given in this institution is required for a state certificate. It is evident that according to our present plan many students who take courses during the Summer Quarter will be disappointed when the record of their work is forwarded to them. This difficulty could be remedied by recommending to the Physical Culture Department that grades be submitted at the end of each term of the Summer Quarter for all students who take courses.

The second type of course referred to is doubtless of a professional character for teachers of Physical Culture. No such courses are given in the University at the present time with the exception of

one course in the Kindergarten Primary Department, entitled, "Plays and Games". It has been suggested to the Physical Culture Department on several occasions that provision for such courses be made. We shall be very glad to undertake the organization of a course of this type, particularly during the Summer Quarter, as soon as we can secure the whole-hearted cooperation of the Physical Culture Department in this connection. I believe that I am representing Miss Dudley's view accurately when I say that she does not wish to undertake or to cooperate in the provision of professional courses until a strong progressive department can be organized.

Very truly yours,

William S. Gray

Dean.

WSG:MD.

Dean James H. Tufts,
Faculty Exchange.

The University of Chicago
The School of Education

OFFICE OF THE DEAN
OF THE COLLEGE OF EDUCATION

SQ 1

January 9, 1924.

My dear Dean Tufts:

I am submitting, herewith, suggestions concerning our Summer Quarter program which may be included in the bulletin which you are preparing:

(1) The School of Education has arranged for the most extensive program which it has given during Summer Quarters. All regular members of the Faculty will be in residence. In addition, approximately sixty visiting instructors, who are ~~experts in their~~ respective fields, will give courses.

(2) Wide provision has been made for practically every type of school officer and teacher, including superintendents, principals, general supervisors, and supervisors and teachers of elementary and high-school subjects, including Art, Home Economics, Kindergarten-Primary Education, and Industrial Education.

Numerous courses have been provided for specialists in school finance, school buildings and equipment, supervision of high-school girls, visual education, bright and slow children, psychopathic cases, tests and measurements, vocational education, industrial education, dietetics, nutrition, child care and institutional management.

(3) Special attention is called to the following experts who will give courses:

(a) Professor Lorado Taft, Chicago's famous sculptor, will give

a course on application to education of the general principles of fine arts.

(b) John Calvin Wright, Director of the Federal Board of Vocational Education, Washington, D. C., will give courses on the supervision of vocational education.

(c) Professor Ernest Young, Assistant Secretary of Education for Middlesex, England, will give a course on modern tendencies in the teaching of geography in England.

Very truly yours,

William S. Gray

WSG:MD.

Dean James H. Tufts,
Faculty Exchange.

Sq. i

The University of Chicago

Office of the Dean of Faculties

336082

Sent as information

January 9, 1924

My dear President Burton:

Thanks to the cordial and vigorous cooperation of the various Schools and Departments, I believe that the program for the Summer Quarter of 1924 will be much the strongest ever offered by the University of Chicago. The next step is to bring our program to the attention of the people who would be most interested.

Your cooperation in suggesting groups of persons especially interested in work in your department is sought. To such lists as you furnish, a brief preliminary announcement with a return postal card will be sent by January 18, 1924. The return post card provides space for the addressee to request that the complete Summer Announcement (ready February 18) be sent to him and to his friends. In addition, complete Summer Quarter Announcements will be sent to any lists which you suggest without sending a preliminary announcement.

It is planned to have the preliminary announcement in the mail by January 18th and the complete announcement by February 18th. Your prompt reply to this request will be appreciated.

Very truly yours,

J. H. Tufts

President E. D. Burton
Department of New Testament
Faculty Exchange

This goes to all Departments.

The University of Chicago

Office of the Dean of Faculties

January 9, 1924

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It is planned to have the preliminary announcement in the mail by January 18th and the complete announcement by February 15th. Your prompt reply to this request will be appreciated.

Very truly yours,

President E. D. Burton
Department of New Testament
Faculty Exchange

Mr. Tufts Sq1

UNDER
KNOTT MANAGEMENT

Sent from PRESIDENT'S OFFICE
MAR 6 1924
to Mr. Tufts
Upon return send to FILES
Received files MAR 19 1924

Hotel Holley
Washington Square West
New York

SHERMAN K. HILL.
MANAGER

Returns to CDB

Feb. 24. 1924

Dear President Burton -

A suggestion for Summer Quarter at U. of C. or regularly at University College

Trevor

Workers' Classes

2) An argument for an undergraduate college on a new sort of basis, where students are taught to think rather than to acquire information

Sent from PRESIDENT'S OFFICE
MAR 19 1924
to Mr. Arnett
Upon return send to FILES
Received files MAR 24 1924

Sq 1

The University of Chicago

Office of the Dean of Faculties

March 6, 1924

Mr. Arnett
Please return
for files.

Memo. to the President:

As to Mr. Arnett's suggestion of workers' classes for the summer quarter or in University College.

The problem of workers' classes is difficult. Various attempts have been made here in Chicago by some of the trade union groups or by disinterested friends, such as Miss Jane Addams, to organize courses. They are somewhat suspicious and distrustful of endowed institutions as institutions, although they are frequently very cordial to individual instructors. Bryn Mawr College has devoted a great deal of time and money to making its summer session for working women a success. It organized a sort of adaptation of the tutorial system by which every class lecture was followed by small study or discussion groups under the leadership of a competent and interested person. It was found that, whatever the natural ability of the young women, they did not know how to use books and get from them what they wanted.

I think that Lovett has been interested in the matter here. I shall be glad to talk with Mr. Filby as to the possibilities downtown.

The second suggestion seems to assume that students are not taught to think in existing institutions. I suppose there is some truth in this as regards certain subjects and classes but it is certainly the aim of good teachers in almost all subjects to teach students to think. Any way it's a large subject.

Sincerely yours,

James H. Tufts.

T.S

The University of Chicago

Office of the Dean of Faculties

March 6, 1924

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Sincerely yours,

James H. Tufts.

T.S

From PRESIDENT'S OFFICE.
MAR 6 1924
to Mr. Duffus
Upon return send to FILES.
Received files MAR 19 1924

Sq 1

N.Y. Times (1)

SUNDAY, FEBRUARY 24,

DISCUSS WORKERS' CLASSES

Conference Called by American Federation of Teachers.

Methods of conducting classes for workers were discussed yesterday at a conference called by the American Federation of Teachers and held at Brookwood College, Katonah, N. Y. The conference brought together twenty educators interested in workers' classes.

Among the speakers were Arthur W. Calhoun, Brookwood College; Alexander Fichandler, Workers' University, New York; Dr. Harry A. Overstreet, College of the City of New York; Dr. Everitt Martin of the People's Institute, New York; Dr. Alfred D. Sheffield of Wellesley College and the Boston Trades Union College, and Spencer Miller Jr., Secretary of the Workers' Educational Bureau of America.

The sessions yesterday were devoted to the psychological basis of social sciences, the psychology of the process of learning, the tutor method and eradication of prejudices and limited viewpoint in students. The conference will continue today.

Mr Dubois (2) once made a report on the Comptroller's Office of Dept C.

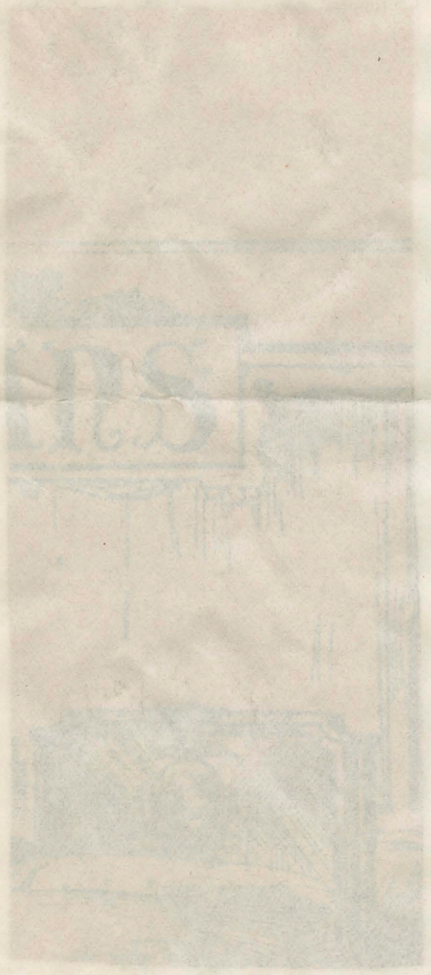
OUR SCHOOL SYSTEM CALLED OBSOLETE

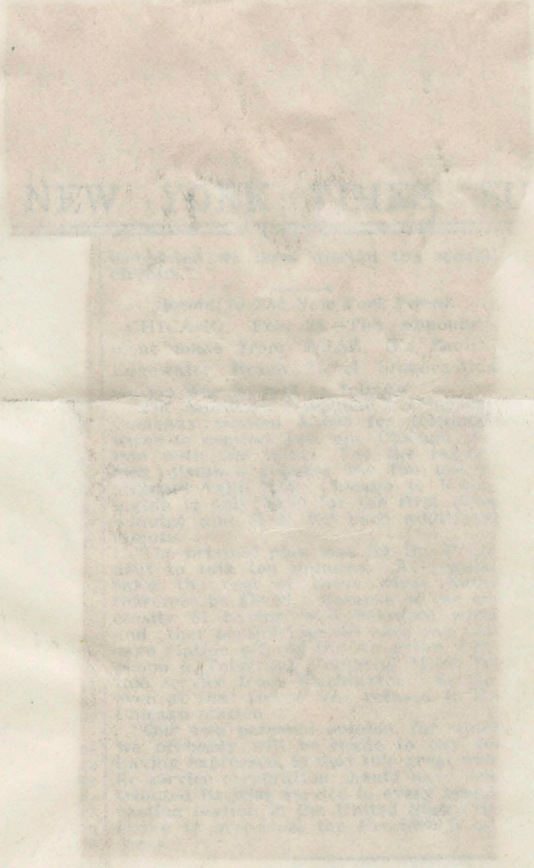
It Lags Behind Civilization, Western Electric Official Tells Dartmouth Men.

CHICAGO, Feb. 23.—Education has "lagged behind the trend of civilization," said Charles P. Dubois of New York, President of the Western Electric Company, Inc., and a trustee of Dartmouth College, in an address here today before the National Pow Wow of Dartmouth alumni. Consequently "America, on finding itself at the top of the world, but ignorannt even of itself, had concluded it did not know enough to reach the need of the world, and had substituted charity for responsibility."

Asserting that an obsolete and outworn educational process was defended as "discipline," he observed that "there is more discipline in spending hours trying to find out why an automobile does not go." He defined the educational process as largely "the drudgery of hammering textbook information into the inert, because uninterested, minds."

1 of 2





INDIANA UNIVERSITY
BLOOMINGTON, IND.

