MEETING OF THE ASSOCIATION OF SUMMER SCHOOL DIRECTORS

November 1 and 2, 1929

Harvard University, Cambridge, Massachusetts

The meeting opened at 10 A.M. on Friday, November 1.
Welcome to delegates by President Lowell of Harvard University.
Twenty-three members of the Association and two guests (representing Rutgers University and the University of Buffalo) were present at the opening session.

MR. SMITH, INDIANA UNIVERSITY

Members of the Association: You all have copies of the programme which have been passed around. In this opening session we are to have a business meeting and a summary of the reports of the 1929 sessions. Dean Packer of the University of Iowa, who was to bring these reports, is, as we just a moment ago learned, unable to come, so he is sending a substitute with the reports. He will not be here before noon. We shall not be able to consider these reports, therefore, until later in the session. Before deciding on what matters should be taken up at this time, it might be well to appoint the usual Committee on Resolutions to decide on place of meeting for next time and on recommendations for the officers for next year. I should like to appoint on that Committee,

Director Kraus of the University of Michigan
Director Coss of Columbia University
Director Moritz of Nebraska (who later appointed Director Richardson of the University of Minnesota in his place)

Now I suppose the next matter to be taken up here is the order of the programme. We have here a list of topics which have been suggested by the various members. I judge that we want to postpone discussion of some of these topics until the reports of the summer session arrive. In the past we have made selections from this list. There are topics of prime importance which we should like to take up first. Shall we go now to the discussion of certain of these topics?

TOPIC 4. What methods, if any, have been devised to ascertain the opinions of Summer School students in regard to the courses which interest them most, their needs, desires, criticisms, etc.?

MR. CHASE, HARVARD UNIVERSITY

We have no systematic study or analysis of student opinion. We rely on our general requests for comments in our "comment box" and we find that very few written comments, criticisms and recommendations are put into it. There is a certain amount of oral criticism which, as we all know, drifts into the office, and I make an attempt to obtain from the instructors, particularly those who have had experience in other summer schools, suggestions and constructive criticisms. This does not yield a very bountiful crop. We have to rely pretty generally on the enrolment in courses for an index as to what courses are wanted. We can also rely to some extent on letters which come to us in applying for catalogues on receipt of our preliminary announcements. A prospective student will write in, saying, "In your Announcement I did not see such and such courses. I had hoped there would be such and such courses." We get little straws showing the way current opinion is running at the time. We do consult our instructors in regard to the time of meeting of a course when the course can be conveniently moved from one hour to another. Then, too, we have received from time to time resolutions requesting that a course be given again or that it be given in enlarged form. We have also had requests that a course be not given again. In the latter

case the students say, "We do not feel this course is one which should be given again." We had a case of this sort last summer. The instructor followed a very special slant and his students felt that the title had not indicated clearly the content of the course.

MR. SMITH, INDIANA UNIVERSITY

Inasmuch as there are several delegates here for the first time, I think it might be well during the first three or four discussions to have the name of the delegate and the institution represented mentioned.

MR. MORITZ, UNIVERSITY OF NEBRASKA

Our students expect to be consulted once every session on matters pertaining to the welfare of the summer session and to be given the opportunity to make constructive criticisms. This plan was introduced by Dean Sealock some years ago when he was Director and has been continued ever since. We have a questionnaire asking for suggestions from students and we receive sometimes very valuable suggestions on courses that should be offered and on improving the library facilities. For instance we have just a central library and this past year more than one hundred superintendents petitioned that the professional library of T. C. be taken out of the general library and put into the T. C. building. Also, there was a demand two years ago for a daily summer school paper, and that has resulted in our putting out such a paper. A great many valuable suggestions as to courses, especially graduate courses, come in. If there seems to be a demand for a particular course, it is offered. This past year there was a very strong demand for graduate courses to be offered on a nine weeks' basis instead of six. Nearly 66% of the faculty and students voted for that change. Through this demand we lost about 350 of our enrolment last year, which was attributable to teachers who wanted to attend only six weeks. The Board of Deans has decided that we shall go on the six and nine weeks' basis, two-hour courses and one-hour courses to be offered six weeks, three-hour courses for nine weeks. When the material for the bulletin came in, the Science and Mathematics Departments were found to be offering three hour courses in six weeks. There were complaints on the part of other departments, so that now it has been decided that the three hour courses must meet for nine weeks and that anything less than three hours can be offered for less than nine weeks.