SUMMER SESSION
OFFICE OF THE DIRECTOR

705
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October 17, 1924

Dr. James H. Tufts
Director, Summer Session
University of Chicago
Chicago, Illinois

My dear Dr. Tufts:

I am inclosing an outline of the topics which have been suggested for discussion at the meeting of the Association of Summer Session Directors to be held at Indiana University October 31 and November 1. Will you please look over this list of topics and indicate which of them should receive our first consideration. I am also inclosing a list of train and bus line schedules, showing how Bloomington may be reached.

The first session of this meeting is called for Friday, October 31, at 10 a.m. It is hoped that you may be present at the first meeting. In accordance with your instructions of September 29, we have reserved a room for you at the Graham Hotel for the night of October 31.

Looking forward with great pleasure to seeing you at the meeting, I am

Very truly yours,

H. L. Smith

H. L. Smith,
Director

Inc-3
DR:EW

INDIANA UNIVERSITY
BLOOMINGTON, IND.

SUMMER SESSION
OFFICE OF THE DIRECTOR

October 17, 1934

Dr. James H. Tufts
Director, Summer Session
University of Chicago
Chicago, Illinois

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Very truly yours,

E. L. Smith,
Director

Inc-2
DR:EF

Program of Topics

ASSOCIATION OF SUMMER SESSION DIRECTORS

Indiana University, Bloomington, Indiana.
October 31 and November 1, 1924.

General Notes: The first meeting of the association will take place at 10 a.m. Friday, October 31.
All meetings will be held in the Red Room of the Student Building, located in the East Wing, Second Floor.
Members of the Association are to be the guests of the University at Luncheon at noon Friday. Further announcement of other entertainments will be made at that time.
The office of the Summer Session Director of Indiana University is located in Room 36, Science Hall, phone 1194.

Topics.

ADMINISTRATION OF THE SUMMER SESSION.

I. As Respects the University as a Whole.
1. The relationship of the Summer Session to the University proper.
2. The relationship of the Summer Session Director to the Deans of the various schools.
3. Who should determine the courses to be offered in the Summer Session?
4. The principal functions of the Summer Session Director.

II. As Respects the Student Body.
1. Maximum amount of work students are allowed to carry (both graduates and undergraduates).
2. The possibility of lower entrance requirements for Summer Session students.
3. Regulations in regard to delayed registration.
4. Provisions for advance registration, by mail or otherwise.
5. The status of the unclassified student.
6. Grading and classification of students.
7. A check-up on scholastic progress -- midterm reports.
8. The number of absences allowed students.

III. Publicity
1. Methods of obtaining good mailing lists.
2. The value of magazine advertising.
3. The kinds of bulletins which pull.

IV. Enrollment.
1. Tendencies in Summer Session enrollment.
2. Methods of determining probable future trends in attendance at Summer Sessions.
3. The enrollment in Science courses during the past summer.
4. The enrollment in Foreign Language classes during the past summer.
5. The U.S. Veterans Bureau trainee enrollment in Summer Sessions.

V. The Teaching Staff.
1. Visiting foreign professors.
2. How many successive terms should faculty members teach?
3. Provisions for exchange of professors.

VI. Finance.
1. Reducdd tuition for teachers.
2. Recompense to faculty members for supervision of theses.
3. Standardization of Summer Session salaries.

VII. Recreational Activities and Social Control.
1. The attendance at lectures and entertainments.
2. Standards of conduct for student body.
   a. Should women students be required to live in approved houses under university chaperonage.
   b. Illicit liquor as a factor in social control.

THE PROGRAM OF STUDIES IN THE SUMMER SESSION.

1. The extent to which courses should be offered in Summer Sessions which are not offered in the regular year.
2. The utilization of afternoon hours for classes.
3. Evening classes.
4. The length of the Summer Session.
5. Opportunity for removal of conditions earned in Summer Session courses.
6. The possibility of cooperation among neighboring institutions in regard to offering work in certain departments which normally have a low enrollment.
7. Graduate work.
   a. Residence requirements, and residence credit for period before regular opening and after close of Summer Session.
   b. Migration in attendance for the A. M. Degree.
   c. Conditions under which classes are open to graduate or undergraduate students.
8. The University high school in the Summer Session.

TRANSPORTATION

Bloomington can be reached by way of the Chicago, Indianapolis and Louisville Railway (Monon Route), or by the Illinois Central Railroad.

MONON ROUTE SCHEDULE

Trains leave Bloomington: North (to Lafayette and Indianapolis) 8:20 A.M. and 4:30 P.M., (to Chicago) 11:36 A.M. and 12:47 A.M. South (to Louisville, Orleans and French Lick), 3:57 A.M., 6:15 A.M., and 3:45 P.M.; (to Orleans and French Lick) 10:28 A.M. and 7:10 P.M.

ILLINOIS CENTRAL SCHEDULE

Trains leave Bloomington for Indianapolis, East, 9:22 A.M. and 7:15 P.M.; West, 8:38 A.M. and 6:45 P.M.

TAXI SERVICE

F.T. LaRue, 309 N. Walnut (Telephone 990). Leave Bloomington 7:00 A.M., 9:00 A.M., 11:00 A.M., 12:30 P.M., 2:15 P.M., 4:00 P.M., 5:30 P.M. Leave Indianapolis (Lincoln Hotel), 6:45 A.M., 8:45 A.M., 11:00 A.M., 12:30 P.M., 2:15 P.M., 4:00 P.M., 7:00 P.M. Fare $1.50.

Blakely & Hall Bus Line (Telephone 656) Leave Bloomington, 6:30 A.M., 8:45 A.M., 10:45 A.M., 12:45 P.M., 3:15 P.M., 6:00 P.M. Leave Indianapolis (Lincoln Hotel) 6:30 A.M., 8:45 A.M., 11:00 A.M., 12:45 P.M., 3:15 P.M., 6:00 P.M. Fare $1.50

Blakely & Hall Bus Line (Telephone 656). Bloomington to Indianapolis through Martinsville via. the T. H. I. & E. Traction Co. Buy through ticket, $1.40. Leave Bloomington, 7:30 A.M., 11:40 A.M., 2:00 P.M., 5:15 P.M., 9:00 P.M. Leave Indianapolis, (Traction Terminal Station), 8:00 A.M., 12:45 P.M., 2:20 P.M., 5:00 P.M., 11:30 P.M.

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Summary

STATISTICS FROM THE

REPORT ON THE SUMMER SESSION OF

1924

UNIVERSITY OF WISCONSIN

STATISTICS FROM THE

REPORT ON THE SUMMER SESSION OF

1924

UNIVERSITY OF WISCONSIN

President E. A. Birge,
University of Wisconsin.

Dear President Birge,

I have the honor to submit to you herewith for transmittal to the Regents of the University a report of the Summer Session of 1924.

Accompanying the report is an Itemized Statement of Expenditures; only totals are carried in this report. All data on receipts and disbursements have been obtained from the Bursar and the Business Manager.

Statistical tables are appended to this report covering:

I. Expenditures by Colleges and Leave of Absence Elections
II. Total Estimated Cost of the Summer Session.
III. Receipts by Colleges

IV. a. Excess of Cash Receipts over Cash Expenditures
b. Estimated Net Cost of Summer Session
c. Net Cost per Student Enrolled

V. Analysis of Attendance:
a. By Colleges for the Past Four Sessions
b. By Colleges and Sex; for the current session only.
c. By College, Class, Sex and Previous Training, showing also Attendance of Long Session Students as compared with those enrolled for Summer Session only.

d. Enrollment of Teachers, classified as to Degree held and Type of Position.

e. Summary by Colleges, Class and Sex.

f. By States and Foreign Countries.

VI. Estimated Cost per Credit of Instruction by Colleges and Departments.

Respectfully submitted,

S. H. GOODNIGHT

Director.

October 15, 1924.

President E. A. Birge,
University of Wisconsin.

Dear President Birge,

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Respectfully submitted,

S. H. GOODNIGHT

Director.

October 15, 1924.

I. EXPENDITURES BY COLLEGES

N. B. A separate itemization of all salaries and business items accompanies this report.

	1921	1922	1923	1924
Letters & Science				
Cash Salaries	$51049.37	53757.00	60908.25	44336.00
Def'd Salaries	17662.50	16623.75	12600.00	15371.25
(Cash Salary Basis)	68711.87	70380.75	73508.25	59707.25
School of Education				
Cash Salaries				18222.50
Def'd Salaries				881.25
				19103.75
Medical School				
Cash Salaries	5468.75	5237.00	4359.25	6520.00
Def'd Salaries	600	-------	487.50	- - -
	6068.75	5237.00	4846.75	6520.00
Engineering				
Cash Salaries	9085.00	8032.62	9162.50	7582.50
Def'd Salaries	-------	450.00	0------	525.00
	9085.00	8482.62	9162.50	8107.50
Law				
Cash Salaries	4454.50	4955.00	3902.50	4947.60
Def'd Salaries	500.00	-------	1000.00	-------
	4954.50	4955.	4902.50	4947.60
Agriculture				
Cash Salaries	6342.50	5864.75	6790.50	5746.25
Def'd Salaries	1065.00	2366.25	720.00	1455.
	7407.50	8231.00	7510.50	7201.25
Wisconsin High School				
Cash Salaries		1515.00	1497.50	1865.00
Def'd Salaries		-------	------	------
		1515.00	1497.50	1865.00
Administration				
Cash Salaries	3737.72	4602.79	4210.10	4573.00
Def's Salaries	-------	-------	562.50	600.
Business Items	4823.81	4767.80	4434.52	5399.34
	8561.53	9370.59	9207.12	10572.34

I. EXPENDITURES BY COLLEGES

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Lettres & Science

	1921	1922	1923	1924
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Def'd Salaries	17662.50	16623.75	12600.00	15371.25
(Cash Salary Basis)	68711.87	70380.75	73508.25	59707.25

School of Education

Cash Salaries				18282.50
Def'd Salaries				881.25
				19163.75

Medical School

Cash Salaries	5468.75	8237.00	4389.25	6520.00
Def'd Salaries	600	-------	487.50	- - -
	6068.75	8237.00	4876.75	6520.00

Engineering

Cash Salaries	9085.00	8022.62	9162.50	7582.50
Def'd Salaries	-------	450.00	0------	625.00
	9085.00	8482.62	9162.50	8107.50

Law

Cash Salaries	4454.50	4955.00	3902.50	4947.60
Def'd Salaries	500.00	-------	1000.00	-------
	4954.50	4955.	4902.50	4947.60

Agriculture

Cash Salaries	6342.50	5864.75	6790.50	5746.25
Def'd Salaries	1065.00	2366.25	720.00	1456.
	7407.50	8231.00	7510.50	7201.25

Wisconsin High School

Cash Salaries		1515.00	1497.50	1865.00
Def'd Salaries		-------	------	------
		1515.00	1497.50	1865.00

Administration

Cash Salaries	3737.72	4605.79	4210.10	4573.00
Def'd Salaries	-------	-------	662.50	600.
Business Items	4825.81	4767.80	4434.65	5399.34
	8563.53	9370.59	9307.25	10572.34

Leave of Absence Elections

	1921	1922	1923	1924
Letters & Science	34	34	24	29½
Medical School	1	0	1	0
School of Education				1½
Engineering	-	1	-	1
Law	1	-	1	-
Agriculture	3	5½	2	3
Wisconsin High School	-	-	-	-
Administration	-	-	1	1
	39	40½	29	36

Total leave elected, cash basis, in 1921, $19,827.50; in 1922, $19,440.00; in 1923, $15,340; in 1924, $18,832.50.

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TOTAL ESTIMATED COST OF THE SUMMER SESSION

	Cash	Leave	Total
Administration	$ 9,972.34	$ 600.	$ 10572.34
College of Letters & Science	44,336.00	15371.25	59707.25
School of Education	18,222.50	881.25	19103.75
Medical School	6,520.00		6,520.00
College of Engineering	7,582.50	525.00	8107.50
Law School	4,947.60		4947.60
College of Agriculture	5,746.25	1455	7201.25
Wisconsin High School	1.865.00		1865.00
GRAND TOTALS	$ 99,192.19	$ 18832.50	$ 118,024.69

Leave of Absence Elections

	1921	1922	1923	1924
Letters & Science	34	34	24	29½
Medical School	1	0	1	0
School of Education				1½
Engineering	-	1	-	1
Law	1	-	1	-
Agriculture	3	5½	2	3
Wisconsin High School	-	-	-	-
Administration	-	-	1	1
	39	40½	29	36

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School of Education	18,222.50	881.25	19103.75
Medical School	6,520.00		6,520.00
College of Engineering	7,682.50	525.00	8107.50
Law School	4,947.60		4947.60
College of Agriculture	5,746.25	1455	7201.25
Wisconsin High School	1,865.00		1865.00
GRAND TOTALS	$ 99,192.19	$ 18832.50	$ 118,024.69

III. Receipts by Colleges.

N.B. An Infirmary fee of $2 per student is collected by the Bursar and paid to the Infirmary. These fees, amounting to $8,933 in 1922, $8,973 in1923, and 1924 $9,239.50, are not included in the receipts or expenditures shown in this report.

In 1923 and 1924, post session fees were included in the various colleges. These were not insignificant in the Medical School and in the College of Engineering. These fees were not included in the report for 1922.

	1920	1922	1923	1924
L & S (inc. Med)	66,337.	76,041.25	76,685.25	80,821.42
Engineering	5,317	5,514.25	5,385.	4,617.75
Law	2,730	2,804	3,168	2,488
Agriculture	6,358	7493	7,566.50	7,537.50
Swimming Fees	1,508	1,252	1,200	892.
Clinic Fees	* 3,000	1,061.70	1,418.75	841.25
Outdoor Theater Rec.	**	279.81	256.	247.32
Federal Funds	680	#	3,379.75	2,117.
Wisconsin High School	1,620	1,395.	1,590	2,107.50
	$ 87,750	$ 95,941.01	$100,649.25	101,669.74

*Bills rendered for services performed during Summer Session and post session periods. For 1922, 1923, and 1924, actual receipts only are listed.
**$210 donated to Memorial Union Fund in 1920; $168.54 in 1921,
#Federal Funds not included in the report for 1922.

IV

a. Excess of Cash Receipts over Cash Expenditures.

	1923	1924
Total Cash Receipts	$ 100,649.25	$ 101,669.74
Total Cash Expenses	95,265.12	99,192.19
	5,384.13	2,477.55

b. Estimated Net Cost of the Summer Session.

Leave of Absence Elections (Deferred Payt.)	$ 15,370	$ 18,832.50
Excess of Cash Receipts	5,384.13	2,477.55
Estimated Net Cost	9,985.87	$ 16,354.95

c. Net Cost per student enrolled $ 2.12 $ 3.43

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Estimated Net Cost	9,985.87	$ 16,354.95

c. Net Cost per student enrolled $ 2.12 $ 3.43

V. Analysis of Attendance

a. By colleges for the past four sessions.

	1921	1922	1923	1924
Letters & Science	3659	3861	3896	4033
Engineering	365	348	331	249
Law	110	102	105	84
Agriculture	390	387	378	362
Library Training	23	26	-	44
	4547	4724	4710	4772

b. By college and sex. For the current session only.

	Men	Women	Total
Letters and Science	1471	2562	4033
Engineering	248	1	249
Law	81	3	84
Agriculture	138	224	362
Library Training	1	43	44
	1939	2833	4772

V. Analysis of Attendance

a. By colleges for the past four sessions.

	1921	1922	1923	1924
Letters & Science	3659	3861	3896	4033
Engineering	366	348	331	349
Law	110	108	105	84
Agriculture	390	387	378	362
Library Training	23	26	-	44
	4647	4724	4710	4772

b. By college and sex. For the current session only.

	Men	Women	Total
Letters and Science	1471	2562	4033
Engineering	348	1	349
Law	81	3	84
Agriculture	138	224	362
Library Training	1	43	44
	1939	2833	4772

c. By College, Class, Sex and Previous Training, Showing Also Attendance of Long Session Students As Compared With Those Enrolled for the Summer Session Only.

	REGULAR			SUMMER			GRAND
GRADUATES	Men	Women	Total	Men	Women	Total	TOTAL
Letters & Science*							
Registered in Grad School							
Wisconsin	102	42	144	76	82	158	302
Other				205	226	431	431
Not registered in Grad School							
Wisconsin	19	19	38	26	65	91	129
Other				120	277	397	397
Totals	(121)	(61)	(182)	(427)	(650)	(1077)	(1259)
Engineering							
Registered in Grad School							
Wisconsin							
Other				2		2	2
Not registered in Grad School							
Wisconsin	3		3				3
Other				4	1	5	5
Totals	(3)		(3)	(6)	(1)	(7)	(10)
Law (No graduates enrolled)							
Agriculture							
Registered in Grad School							
Wisconsin	43	8	51	6	3	9	60
Other				24	21	45	45
Not registerd in Grad School							
Wisconsin	9	2	11	3	3	6	17
Other				7	29	36	36
Totals	(52)	(10)	(62)	(40)	(56)	(96)	(158)
TOTALS	176	71	247	473	707	1180	1427

* Includes Music and Library Students

c. By College, Class, Sex and Previous Training.
Showing Also Attendance of Long Session Students
As Compared With Those Enrolled for the Summer
Session Only.

GRADUATES	REGULAR			SUMMER		GRAND
	Men	Women	Total	Men	Women	Total	TOTAL
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Totals	(121)	(61)	(182)	(427)	(650)	(1077)	(1259)
Engineering							
Registered in Grad School							
Wisconsin				2		2	2
Other							
Not registered in Grad School							
Wisconsin	3		3				3
Other				4	1	5	5
Totals	(3)		(3)	(6)	(1)	(7)	(10)
Law (No graduates enrolled)							
Agriculture							
Registered in Grad School							
Wisconsin	43	8	51	6	3	9	64
Other				24	21	45	45
Not registered in Grad School							
Wisconsin	9	2	11	3	3	6	17
Other				7	29	36	36
Totals	(52)	(10)	(62)	(40)	(53)	(96)	(158)
TOTALS	176	71	247	473	707	1180	1427

* Includes Music and Library Students

c. (continued)

UNDER-GRADUATES	REGULAR Men	Women	Total	SUMMER Men	Women	Total	GRAND TOTAL
Letters & Science							
Wisconsin	433	401	834	41	69	110	944
Other				375	1159	1534	1534
Engineering							
Wisconsin	208		208	3		3	211
Other				21		21	21
Law							
Wisconsin	44	2	46	12	1	13	59
Other				25		25	25
Agriculture							
Wisconsin	34	73	107	2	3	5	112
Other				8	71	79	79
Library							
Wisconsin		1	1		1	1	2
Other					29	29	29
TOTALS	719	477	1196	487	1333	1820	3016
PREPARATORY AND UNCLASSIFIED							
Letters & Science				75	232	307	307
Engineering				7		7	7
Law							
Agriculture				2	11	13	13
Library					2	2	2
TOTALS				84	245	329	329
GRAND TOTALS	895	548	1443	1044	2285	3329	4772

c.- (continued).

UNDER-GRADUATES	REGULAR Men	REGULAR Women	REGULAR Total	SUMMER Men	SUMMER Women	SUMMER Total	GRAND TOTAL
Letters & Science	435	401	836	41	69	110	946
Wisconsin				375	1259	1634	1634
Other							
Engineering	208		208	3	3	211	
Wisconsin				21	21	21	
Other							
Law							
Wisconsin	44	2	46	13	13	59	
Other				25	25	25	
Agriculture							
Wisconsin	34	73	107	2	3	5	112
Other				8	71	79	79
Library							
Wisconsin		1	1		1	1	2
Other				29	29	29	29
TOTALS	713	477	1196	487	1353	1820	3016

PREPARATORY AND UNCLASSIFIED

Letters & Science				75	232	307	307
Engineering				7	7	7	7
Law							
Agriculture				8	11	19	19
Library					2	2	2
TOTALS				90	246	329	329
GRAND TOTALS	895	549	1443	1044	2285	3329	4772

d. Enrollment of teachers, classified as to degree held and type of position; showing also attendance of long session students as compared with those enrolled for Summer Session only.

	REGULAR			SUMMER			GRAND
	Men	Women	Total	Men	Women	Total	TOTAL
Higher Degree							
University, College and Nor. School	44	8	52	49	37	86	138
Supt. and Prin.				3	3	6	6
High School	2	2	4	3	27	30	34
Other				1	2	3	3
Totals	(46)	(10)	(56)	(56)	(69)	(125)	(181)
Bachelor							
University, College and Nor. School	20	7	27	64	58	122	149
Supt. and Prin.	3	1	4	124	13	137	141
High School		11	11	153	453	605	616
Other		1	1	12	63	75	76
Totals	(23)	(20)	(43)	(332)	(587)	(939(	(962)
Normal Degree							
University, College and Nor. School	1	1	2	4	17	21	23
Supt. and Prin	2		2	93	52	145	147
High School	4	3	7	78	172	250	257
Other		7	7	15	620	635	642
Totals	(7)	(11)	(18)	(190)	(861)	(1051)	(1069)
No Degree							
University, College and Nor. School	3		3	5	6	11	14
Supt. and Prin.	1		1	7	12	19	20
High School	3	1	4	25	76	101	105
Other	3	2	5	17	214	231	236
Totals	(10)	(3)	(13)	(54)	(308)	(362)	(375)
TOTALS	86	44	130	652	1825	2477	2607
WISCONSIN TEACHERS	76	36	112	329	651	980	1092

d. Enrollment of teachers, classified as to degree held and type of position; showing also attendance of long session students as compared with those enrolled for Summer Session only.