MR. CLAPP, UNIVERSITY OF MONTANA

A good bit of student opinion is gleaned by week-end trips, during which discussions concerning the Summer School take place.

MR. PUTNAM, UNIVERSITY OF CALIFORNIA

We have at the University of California an inter-session from the middle of May to the end of June and two summer sessions, one at Berkeley and one at Los Angeles. Students registering for the inter-session are mainly from the regular session. It is rather easy for us to determine where the demand will be. The Deans of the various colleges are in very close touch with the students who wish to go to the inter-session and we know beforehand what courses will find the students' needs. Students make their desires known during the year. In regard to the methods used to obtain information for courses for other sessions, we have found the questionnaire method rather useless. We got long dissertations on methods of education. Our chief source of accurate information is more or less statistical over a period of years. We have tabulated enrolments in various courses and we know about what the demand is and what the trend is in various departments. We also learn through the correspondence new trends and frequently we do get long petitions signed by a great many petitioners in one session that a certain course be discontinued. But I can't say that we have any very well defined or clear cut method of

anticipating new demands except through the experience of the past.

MR. PARTCH, RUTGERS UNIVERSITY

We have no organized effort to secure information from our students, but early in the session we pass out a bulletin announcing to the students that we welcome criticisms or suggestions for service that we can render. Many helpful suggestions have been brought to the office by students and by faculty.

MR. WEAVER, PENNSYLVANIA STATE COLLEGE

About ten days after the summer sessionwas under way we mailed a letter to each head of a department asking him to bring to his mind any suggestions that had come to him during the period of registration and also to confer with the students in his department regarding the 1930 session, making the request that a report be submitted to the Director's office at the end of the fifth week. This method seemed to be quite successful. We received quite a few suggestions as a result of the experiment. The percentage of response was 80%.

MR. COSS, COLUMBIA UNIVERSITY

Much student opinion drifts into the department in regard to planning the next session. There are no particular trends as evidenced by registration that I think are general. One of our trends is to decrease the number of students in the Law School, for it is our feeling that there are too many lawyers. We have cut the registration in this School one third.

MR. BOLWELL, GEORGE WASHINGTON UNIVERSITY

I have taught in the Summer School and believe that the instructors at our institution suggest, through the heads of departments, to the Director what courses they think there will be a demand for.

MR. RIDGLEY, CLARK UNIVERSITY

Our Summer School, organized along a specialized line of work, makes it small enough for us to know the students fairly well. We offer three subjects which are closely related to each other, Geography, History and Economics. The faculty consists of nine members and we have 150 students on the campus and some others doing field work. It is our problem to learn while the students are here what they like. With a small teaching force and the same number of departments, we must alternate courses summer after summer, so that a student may find ample material if he wishes to come three or four summers in succession. We learn through personal conference with members of the faculty what could well be offered the next summer. We always aim to have a foundation course in each department which would be a proper one for the beginning student in the Summer School to undertake. It is our purpose to have a small school with three departments and so make it possible for the students to have closer association with each other as well as with the faculty in a field of work in which they are all mutually interested. We have plenty of elbow room at Clark.