	REGULAR			SUMMER		GRAND
	Men	Women	Total	Men	Women	Total	TOTAL
Higher Degree						
University, College and Nor. School	44	8	52	49	37	86	138
Supt. and Prin.				3	3	6	6
High School	2	2	4	3	27	30	34
Other				1	2	3	3
Totals	(46)	(10)	(56)	(56)	(69)	(125)	(181)
Bachelor							
University, College and Nor. School	20	7	27	64	58	122	149
Supt. and Prin.	3	1	4	124	13	137	141
High School		11	11	455	453	908	919
Other		1	1	12	63	75	76
Totals	(23)	(20)	(43)	(332)	(587)	(939)	(982)
Normal Degree							
University, College and Nor. School	1	1	2	4	17	21	23
Supt. and Prin.	2		2	93	52	145	147
High School	4	3	7	78	172	250	257
Other		7	7	15	630	645	652
Totals	(7)	(11)	(18)	(190)	(861)	(1051)	(1069)
No Degree							
University, College and Nor. School	3		3	6	5	11	14
Supt. and Prin.	1		1	7	12	19	20
High School	3	1	4	25	76	101	105
Other	3	2	5	17	214	231	236
Totals	(10)	(3)	(13)	(54)	(308)	(362)	(375)
TOTALS	86	44	130	652	1825	2477	2607
WISCONSIN TEACHERS	76	36	112	329	651	980	1092

e. Summary by Colleges, Class, and Sex; showing also attendance of long session students as compared with those enrolled for the Summer Session only.

COLLEGE	REGULAR Men	Women	Total	SUMMER Men	Women	Total	GRAND TOTAL
Letters & Science							
Graduate	121	60	181	425	631	1056	1237
Undergraduate	432	382	814	414	1189	1603	2417
Preparatory				15	23	38	38
Unclassified				58	194	252	252
Totals	(553)	(442)	(995)	(912)	(2037)	(2949)	(3944)
Engineering							
Graduate	3		3	6	1	7	10
Undergraduate	208		208	24		24	232
Preparatory							
Unclassified				7		7	7
Totals	(211)		(211)	(37)	(1)	(38)	(249)
AGRICULTURE							
Graduate	52		52	40	2	42	94
Undergraduate	34	2	36	10	4	14	50
Preparatory							
Unclassified				2		2	2
Totals	(86)	(2)	(88)	(52)	(6)	(58)	(146)
HOME ECONOMICS							
Graduate		10	10		54	54	64
Undergraduate		71	71		70	70	141
Preparatory					2	2	2
Unclassified					9	9	9
Totals		(81)	(81)		(135)	(135)	(216)
LAW							
Graduate							
Undergraduate	44	2	46	37	1	38	84
Preparatory							
Unclassified							
Totals	(44)	(2)	(46)	(37)	(1)	(38)	(84)

e. Summary by Colleges, Class, and Sex; showing also attendance of long session students as compared with those enrolled for the Summer Session only.

COLLEGE	REGULAR Men	REGULAR Women	REGULAR Total	SUMMER Men	SUMMER Women	SUMMER Total	GRAND TOTAL
Letters & Science							
Graduate	121	60	181	425	631	1056	1237
Undergraduate	432	382	814	414	1189	1603	2417
Preparatory				15	23	38	38
Unclassified				58	194	252	252
Totals	(553)	(442)	(995)	(912)	(2037)	(2949)	(3944)
Engineering							
Graduate	3		3	6	1	7	10
Undergraduate	208		208	24		24	232
Preparatory							
Unclassified				7		7	7
Totals	(211)		(211)	(37)	(1)	(38)	(249)
AGRICULTURE							
Graduate	52		52	40	2	42	94
Undergraduate	34	2	36	10	4	14	50
Preparatory							
Unclassified				2		2	2
Totals	(86)	(2)	(88)	(52)	(6)	(58)	(145)
HOME ECONOMICS							
Graduate		10	10		54	54	64
Undergraduate		71	71		70	70	141
Preparatory					2	2	2
Unclassified					9	9	9
Totals		(81)	(81)		(135)	(135)	(216)
LAW							
Graduate							
Undergraduate	44	2	46	37	1	38	84
Preparatory							
Unclassified							
Totals	(44)	(2)	(46)	(37)	(1)	(38)	(84)

e.(Continued)

COLLEGE	REGULAR Men	Women	Total	SUMMER Men	Women	Total	GRAND TOTAL
MUSIC							
Graduate		1	1	1	9	10	11
Undergraduate	1	19	20	2	39	41	61
Preparatory				2	2	4	4
Unclassified					13	13	13
Totals	(1)	(20)	(21)	(5)	(63)	(68)	(89)
WISCONSIN LIBRARY SCHOOL							
Graduate				1	10	11	11
Undergraduate		1	1		30	30	31
Preparatory					2	2	2
Unclassified							
Totals		(1)	(1)	(1)	(42)	(43)	(44)
TOTALS	895	548	1443	1044	2285	3389	4772

e.(Continued)

COLLEGES	REGULAR			SUMMER			GRAND TOTAL
	Men	Women	Total	Men	Women	Total	
MUSIC							
Graduate		1	1	1	9	10	11
Undergraduate	1	19	20	2	39	41	61
Preparatory				2	2	4	4
Unclassified					13	13	13
Totals	(1)	(20)	(21)	(5)	(63)	(68)	(89)
WISCONSIN LIBRARY SCHOOL							
Graduate				1	10	11	11
Undergraduate		1	1		30	30	31
Preparatory							
Unclassified					2	2	2
Totals		(1)	(1)	(1)	(42)	(43)	(44)
TOTALS	895	548	1443	1044	2285	3329	4772

f. By States and Foreign Countries.

The permanent home state or country is indicated. In the case of teachers who taught during the past academic year, the state or country in which the position was held is regarded as home.

	1921	1922	1923	1924
Alabama	13	25	16	9
Arizona	0	3	1	4
Arkansas	5	11	8	12
California	11	16	17	18
Colorado	19	20	17	28
Connecticut	3	9	7	3
Delaware	2	2	1	0
Florida	5	4	3	5
Georgia	3	3	3	3
Idaho	3	7	2	6
Illinois	534	602	568	611
Indiana	227	210	210	221
Iowa	125	155	131	129
Kansas	93	77	88	73
Kentucky	47	40	55	43
Louisiana	19	2	21	23
Maine	0	1	0	0
Maryland	5	2	6	5
Massachusetts	10	19	17	14
Michigan	183	166	150	167
Minnesota	142	154	90	94
Mississippi	24	22	12	6
Missouri	197	212	210	152
Montana	22	15	21	11
Nebraska	45	40	40	27
Nevada	0	1	0	3
New Hampshire	3	2	2	8
New Jersey	17	16	17	12
New Mexico	3	1	3	4
New York	31	46	60	49
North Carolina	6	7	4	8
North Dakota	43	30	22	13
Ohio	210	222	191	182
Oklahoma	14	41	26	22
Oregon	5	4	3	3
Pennsylvania	48	59	54	90
Rhode Island	1	1	3	1
South Carolina	7	3	1	6
South Dakota	57	33	35	28
Tennessee	16	10	28	13
Texas	20	25	32	40
Utah	3	6	8	5

7. By States and Foreign Countries.

The permanent home state or country is indicated. In the case of teachers who taught during the past academic year, the state or country in which the position was held is regarded as home.

	1921	1922	1923	1924
Alabama	13	28	16	9
Arizona	0	3	1	4
Arkansas	5	11	8	12
California	11	16	17	18
Colorado	19	20	17	28
Connecticut	3	9	7	3
Delaware	2	2	1	0
Florida	5	4	3	5
Georgia	3	3	3	3
Idaho	3	7	2	6
Illinois	534	602	568	611
Indiana	227	210	210	221
Iowa	125	156	131	129
Kansas	93	77	88	72
Kentucky	47	40	36	43
Louisiana	19	2	21	28
Maine	0	1	0	0
Maryland	5	2	6	5
Massachusetts	10	19	17	14
Michigan	185	166	160	167
Minnesota	142	164	90	94
Mississippi	24	22	12	6
Missouri	187	212	210	182
Montana	22	16	21	11
Nebraska	46	40	40	27
Nevada	0	1	0	2
New Hampshire	3	2	2	8
New Jersey	17	16	17	12
New Mexico	3	1	3	4
New York	31	46	60	49
North Carolina	6	7	4	8
North Dakota	43	30	22	18
Ohio	210	222	191	182
Oklahoma	14	41	26	22
Oregon	5	4	3	3
Pennsylvania	48	59	64	90
Rhode Island	1	1	3	1
South Carolina	7	3	1	6
South Dakota	27	33	35	28
Tennessee	16	10	28	13
Texas	20	25	32	40
Utah	3	6	8	5

f. (continued)

	1921	1922	1923	1924
Vermont	2	2	1	0
Virginia	6	9	2	2
Washington	3	5	8	8
Washington D C	16	17	6	4
West Virginia	15	22	19	5
Wyoming	5	5	2	3
Wisconsin	2191	2259	2407	2513
	4459	4643	4628	4685
Alaska	0	0	1	0
Argentina S A	2	1	2	5
Bohemia	0	0	1	0
Canada	5	11	13	14
Ceylon	0	0	1	0
Checko-Slovakia	0	0	1	1
Chili	0	1	0	0
China	42	26	28	40
Colombia S A	0	0	0	0
Denmark	0	1	0	0
England	1	2	1	0
Finland	1	1	0	0
France	0	0	0	1
Hawaii	2	6	4	2
Iceland	1	0	0	0
India	4	2	3	4
Italy	0	1	0	0
Japan	2	6	6	6
Mexico	2	1	2	6
New Zealand	1	1	1	0
Nicaragua	0	1	0	0
Norway	4	3	4	0
Paraguay	0	1	1	0
Peru	0	2	1	2
Philippine Islands	18	6	6	2
Porto Rico	1	2	1	0
Roumania	0	1	0	0
Russia	0	2	0	0
Siam	0	1	1	1
South Africa	2	0	2	2
Spain	0	1	0	1
Sweden	0	1	1	0
Turkey	0	0	1	0
Total Foreigners	88	81	82	87
Grand Total	4547	4724	4710	4772

4. (continued)

	1921	1922	1923	1924
Vermont	2	5	1	0
Virginia	6	9	3	2
Washington	3	8	8	8
Washington D.C.	16	17	6	4
West Virginia	15	22	19	5
Wyoming	6	6	4	3
Wisconsin	21	25	24	25
	4459	4643	4628	4685

Alaska	0	0	1	0
Argentina S.A.	2	1	5	0
Bohemia	0	0	1	0
Canada	5	11	13	14
Ceylon	0	0	1	0
Checko-Slovakia	0	0	1	0
Chili	0	1	0	1
China	42	26	28	40
Colombia S.A.	0	0	0	0
Denmark	0	1	0	0
England	1	5	1	0
Finland	0	1	0	0
France	2	0	4	0
Hawaii	1	2	0	1
Ireland	4	0	3	0
India	2	0	1	0
Italy	0	4	0	0
Japan	2	1	2	0
Mexico	1	1	0	0
New Zealand	0	1	4	0
Nicaragua	0	1	0	0
Norway	0	1	0	0
Paraguay	0	1	0	0
Peru	0	1	0	0
Philippine Islands	18	6	1	0
Porto Rico	1	1	0	0
Roumania	0	1	0	0
Russia	0	1	0	0
Siam	2	0	1	0
South Africa	0	1	0	0
Spain	0	1	0	0
Sweden	0	1	0	0
Turkey	0	0	1	0
Total Foreigners	88	81	85	87
Grand Total	4547	4724	4710	4772