MR. CHADSEY, UNIVERSITY OF ILLINOIS

We make no definite attempt to ascertain opinions of students. We are operating, as we have always done, with a budget smaller than we should like to have it. We have had to make a careful study of the registration in the various departments and various courses. If the registration shows that interest in certain types of courses does not justify the amount of money spent, I reduce the

amount of money for that particular department. In the last ten years, work in certain departments has stopped altogether, in order to give other departments more money so that they may expend their offerings. Each department head is notified of the amount of money available and that determines the offerings. If I feel that certain types of work are apparently not desired to any great extent, I suggest that those be eliminated and courses substituted for which there is a greater demand. In that way we modify from year to year the offerings.

MR. MORITZ, UNIVERSITY OF NEBRASKA

Do heads of departments ask to substitute other courses for which they think there will be a greater demand? Is the budget maintained by substitution?

MR. CHADSEY, UNIVERSITY OF ILLINOIS

I do reduce the budget, even though there is trouble. Departments must maintain a reasonable per capita cost.

MR. THURBER, UNIVERSITY OF BUFFALO

I have no new means to offer. I think all the various means we use to ascertain what students want have already been suggested. We have the study of statistical data, trends of enrolment, recommendations of instructors, contacts of the Director with students.

MR. GROSE, NORTHWESTERN UNIVERSITY

For several years our summer session sent out an information sheet, about May 1st, to all prospective students and asked them to mention any specific courses which they would like to have given which were not now offered. We got a little information, but not very much. Several years, at scattered intervals, we sent out a letter in September to every new student of the past summer session. That letter was to find out why they came to us, in order to check on various types of publicity. We also asked for any criticism of teachers or courses or suggestions as to other courses. While the replies were not great in number, they were rather revealing. We got more information than from the spring questionnaire.

MR. DOLMAN, UNIVERSITY OF PENNSYLVANIA

We have been trying a system of sending direct personal letters to students. We have tried a questionnaire during the summer session, printing it in three issues of the weekly summer school paper. Some replies were helpful. The questionnaire, however, has certain risks in the small number of replies. We do not know just how significant those replies may be.

MR. GOODNIGHT, UNIVERSITY OF WISCONSIN

One thing is being done with us that has not been mentioned by other members. Our School of Education people took a sort of survey of the kind of teaching that is being done by the teachers enrolled in the summer session. We had 2860 teachers, superintendents and supervisors enrolled. With this information we are trying to shape up our courses in Education to meet the needs of the majority of teachers.

MR. SELLARDS, STANFORD UNIVERSITY

Our preliminary correspondence gives us useful information as well as the reports which the teaching staff sends in.

MR. KRAUS, UNIVERSITY OF MICHIGAN

In regard to the askings in the various departments and to the offerings, those were determined by representatives of departments of schools and colleges concerned. We asked the opinion of the students in regard to instruction in the School of Education, but the results of this procedure were of doubtful value, I think.

MR. STEVENS, UNIVERSITY OF CHICAGO

We have tried most of the ways suggested and got least result from the students, most from the statistical survey. In the routine of presenting the proposed budget and in securing visitors to give introductory and advanced graduate work, the Chairman is our best help. The most general tendency is to restrain undergraduate enrolments and to try to keep a balance in introductory and graduate courses Each field is represented by one of our own men or someone who has been here before.

MR. LOOMIS, NEW YORK UNIVERSITY

Generally speaking, we have no serious problem in this connection. A large proportion of the work of the summer has been taken from the various curricula of the winter. The question is merely the order of rotation and the problem of selection has not been a very serious one. Last fall we planned for the first time a very considerable expansion of the summer offering in the field of commerce. As a guide to just how that expansion should be directed, a very intensive survey was made by the Dean of Commerce in that school, as a result of which the summer programme was set up. The result was very favorable. In almost no case did any of the courses which had been indicated by the preliminary survey as popular prove to be failures. The registration was satisfactory throughout, so satisfactory that the Dean is making a similar survey this fall and will determine the offering in that field on the basis of the survey.

MR. RICE, BOSTON UNIVERSITY

We make no particular effort except in the way of a questionnaire sent out to students and in reports from the heads of departments. We do not get very much information from students. They commute and do not have so much to offer in the way of criticism as they would if they were living together during the session.