Table VI

ESTIMATED COST PER CREDIT OF INSTRUCTION BY COLLEGES AND DEPARTMENTS

	1923 LETTERS & SCIENCE			1924		
Dept	Credits*	Budget	Per Cr.	Credits*	Budget	Per Cr
Astronomy				86	$ 600	6.97
Botany	298	2040	6.84	239	2130	8.91
Chemistry	974	4835	4.96	858	4087.50	4.76
Classics	195	1475	7.56	237	1837.50	7.75
Economics	1720	5718.50	3.32	1938	6457.50	3.33
Education #	4635	8537.50	1.84	-	-	-
English	1876	5912.50	3.15	2176	6888.75	3.16
Geology	690	2167.50	3.14	521	1458.75	2.80
German	462	1800	3.89	491	1950	3.97
History	1228	4120	3.35	1982	4327.50	2.18
Ind. Educ. & App. Arts #	845	2877.50	3.40	-	-	-
Journalism	348	1365	3.92	244	1545	6.33
Library Tr. #	-	-	-	-	-	-
Mathematics	805	3963.25	4.92	823	3880	4.71
Meteorology	54	100	1.85	32	100	3.12
Music	** 729	**2220	**3.04	**665	**2385	3.59
Pharmacy	80	466.50	5.83	76	545.75	7.18
Philosophy	630	1740	2.76	708	2000	2.82
Physical Education #	***1263	4282.50	3.39	-	-	-
Physics	389	2990	7.68	317	2835	8.94
Pol. Science	489	1237.50	2.48	432	1260	2.91
Rom. Lang.	1920	7315.	3.80	1845	7522.50	4.07
Speech	1058	4194	3.96	1081	3285	3.96
Zoology	309	1500	4.85	235	1560	6.63
Total	21000	$70857.25	$3.37	14986	$ 57655.75	$3.84

*No account is taken of auditors.
**Excluding Applied Music (individual instruction) and salary of Applied Music instructors.
***Excluding swimming (no credit given) and salary of swimming instructors and assistants.
These departments are this year separated from Letters and Science and united in the School of Education.

Table VI

ESTIMATED COST PER CREDIT OF INSTRUCTION BY COLLEGES AND DEPARTMENTS

	1923			LETTERS & SCIENCE	1924		
Dept	Credits*	Budget	Per Cr.	Credits*	Budget	Per Cr
Astronomy				86	$ 600	6.97
Botany	298	2040	6.84	239	2130	8.91
Chemistry	874	4835	4.96	858	4087.50	4.76
Classics	195	1475	7.56	237	1837.50	7.75
Economics	1720	5718.50	3.32	1938	6457.50	3.33
Education #	4635	8537.50	1.84	-	-	-
English	1876	5912.50	3.15	2176	6888.75	3.16
Geology	690	2167.50	3.14	521	1458.75	2.80
German	462	1800	3.89	491	1950	3.97
History	1228	4120	3.35	1982	4327.50	2.18
Ind. Educ. & App. Arts #	845	2877.50	3.40	-	-	-
Journalism	348	1365	3.92	244	1545	6.33
Library Tr. #	-	-	-	-	-	-
Mathematics	805	3963.25	4.92	823	3380	4.71
Meteorology	54	100	1.85	32	100	3.12
Music	** 729	**2220	**3.04	**665	**2385	3.59
Pharmacy	80	466.50	5.83	76	545.75	7.18
Philosophy	630	1740	2.76	708	2000	2.82
Physical Education #	***1263	4282.50	3.39	-	-	-
Physics	389	2990	7.68	317	2835	8.94
Pol. Science	489	1237.50	2.48	432	1260	2.91
Rom. Lang.	1920	7315.	3.80	1845	7522.50	4.07
Speech	1058	4194	3.96	1081	3285	3.96
Zoology	309	1500	4.85	235	1560	6.63
Total	21000	$70857.25	$3.37	14986	$ 57655.75	$3.84

*No account is taken of auditors.

**Excluding Applied Music (individual instruction) and salary of Applied Music instructors.

***Excluding swimming (no credit given) and salary of swimming instructors and assistants.

These departments are this year separated from Letters and Science and united in the School of Education.

SCHOOL OF EDUCATION

Dept	1923 Credits	1923 Budget	1923 Per Cr.	1924 Credits	1924 Budget	1924 Per Cr
Education	-	-	-	4792	10483.75	2.18
Ind. Educ. & Applied Arts	-	-	-	672	3172.50	4.72
Library Training	-	-	-	120	390	3.25
Physical Educ.	-	-	-	* 952	* 4552.50	4.78
Total				6536	$18598.75	2.84

N.B. These departments are this year separated from Letters & Science and united in the School of Education.
*Excluding swimming (no credit given) and salary of swimming instructors and assistants.

MEDICAL SCHOOL

Anatomy	241	879.25	3.64	317	885	2.70
Bacteriology	104	555	5.33	160	960	6.
Clin. Med. **	6 **	-	-	8**	-	-
Pharmacology	233	900	3.86	138	1000	7.24
Physiology	6	-	-	-	-	-
Phys. Chem.	152	450	2.96	122	630	5.17
Total	742	$ 2784.25	$ 3.75	745	$3445	$ 4.62

**The Clinical Staff receives its salary for maintaining the clinic during the session; its teaching is without compensation.

SCHOOL OF EDUCATION

Dept	1923 Credits	1923 Budget	1923 Per Cr.	1924 Credits	1924 Budget	1924 Per Cr
Education	-	-	-	4792	$10683.75	$2.18
Ind. Educ. & Applied Arts	-	-	-	672	$1772.50	$4.72
Library Training	-	-	-	120	390	$3.25
Physical Educ.	-	-	-	* 952	* $4652.50	$4.78
Total				6536	$18598.75	$2.84

N.B. These departments are this year separated from letters & Science and united in the School of Education.

*Excluding swimming (no credit given) and salary of swimming instructors and assistants.

MEDICAL SCHOOL

Dept	1923 Credits	1923 Budget	1923 Per Cr.	1924 Credits	1924 Budget	1924 Per Cr
Anatomy	241	$$79.25	$3.64	317	885	$2.70
Bacteriology	104	556	$5.33	160	960	$6.
Clin. Med.	** 6	** -	-	8**	-	-
Pharmacology	253	900	$3.86	138	1000	$7.24
Physiology	6	-	-	-	-	-
Phys. Chem.	152	450	$2.96	122	630	$5.17
Total	742	$ 2784.25	$ 3.75	746	$3445	$ 4.62

**The Clinical Staff receives its salary for maintaining the clinic during the session; its teaching is without compensation.

	1923				1924	
Dept.	Credits	Budget	Per Cr	Credits	Budget	Per Cr.
COLLEGE OF ENGINEERING						
Applied Mech.	137	818	5.97	100	936	9.36
Chem. Engr.	140	943.75	6.73	100	880	8.80
Elec. Engr.	253	1372.50	5.42	210	1252.50	5.96
Hydr. Engr.	124	435	3.50	32	450	14.06
Mach. Design	109	510	4.67	76	525	6.90
Mech. Draw.	78	1110	14.23	93	847.50	9.11
Railway Engr.	64	610	9.53	96	620	6.45
Shops	68	1086.25	15.97	43	677.50	15.75
Steam & Gas	20	330	16.50	-	-	-
Surveying	319	1947	6.10	234	1910.50	8.16
Total	1312	$ 9162.50	$6.90	984	$ 8107.50	$8.23
LAW SCHOOL						
Law School	856	$4902.50	$5.72	697	$4947.60	$ 7.09
COLLEGE OF AGRICULTURE						
Agr. Bact.	113	518.25	4.58	116	658.50	5.67
Agr. Chem.	118	557.	4.72	83	551.75	6.64
Agr. Econ.	260	1425	5.48	196	1462.50	7.46
Agr. Educ.	49	300	6.12	-	-	-
Agr. Journ.	14	236.25	16.87	-	-	-
Agronomy	12	39	3.25	22	263.25	11.96
An. Husb.	51	335.75	6.58	21	316.25	15.06
Dairy Husbandry	43	308	7.16	14	45.50	3.25
Genetics	61	187.50	3.07	76	225	2.96
Home Economics	720	3143.75	4.36	843	3407.50	4.04
Plant Path.	40	341.75	8.54	24	78	3.25
Poultry Husb.	-	-	-	22	71.50	3.25
Soils	21	68.25	3.25	22	71.50	3.25
Total	1502	$7510.50	$5.00	1439	$7151.25	4.97

COLLEGE OF ENGINEERING

Dept.	1923 Credits	1923 Budget	1923 Per Cr.	1924 Credits	1924 Budget	1924 Per Cr.
Applied Mech.	137	$ 818	$ 5.97	100	956	$ 9.56
Chem. Engr.	140	943.75	6.75	100	880	8.80
Elec. Engr.	255	1272.50	5.42	210	1252.50	5.96
Hydr. Engr.	134	435	3.50	32	459	14.06
Mech. Design	109	510	4.67	76	526	6.90
Mech. Draw.	78	1110	14.23	95	847.50	9.11
Railway Engr.	64	610	9.53	96	620	6.46
Shops	68	1086.25	15.97	43	677.50	15.76
Steam & Gas	20	330	16.50	-	-	-
Surveying	219	1947	6.10	234	1910.50	8.16
Total	1312	$ 9162.50	$6.90	984	$ 8107.50	$8.23

LAW SCHOOL

Law School	886	$4502.50	$5.78	697	$4947.60	$ 7.09

COLLEGE OF AGRICULTURE

Agr. Bact.	112	518.25	4.58	116	638.50	5.67
Agr. Chem.	118	557.	4.72	82	551.75	6.64
Agr. Econ.	260	1425	5.48	196	1462.50	7.46
Agr. Educ.	49	300	6.12	-	-	-
Agr. Journ.	14	236.25	16.87	-	-	-
Agronomy	12	59	3.25	22	265.25	11.96
An. Husb.	81	534.75	6.60	54	316.25	15.06
Dairy Husbandry	43	308	7.16	14	46.50	3.25
Genetics	61	197.50	3.07	76	226	2.96
Home Economics	720	3143.75	4.36	842	3407.50	4.04
Plant Path.	40	341.75	8.54	24	78	3.25
Poultry Husb.	-	-	-	22	71.50	3.25
Soils	21	68.25	3.25	22	71.50	3.25
Total	1508	$7310.50	$5.00	1439	$7151.25	$4.97

SUMMARY OF REPORTS

of the

ASSOCIATION OF SUMMER SESSION DIRECTORS

1923

I. LENGTH OF SESSION

Institution	1st term	2nd term	Special Departments	Field Courses
Boston	7	0	Sec.Sci.7 Educ.7 L.A.7 Bus.Adm.7 Relig.Ed.7	Ellsworth,Me. 12
Calif.	6	6	Law 6	Agri.6 Civil Eng.6
Chicago	5½	5½	All departments same length	Geol4-6 Bot.4-6
Colorado	5½	5½	Law 11 Med.11 Engr.11	Geol.4
Columbia	6	0	All departments same length	Engr.10 Zool.6
Cornell	6	0	Law 11	
Geo.Wash.	9	0	Law 12 Med.9	
Harvard	6	0		Geol.6 Engr.8
Illinois	8	0	Law 8 Libr.Sci.8 Ath.Coach.6	
Indiana	8½	12	Law 12 Med.12 Grad.Ed.12	Biol.Sta.8½
Iowa	6	5	Law 11 Med.11 Nursing 11	Geol.9 Lake.Lab.10
Ia.State				
J.Hopkins	6	0	Med.6	
Kansas	6	4	Law 10 Med.10 Engr.6 Ath.Coach.6	Geol.6 Hospital 10
Michigan	5	5	Law 10 Med.6 Engr.8 Pharm.8 Dent.8 Educ.8	Camp.6 Biol.8 Engr.8
Minnesota	6	6	Law 12 Med.12	
Missouri	8	0	L.A.8 Grad.8 Educ.8 Agri.8	
Nebraska	5½	5½	Law 11 Grad.11 Dent.5½ Agri.5½	
New York	3	3		Music 6
Northwn.	8	0	Law 9 Speech 6 Music 6 Commerce 8 Journalism 6	Geol.4 Botany 4
Ohio	6	6	Educ. Grad. L.A. Agri.	Civ.Engr.6 Biol.6 Geol.6
Oklahoma	8	0	Arts & Sci.8 Educ.8	
Oregon	9	0	Educ.9 Libr.9 Speech 9	Geol.9
Penn.	6	0	Comm.6 Educ.6 Grad.6 Dent.6 Tchr.6	
Syracuse	6	5	Chem.& Phys.8	Surveying Camp 2
Texas				
Toronto	5	0	L.A.5 Grad.5 Dramatic Art 5	
Virginia	6	5	L.A.11 Grad.11	
Wash.	5	5	Law 10 L.A.10 Grad.10	Biol.Sta.6
Wisconsin	6	0	Law 10 Med.6 Agri.6	Top.Engr.6 Physiol.& Geol.4

II. STAFF

Regular Staff of Institution

Institution	Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Asst.	Total	Other Instit.	Grand Total	Teach Load
Boston	17	5	5	29	4	60	5	65	
Calif.	31	15	10	46	9	111	129	240	10
Chicago	59	32	42	50	40	223	116	339	8-10
Colorado	28	15	13	37	12	105	46	151	15
Columbia				318	40	358	229	587	10-20
Cornell	56		47	37	15	155	38	193	10
Geo.Wash.	23		9	5	5	42		42	10-15
Harvard	15	12	8	32		67	28	95	10
Illinois	27	12	19	50	34	142	7	149	10
Indiana	38	19	11	15	13	96	28	124	15
Iowa	48	23	19	69	19	178	21	199	10-15
Ia.State									
J.Hopkins	3	4	2	3	2	14	29	57	10-15
Kansas	37	22	21	12	5	97	10	107	15
Michigan	72	34	54	71	74	305	36	341	8-12
Minn.	65	44	101	145	43	398	18	416	12-18
Missouri	28	10	17	25	7	87	15	102	10-14
Nebraska	23	13	18	23	7	84	13	97	15
New York	32	7	18	27		84	38	122	15
Northwn.	20	9	10	40	10	89	47	136	10
Ohio									
Okla.	22	15	18	17	14	86	7	93	16
Oregon	18	1	2	7	3	31	6	37	10-15
Penn.	20		35	49	5	109	51	160	15
Syracuse	30	9	10	21	3	73	18	91	15
Texas									
Toronto	2	7	4			13	1	14	2
Virginia	19	10	9	9		47	69	116	2
Wash.	29	11	19	25	16	100	35	135	10
Wisconsin	50	36	45	89	40	260	30	290	10

III. STUDENTS

Institution	1st Term	2nd Term	Total less Duplicates	States	Foreign
Boston	992		992	31	10
California	1983	6150	8133	48	14
Chicago	5557	4250	6375	48	19
Colorado	2347	1424	2757	40	4
Columbia	12675		12675	49	41
Cornell	1934		1934	44	17
Geo.Washington	1322	103	1425		
Harvard	2292		2292		
Illinois	2098		2098		
Indiana			1697	18	4
Iowa	2425	1435	2604	35	21
Ia.State					
J.Hopkins	753		753	21	3
Kansas	1434	97	1531	21	9
Michigan			3054	49	24
Minnesota	3263	1290	3800		
Missouri	1163		1163		
Nebraska	2304	1127	2569		
New York			2066	38	10
Northwestern	1650		1650	44	11
Ohio	2319	1718	2404		
Oklahoma	2154		2154		
Oregon	830		830		
Pennsylvania	2024		2024	41	15
Syracuse	821	231	903		
Texas					
Toronto	206		114		
Virginia	2084	1045	2581	32	3
Washington	2062	1649	2200		
Wisconsin	4710		4710	47	22

Institution	Term	Term	Departments	Grades	Percent
	Jan.	Sept.	Total Year		
Boston	886		889	21	10
California	1681	6150	8518	64	14
Cardozo	2527	4520	8218	48	16
Chicago	1654	4854	6479	04	4
Columbia	1862		1862	84	44
Cornell	1824		1824	44	14
Geo. Washington	1361	501	1852		
Harvard	2585		2585		
Illinois	8605		8605		
Indiana			7851	81	4
Iowa	8482	1422	9904	36	61
J. Hopkins	687		687	21	2
Kansas	1424	96	1521	15	6
Kentucky	2000		2000	36	18
Michigan	2004	1151	3155		
Minnesota	2862	1850	3660		
Missouri	1424		1424	44	14
New York			3868	36	10
Northwestern	1820		1820	44	11
Ohio	5210	1710	8404		
Oklahoma	2124		2124		
Oregon	828		828		
Pennsylvania	8084		8084	41	18
Stanford	858	1258	2116		
Texas	2000		2000		
Virginia	2868	1450	4318		
Washington	1424		1424	44	14
Wisconsin	1424		1424	44	14
Yale	2000		2000		

III. STRENGTH

III. STUDENTS (Cont'd)

No. of Registrants by Departments

Institution	L.A.	Grad.	Law	Med.	Educ.	Engr.	Agri.	Teach.	Music	Others
Boston	112	57			102					103
Calif.	5801	2081	249							
Chicago	1341	2815	221	196	1430					595
Colorado	2623	524	151	128		196				149
Columbia	470	3137	186							
Cornell	1222	244	43				269			
G.Wash.	925		469	31						
Harvard										
Illinois										
Indiana	1308	202	41	58					20	68
Iowa	1472	863	37							
Ia.State										
J.Hopkins				30						
Kansas										
Michigan	1172	586	164	277	383	514				18
Minn.										
Missouri	443	173			258	26	89			206
Nebraska	902	435	50			150	235	1563		92
New York										
Northwn.	737		85						354	508
Ohio	482	504			827	171	204			231
Okla.										
Oregon		111								
Penn.	160	307			276	142		123		299
Syracuse	226	½48	6	4						298
Texas										
Toronto	68									24
Virginia	2376	215								
Washington	1500	600	50							
Wisconsin	3896	904	105			231	378			

+559 Grads in other divs

III. RESERVES (Cont'd)

No. of Negotiations by Departments

Institution	L.A. Cred.	Wm Fed.	Equit.	Prov.	Nat.	Comml.Bank	Other
Montreal	4412	1717		3218	80	88	3208
Toronto	2888	1008	838	1200	80		1608
Hamilton	1008	1008	80				
Winnipeg	2748	818					
Vancouver	68						84
Ottawa							
Calgary	888	48	8	4			208
Edmon.	180	208		648	148	168	888
Regina		111					
Quebec	488	804		884	174	884	884
Hamilton	427		88			284	208
New York							
Winnipeg	208	428	80		180	828	1888 88
Montreal	442	774		828	88	88	808
Toronto							
Hamilton	2748	888	1848	748	288	884	78
Kingston							
L'Orignal			80				
Ft.Garry							
Iowa	1488	882	28				
Montreal	1208	808	8028	82	18	88	80
Hillcrest							
Regina							
C.Mead.	888		888	28			
Corbett	1888	884	88			888	
Colorado	4848	2748	848				
Colorado	8888	888	188	188	188		188
Ontario	1888	8888	188	188	1888		888
Cobalt	2888	1808	888				
Dundas	118	78		108			108

IV. SALARIES

Institution	Prof.	Ass. Prof.	Asst. Prof.	Instr.	Asst.	Basis Sal.	Basis Sal. Outside
Boston	$170 400	$150 350	$150 350	$150 350	$150 275	1/9, 2 courses	1/9
Calif.	600	500	400	300	100 200	1/5 annual	Not fixed
Chicago	4500 8000	3500 4500	2700 3500	1600 2400	Less than Instr.	Annual	
Colorado	450	375	310	220 240	150 220	Not % of annual	Same
Columbia	1000	750	500	335	165	1/6 annual	Not fixed
Cornell	600		450	300	100 150	Not fixed	Not fixed
Geo.Wash.	1080 9 wks.		900 9 wks.	720 9 wks.	varies	1/5 ann.6 wks.	Same
Harvard	1/12 for one course, 1/7 for two courses						Same
Illinois	Maximum 900, Minimum 250					1/6 annual	Same
Iowa	452 700	400 510	350 384	250	125	85% annual	Not fixed
Ia.State							
Indiana	663	452	425	551	183	17% 8 1/2 wks. 22% 12 wks.	Not fixed
J.Hopkins	Maximum 750					Not fixed	Not fixed
Kansas	500	400	350	250	150	1/7 6 wks. 1/9 4 wks.	Not fixed
Michigan	900 850	675	550	425	varies	1/5 annual	Same as Res.
Minn.	500 600	412 600	300 500	225 400	175 up	1/8 annual Max.600 Min.175	Not fixed
Missouri	800 Max.	600 Max.	550 Max.	400 Max.	175 Max.	2/9,Max.800	Special contract
Nebraska	300	250	250	200	200	Not fixed	Max. 300
New York	600	500	450	350		1/8 annual	600-900
Northwn.	700	580	465	350	150	Approx. 1/6	Not fixed
Ohio	Summer Quarter part of regular year						
Okla.	250	220	200	175	185	2/3 annual	250-300
Oregon	350 400	Minimum 225				Approx. 2/5	Not fixed
Penn.	600		450	300	150	Not fixed	Not fixed
Syracuse	350 410	275 350	200 350	150 225	varies	1/8 annual	300-450
Texas							
Toronto	300	300	300			60 per week	
Virginia	375	250 300	Approx. 100 per course			1/10 Max.375	Max.375
Wash.	800	650	500	400	100 150	Not fixed	Not fixed
Wisconsin	Maximum 600				150	15% annual	Not fixed