MR. JORDAN, CORNELL UNIVERSITY

We made some effort by asking the different departments to volunteer suggestions in written form. The returns were not many. We canvassed among our own undergraduate body for suggestions as to courses. With reference to graduate work, our new courses depend on the needs of graduate students who are on the campus and need additional work.

MR. RICHARDSON, UNIVERSITY OF MINNESOTA

Prior to this year I do not know what has been done. The only thing I can say is that Mr. Putnam's comments fit the case of Minnesota. We have no questionnaire this year. All the information we have comes from the heads of departments through the deans. I know that certain petitions have been presented to the various deans by the students. If the large number of names made it seem worthwhile to give certain courses, the deans would make such recommendations.

MR. REED, SYRACUSE UNIVERSITY

We employ a trial and error method. When a man is especially anxious to give

a course, we put him on a fee basis. If it turns out that only one student wants the course, the instructor has to give it. If the instructor makes good, he goes on the salary basis. We do not deal directly or even indirectly with the deans of the colleges. We deal directly with the departments and find that they are pretty well convinced of what they think they ought to give. How they know, I do not know.

MR. PETERSON, UNIVERSITY OF IOWA

We have no questionnaire. We judge by the amount of satisfaction or dissatisfaction concerning a course. We rely entirely upon our department heads and deans.

MR. SMITH, INDIANA UNIVERSITY

We have two sessions, a nine weeks session and a short three weeks session. The three weeks session has to support itself financially. Those who enter the nine weeks session are given a blank slip on which they are requested to list the courses they would like to have offered during the short session. Those that fill up later are offered in the short three weeks session.

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The meeting then took up the Summary of Reports from the members.

The Summary of Reports was presented by Mr. Peterson and missing figures in Table VII supplied. A discussion ensued about duplication of figures in those institutions having an inter-session.

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Topic for discussion: REASONS FOR DECREASE IN ENROLMENT

MR. CHASE, HARVARD UNIVERSITY

Speaking for the Harvard Summer School of 1929, the loss of enrolment was found to be chiefly in the Graduate School of Education and follows the predicted loss of the year before on account of the change in requirements for the Ed. M. to two years work instead of one. That loss was aggravated also by the announcement issued before the beginning of the session in 1927 that that was the last year in which students could get the degree on the one year basis, so we had fewer students starting either summer or winter courses in 1928. In 1929 the same trend was evident, but this winter, for some unknown reason, the trend of winter enrolment has increased in the Graduate School of Education. It may be that next year we shall have a few more of the students enrolled in the Graduate School of Education and more in the Summer School. Enrolment in courses given under the Faculty of Arts and Sciences remained about the same. The number of graduate students increased slightly and reports from most instructors were that the quality of students had improved in the past three years. This was partly due to the abolition of certain courses which, though pretty well attended, we felt were not worth while. Some of the loss in enrolment came in the School of Physical Education, where the standards were very much stiffened the last two years. I think that the general trend evidenced in so many of the larger summer schools would indicate that there has been a little slackening in the post-war enthusiasm for education. I am informed by educators that that is true in the winter term even in many of the major institutions, although they have not felt it as much as many of the newer and less well established institutions have. Mr. Rice may add to that subject better than I can. He has a larger proportion of teachers to deal with than I have, although they come from the same region.

MR. MORITZ, UNIVERSITY OF NEBRASKA

There was a strong feeling among our students that the six weeks' session had a tendency to cheapen the work and that the offerings in other universities during the summer session were not on a par with the longer session. This feeling led to the change to a nine weeks' session, making the courses on a par with the regular session. The effect has been felt by an increase in the Liberal Arts College. Our residence requirement hereafter will be four summers instead of three. Students may complete the course requirement in three years, but not all the residence requirements. There was a loss in enrolment in Teachers' College which can be attributed to the fact that many teachers come to summer school in order to meet contract requirements or for advance in pay. In other years we have had 100 teachers from Kansas; this summer we had one. In other summers we have had thirty teachers from Sioux City; this year, not one. Teachers from the Oklahoma State or City Normal Schools have to attend summer school for six weeks in order to meet requirements for contract renewal. That is why we are advocating the change to a six and nine weeks session, so that those desiring only a six weeks course need take only that much. But all graduate work must be on the basis of nine weeks.