IV. SALARIES

V. TUITION

Institution	L.A.	Grad.	Law	Med.	Others	2nd term Same Ratio	Out of State Same	Probable Increase
Boston	7.50 per point of credit						yes	yes
Calif	$25	$25	$25	$25	per term	yes	yes	no
Chicago	75	60	75	80	60-85 per quarter	1/2 rate	yes	no
Colorado	19	19	19	19	10 per term	yes	no	no
Columbia	8 plus 6 University fee per point						22 a term	
Cornell	40	4	35		per term		free to N.Y. state	no
Geo.Wash.	6	6	6		per sem. hr.	yes	yes	no
Harvard	20				per term		no	don't know
Illinois	20 for res. 30 non-res.		30 for res. 45 non-res					
Indiana	25	25	25	25	& microscope per session	yes	no	no
Iowa 1st	18	free	24	30	per term	5/6 first term	yes	no
2nd	15							
Iowa State								
J.Hopkins	22 single course 35 2 or 3 courses			100	per term		yes	no
Kansas	10	10	10	10	per term	1/2 1st term	15 incid. 15 matri.	no
Michigan	32 men 30.50 women		39.50 28	32	per session		yes	no
				30.50				
Minn.	25	25	25	60 res. 70 non-res.	per term	yes	yes	no
Missouri	15	15	15	15	per term	none	$10 more	no
Nebraska	5	5	20		per term	none	yes	possibly
New York	7.50, normal program per point			8 points,		yes	yes	no
Northwn.	60	50	60		per term	none	yes	no
Ohio	15 res. 35 non-res. except grad.				quarter	yes	no	
Okla.	Free tuition to all							
Oregon	12.50				per session	none	yes	yes
Penn.	8	8	8	8	per point	none	yes	don't know
Syracuse	5	5	5	5	per sem. hr.	yes	yes	yes to $6
Texas								
Toronto	10				per subject		yes	no
Virginia	20	25			per term	yes	yes	no
Wash.	20	20	20	20	per quarter		no	no
Wisconsin	22	22	35 10 wks.	22	per term		yes	no

VI. FINANCES

Institution	Self Sustaining	Expend. for Salaries	Supplies & Equip.	Overhead	Print. & Adver.	Income from Tuition	Profit	Loss
Boston	yes	$24850	$335	$1280	$1181	$28222	$576	
Calif	yes	99000	20000	15000	2600	153000	Profit	
Chicago	Same as any other quarter							
Colorado	yes	72000	4600		2300	88885	9000	
Columbia	yes							
Cornell	yes	48000	1000	3000	1000	55000	2000	
G.Wash.	yes	30000				38000	7000	
Harvard	yes							
Ill.	yes	62000						
Indiana	no	55214				43245		25000
Iowa	no	73296						
Ia.State								
J.Hopkins	yes							
Michigan	no	175000	11000		6500	97500		95000
Minn.	Probably	91000	3700	5000	3700	97000	About even	
Missouri	no	46000	600			17445		
Nebr.	no	31523	2000		675	30451		3745
New York	no	75968	8535	28500	11400	102236		21833
Northwn.	yes	62605			7800	82201	About even	
Ohio	Part of regular year							
Okla.	no	Total expense 30,000						
Oregon	no	22660	285	472	549	10337		13629
Penn.	Probably	56250	783	4980	3650	80648	14985	
Syracuse	yes	25000	1000		800	30000	1000-2000	
Texas								
Toronto	Almost	3500		1000	100			100
Virginia	no	47500	3900	3200	1650	40000		29980
Wash.	no	54000			1500	40000		14000
Wis.	no	106200	154	670	3608	100649		9983

SUMMER SESSION ATTENDANCE
Totals without duplicates

Institution	1916	1917	1918	1919	1920	1921	1922	1923
Boston	201	227	252	383	558	673	964	992
Calif.	3975	4504	4693	4218	5436	7877	9698	8133
Chicago	5404	4643	3827	4956	5409	6452	6470	6375
Colo.	833	771	674	1648	1741	2308	3138	2757
Columbia	8023	6144	6022	9539	9780	11809	12567	12675
Cornell	1631	1239	1186	2171	2007	2557	2148	1934
G.Wash.	237	292	387	668	1033	1342	1261	1425
Harvard	1044	771	1245	1723	1709	2024	2380	2292
Ill.	1147	883	748	1314	1381	1976	2165	2098
Indiana	1131	963	1081	1222	1452	1648	1858	1697
Iowa	676	802	1042	1290	1420	1747	2065	2604
Ia.State	1028	725	614	800	865	1305	1487	?
J.Hopkns	596	518	326	422	442	949	785	753
Kansas	816	738	761	712	932	1306	1643	1531
Mich.	1793	1449	1301	1961	2225	2794	2803	3054
Minn.	1067	983	1245	1467	2025	2687	3174	3800
Missouri	1320	556	725	763	885	1134	1224	1163
Nebr.	665	656	820	867		1582	2400	2569
New York	1053	972	648	1350	1730	2005	1813	2066
Northwn.	406	429	513	881	1159	1422	1581	1650
Ohio	1181	904	911	1340	1404	1543	1870	2404
Okla.	854	1133	1170	1546	1608	1660		2154
Oregon	145	604	489	712	571	892	832	830
Penn.	1045	853	none	935	1281	1758	1977	2024
Syracuse	366	343	357	493	610	715	775	903
Texas	1477	1369	1592	1800	1955	2588	2960	?
Toronto	354	17	50	35	85	140	194	114
Virginia	1389	1320	918	1474	1816	2429	2664	2581
Wash.					1508	1929	1960	2200
Wis.	3144	2334	2083	3212	3578	4535	4724	4710

The University of Chicago
Office of the Vice-President and Business Manager

ROOM 1838, 230 S. CLARK ST.
TELEPHONE DEARBORN 9312

8. 9. 1

January Six
1 9 2 5

My dear Dr. Burton:

I am enclosing herewith some correspondence from Dr. Judd, also a statement regarding a suggested plan for calling an administrative conference in connection with the summer quarter.

I should be very glad if you would give me your judgment on this matter and especially your reaction as to whether it might be undertaken by the University, or whether the University would like to seek assistance from some of the eastern boards in carrying the matter forward.

Very truly yours,

Trevor Arnett

Trevor Arnett

Dr. Ernest D. Burton
The University of Chicago

TA:EVB
Enc

The University of Chicago

Office of the Vice-President and Business Manager

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The University of Chicago

TA:EVB
Enc

S.9.1

DECEMBER
22nd
1 9 2 4

Mr. Trevor Arnett
230 South Clark Street
Chicago, Illinois

My dear Mr. Arnett:

I think I have heard from all of the members of the Conference which you called some days ago on a Summer Institute on College Administration, except Dean Tufts, Dean Gale, Marshall, Spencer, and yourself. All of them expressed themselves as satisfied in general with the statement.

Mr. Payne has suggested an addition to page two, and Mr. Plimpton and Mr. Laing have added suggestions to page four. All of these are indicated on the enclosed carbon copy of the statement.

If further suggestions come for modification of the statement I will transmit them to you. May I with this letter regard the matter as in your hands?

The method of securing the funds you will know better than I. I am, of course, very willing to take any further steps that you may wish to have me take, but I shall wait to hear from you before I do anything more.

Very truly yours,

CHJ:NP

(signed) Charles H. Judd

1.p.2

DECEMBER
22nd
1 9 2 4

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(signed) Charles H. Judd

CHJ:MP

S.G.1

DECEMBER
23rd
1 9 2 4

Mr. Trevor Arnett,
Room 1838, 230 S. Clark St.,
Chicago, Illinois

My dear Mr. Arnett:

I have your letter of December 19th which must have crossed my report to you mailed the other day.

I hope that it will be possible if we get funds for this enterprise to put the management of the whole matter into the hands of a Committee headed by yourself or some other central officer. In that case, the suggestions which you make certainly ought to be taken into consideration before any special program is arranged.

I agree also very heartily with your second suggestion that our own officers ought to be encouraged to attend this kind of a conference.

Very truly yours

(signed) Charles H. Judd

CHJ- NP

P.S.

DECEMBER
23rd
1 9 2 4

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(signed) Charles H. Judd

CHJ- MP

S.G.1

The problems of college administration are among the most important present-day problems in education. Efforts are being made in a number of institutions to change radically the method of carrying on college instruction and of administering the institutional relations of the students and faculty. It is evident from the discussions which appear in popular journals and in the bulletins of such organizations as the Associations of College Professors and Collegiate Registrars, and the Association of American Colleges, that the problems of college administration are exciting very great interest on the part of all who have to deal with these problems.

While the problems of the college are recognized as urgent, the study of these problems is being carried on much less systematically and scientifically than is the study of problems of secondary and elementary education. Especially is it true that workers in the field of college administration are working in isolation. There are no centers which are collecting and interpreting in a comprehensive way the experiences of a number of different institutions. The University of Chicago might very advantageously assume leadership in

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In the field of college finance, for example, there is perhaps more than in any other phase of college administration, a body of information and a clear statement of a number of general principles which should be adopted in such matters as the making up of the budget and keeping the accounts of higher institutions. The sphere of operation of college registrars, with its concrete records, is another promising field in which concrete materials could be brought together. Other problems, such as the method adopted in various institutions for the training of young instructors and for the evaluation of their work, have been suggested as fruitful problems for discussion.

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Association of Collegiate Registrars, it was voted that a Committee of the Association be appointed to act in co-operation with the authorities of the University of Chicago in the development of an Institute for Registrars. This Committee has been appointed, with the Recorder and Examiner of the University of Chicago as chairman, and is awaiting formal expression of the attitude of the University of Chicago. While the Association of Registrars has done much in the study of the problems of its particular field, this appears to be an appropriate time for the study, from different points of view, of some of the larger inter-related problems of college administration, involving the deans, registrars, and other officers of administration. The Chairman of the Registrars Committee thinks that the Association can undoubtedly be relied upon to support this more comprehensive type of institute.

If invitations were issued shortly to a number of possible lecturers, it is not at all unlikely that by the coming Summer Quarter new material could be collected on some of the topics which, with the material now at hand, would fully justify the organization of a two-week conference of college administrators, presidents, deans, registrars and financial officers.

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If such an institute were held this year, it is quite probable that following this institute co-operative effort would be made in a number of institutions to increase the amount of definitely available information by studies during the following year. A second institute could then be organized on a broader basis.

The following are examples of the type of lecturers who could be called upon to contribute to such an institute.

Chancellor Capen of the University of Buffalo, who for some years was the expert on higher education in the United States Bureau of Education and afterward served as Director of the American Council on Education.

Leonard Ayres who is qualified to give one or two lectures on application of statistical methods to college records.

The chairman of the Committee of the Association of University Professors, which is dealing with methods of inducing a higher grade of scholarship among college students, is a member of our own faculty, namely, Dean Wilkins. He could be called on to contribute a discussion of student administration.

Mr. Kelly of the University of Minnesota made a tour of some fifteen colleges of the country last year for the Commonwealth Fund and has prepared a report of his findings.

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On the financial side, Vice-President Arnett could organize the conference.

If men of this sort could be brought together, it is believed that an institute could be successfully launched during the second term of the Summer Quarter of 1925. The cost of such an enterprise was estimated at a recent conference of interested University Officers at approximately $10,000. This would make it possible to secure two lecturers each day of the institute and to invite a considerable number of chairmen of committees to come from representative institutions in all parts of the country. This fund would also provide for the publication of the proceedings of the institute so as to lay a sounder foundation for later institutes of the same type. It is not desirable to launch the enterprise unless the funds can be assured for continuing it through a period of three years.

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January 19, 1925.

Memorandum for Mr. Arnett:

Re: Plan calling for administrative conference in connection with the Summer Quarter.

I approve of this plan. I think the University should do it, if possible, but in view of the cost perhaps we ought to ask special financial help in doing it.

E. D. Burton

The University of Chicago

The School of Education

OFFICE OF THE DEAN
OF THE COLLEGE OF EDUCATION

S 9 2

To Visiting Instructors
in the College of Education:

I am enclosing a copy of the Executive Bulletin for the Summer Quarter and a folder of information to instructors concerning courses, grades, reports, etc. I suggest that you read these bulletins carefully at your earliest opportunity. If questions arise, I shall be glad to answer them.

Registration will begin on Saturday, June 19, in Bartlett Gymnasium, and will continue through Monday, June 21. It will not be necessary for visiting instructors to be at the gymnasium during registration hours. You are requested, however, to be in your classroom on Monday for consultation with students.

Classes will meet for the first time for the full class hour on Tuesday, June 22. Your classes will meet on Tuesday, Wednesday, Thursday, and Friday of the first week. Thereafter they should meet four times a week on any four days of the week excepting Saturday that you prefer. Several instructors are rightly electing Monday as one of the days for class meetings. Experience teaches that when an instructor has once adopted certain days for class meetings he should hold to that schedule rigidly.

Collect class tickets on Tuesday, June 22. Be sure that the class tickets handed in are for your course and for your section of the course. Before collecting the class tickets remind the students that their names should be written in the appropriate blank. Also request them to write on the backs of the cards their previous academic and professional training, teaching experience, present position, and reasons for taking the course. These facts should be used by the instructor in getting acquainted with individual students and in determining if they have fulfilled prerequisites. If you find students who are not qualified for the work of your course send them to their Deans to change their registration.

In case students attend your classes on Tuesday, June 22, without class tickets urge them to complete their registrations at once. Do not permit unregistered students to attend your classes after Wednesday. Collect class tickets each day until there are no further applications for admission. Class tickets serve merely as evidence that students are registered. They may be destroyed at the end of the term.

After Friday, June 25, students will be registered in your course for credit only on your written permission. Such permission should be indicated on the card which the student presents only after you have satisfied yourself that he is qualified to complete the course satisfactorily. The fact that a student is referred to you by the Dean is no indication that he should be admitted to your course.

A limited number of students usually register for one course as a visitor in addition to credit courses. They are given orange colored tickets at the time of registration which describe the status and priveleges of visitors. In order for a student to secure admission to a class as a visitor he must present a visitor's card to the instructor. The instructor is at liberty to grant or refuse applications for admission to their classes as visitors. It has been our practice for several years to limit visiting priveleges in each class to about five per cent of the class enrollment. If you approve a request for visiting priveleges retain the card which the student presents. If you do not approve send the student to his Dean to change his registration.

Official class lists will be sent to you through the Faculty Exchange near the end of the second week of the term. Record attendance on these sheets according to the directions thereon, and return the lists to the Faculty Exchange as directed, indicating on separate sheets of paper any corrections which should be made in the class list. Each instructor should work out a satisfactory method of keeping an accurate record of the attendance of his students. The practice of calling the roll each day in large classes is inadvisable.

Some students enter late each year. It is recommended that each instructor organize plans which will enable such students to make up previous assignments and lectures. It has been our practice in the past for each instructor to review assignments at the beginning of the second week and to arrange for one or two extra class meetings in which lectures of the first week are summarized. Late afternoon hours during the second week are desirable for this purpose. Arrangements for the use of rooms should be made at Miss Blum's desk, Room 100, Blaine Hall.

Morning class periods begin at 8:00, 9:00, 10:00, 11:00, and afternoon class periods begin at 12:30, 1:30, 2:30, 3:30, 4:30. All classes continue for fifty minutes unless otherwise announced on the Time Schedule. Inasmuch as the classrooms on the campus are widely distributed, classes should be dismissed promptly at the close of the hour. Please call the attention of students to the fact that they should leave the classroom promptly and proceed without delay to their next classes.

The rules of the General Administrative Board make it impossible for an instructor to change the hours of class meetings from those announced on the Time Schedule. If it is desirable to change the room in which a class meets such arrangements must be made in the Dean's office. Owing to our crowded schedule only a few changes of this kind are possible.

Upon your arrival at the University call for your mail at the Faculty Exchange in Blaine Hall and secure a mail box which will have been assigned to you, and where you will find on Saturday, June 19, two copies of the "Instructor's Official Register", also a card indicating the office to which you have been assigned for study and for conferences with students. Please fill all blanks of the official register and return both copies to Miss Blum, Room 100, before Tuesday, June 22. I am taking this opportunity to urge you to keep office hours regularly.

Near the middle of the First Term you will receive from the Recorder's office a notice to the effect that you may have your final examination questions mimeographed at that office. On account of the large amount of mimeographing that is done in the College of Education office in the preparation of other materials, it is necessary for us to ask all instructors to take advantage of the opportunity provided by the Recorder's office for having examination questions duplicated.

If questions arise before the opening of the Term concerning any phase of your work, I shall be glad to answer them.

Yours very truly,

WILLIAM S. GRAY,

Dean.

The University of Chicago

Office of the Recorder

INFORMATION TO INSTRUCTORS

CONCERNING COURSES, GRADES, REPORTS, ETC.

I. Courses, Class Tickets, and Class Lists

1. The unit of time in the University is the quarter; three quarters constitute an academic year. Courses of instruction are generally given as "majors," three majors per quarter being full work for a student. Junior College courses are given five hours a week; Senior College courses four or five hours, at the option of the instructor; Graduate courses ordinarily four hours, throughout the quarter. Two hours of laboratory work count as one of classroom work. A few courses are given as double majors or as half-majors. The Summer Quarter is divided into two terms and some courses are given as "minors" or as double minors, extending through one term only. The major is the unit of credit for a student's work.

2. Every student when registering receives a class ticket for each course for which he registers, which he delivers to the instructor when he enters the class. The instructor keeps these tickets as a temporary class list. Permanent lists are sent to the instructor by the Recorder as soon as they can be made out; attention is called to the regulations printed on the class list blank. Persons registered as visitors will present visitors' tickets but they are not included in the class list. Other persons not officially listed should not be allowed to remain in class; if they claim to be registered they should be referred to the Bureau of Records.

NOTE.—By applying at the Information Office instructors may get classbooks for private record of their classes.

II. The Marking System

1. A student's final grade is based on class work, regularity of attendance, tests employed during the course, and the final examination.

2. Grades are expressed by letters. The scheme is as follows:

Grade	Significance
A	Excellent
B	Good
C	Fair
D	Barely passed
F	Failure

3. In the Colleges 36 majors are required for a Bachelor's degree. The student's general average must be as high as "Fair" (C). A grade below "Fair" is not accepted for a course in the student's primary or secondary sequence. In the Graduate Schools courses graded below "Fair" (C) are not accepted toward a Master's degree.

4. Absences may lower the grade or reduce the amount of credit, or both. Tardiness of 15 minutes or more is reckoned as absence. Habitual tardiness of less than that is so reckoned in the ratio of 3 to 1. Frequent absence, from whatever cause, furnishes strong presumption against the giving of full credit. Every instructor is expected to uphold the dignity of his own courses in the matter of requiring attendance.

5. Attention is called to the items of the marking system on the blanks for final report sent at the close of the quarter; also, in the Summer Quarter, to the Executive Bulletin of special regulations.

III. Examinations and the Giving of Credit

1. Final examinations are held at the close of the quarter (or term) as announced in the *Weekly Calendar*. No instructor has authority to close a course or to hold a final examination at a time different from the time announced. Examination is required of both graduates and undergraduates in all courses in which examination is given.

2. Students about to graduate may be excused from final examination under certain regulations. Candidates not excused take special examination, under the supervision of the instructor, before Convocation. The instructor acts only upon information from the Recorder.

3. Special examinations to remove deficiencies (e.g., the student was unable to be present at examination) are arranged for, once every quarter, by the Recorder's office and held under its supervision. Instructors act only upon notice from the Recorder.

4. Credit is not given for one term of a major or double major in any quarter unless the nature of the work is such as to admit of independent credit therefor and unless also final examination such as is required for the entire course is passed for that part of it. In the Summer there is a regular examination in mid-quarter. In other quarters explicit report of examination should be made if credit for one term is to be given.

5. Credit is not entered by the Recorder on a student's record until all requirements are reported fulfilled, but in all cases of deficiency the instructor's report should show the attendance and the quality of the work thus far done. A grade reported as final may not be changed without the permission of the Dean; provisional grades are subject to change.

IV. Reports Are Made as Follows:

1. Weekly reports of attendance in undergraduate courses, as indicated on the official class lists. (In the last week the instructor retains these lists for use in making out the final reports and returns the reports and the class lists together.)

2. Reports of unsatisfactory work in undergraduate courses, periodically as called for.

3. Preliminary reports on the work of candidates for graduation, as called for near the end of the quarter.

4. Final reports at the close of the quarter (or term). These contain the full record of each course, including the summary of absences, irrespective of partial and preliminary reports that may have been made during the quarter. Typewritten lists are furnished, with duplicates to be retained for departmental files. Attention is called to the items printed on the report blank. **The final report of each course is due at the Faculty Exchange not later than three days after the date on which the final examination of the course is held.**

5. Copies of the examination questions used in undergraduate courses and in graduate courses to which undergraduates are admitted, are to be sent with the final reports when blanks are furnished therefor.

6. *Defective English.*—Any instructor who finds the written work of a student seriously defective is expected to report the case, together with specimen papers, to the Dean, to be referred to the Department of English, which has the authority to require additional work in composition as a condition of graduation.

7. Misconduct such as might subject a student to discipline should be reported at once to the Dean.

NOTE 1. The *Undergraduate Course Book* contains an abstract of regulations affecting undergraduate students. Copies may be obtained from the University Examiner, Room 105, Cobb Lecture Hall.

NOTE 2. The *Graduate Handbook* contains an abstract of regulations affecting graduate students. Copies may be obtained from the Deans of the Graduate Schools, Room 108, Cobb Lecture Hall.

Record Form 7A—1500–5–25