MR. CHADSEY, UNIVERSITY OF ILLINOIS

Do you have many registrations of students for both nine weeks and six weeks?

MR. MORITZ, UNIVERSITY OF NEBRASKA

Students must determine when they register whether they want the six weeks or the nine weeks session. We pay instructors full salary if they stay nine weeks.

MR. CHASE, HARVARD UNIVERSITY

May I ask where the line comes between the two classes of courses?

MR. MORITZ, UNIVERSITY OF NEBRASKA

All Mathematics, English, Sciences and languages offer nothing but three hour courses, but in Fine Arts, Drawing, Music, Education and Economics we have 145 courses that carry two hours credit.

MR. CHASE, HARVARD UNIVERSITY

The distinction is not whether it is a pedagogical course?

MR. MORITZ, UNIVERSITY OF NEBRASKA

No. In the Fine Arts School there are many two hour courses.

MR. CHASE, HARVARD UNIVERSITY

Does this situation cause "credit hunters" to flock to courses without regard to their specific material but only in regard to their time?

MR. MORITZ, UNIVERSITY OF NEBRASKA

That will affect probably about 500 students where the time element only comes in. We cannot cater to that element.

MR. CHASE, HARVARD UNIVERSITY

May I ask one more question? How many studies will you allow a student to carry in one summer?

MR. MORITZ, UNIVERSITY OF NEBRASKA

In six weeks' session they can carry three two hour courses. In the nine weeks' session they can carry three three hour courses.

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Topic: REASONS FOR DECREASE IN ENROLMENT (Continued)

MR. CLAPP, UNIVERSITY OF MONTANA

Our Summer School is small, our registration slightly less than in 1928, although there was an increase from outside the State. The decrease may be chiefly due to a change in certification laws which prior to September 1, 1929, required only one academic year for the certificate. This turned the students to the Normal School of the State rather than to the University.

MR. PUTNAM, UNIVERSITY OF CALIFORNIA

There are three reasons for a falling off: (1) Large increase in the number of summer schools in California. Some of the junior colleges are now conducting summer sessions. (2) Alterations in the requirements for certain types of teachers. The requirements set up a number of years ago mostly met now. (3) In California, particularly in this last year, we have had a rigid enforcement of entrance requirements from persons in other institutions and in our own. If their scholarship was not satisfactory, they were not permitted to attend the summer session as in the past. This rigid enforcement excluded 200 or 300 students from the University of California and other institutions.

MR. PARTCH, RUTGERS UNIVERSITY

We had an increase of 20% over summer session of 1928, which we attribute to the raising of the requirements for teacher's certification. Teachers are recognizing that they must have more training and that we are offering more and better graduate work.

MR. WEAVER, PENNSYLVANIA STATE COLLEGE

We had a gain in number of students in Economics, Education, Rural Education, Institute of English, French, Chemistry, Physical Education and Botany. There is one other feature that I should mention. During the past summer we had established at our institution the Institute of Progressive Education, which brought a considerable number of people to our school and that increased our enrolment. Our losses were due largely to political science, philosophy, bio-chemistry, and undergraduate work in French. Graduate work in French increased. In the institute we tried to give advanced work of a type and character that they could not get in the regular college courses. In the Institute of English we try to get some of the outstanding authors and writers in various fields to give strictly graduate courses. In the Institute of French all the work is graduate work. The students are placed in separate buildings and the faculty is almost on a tutorial basis.

MR. COSS, COLUMBIA UNIVERSITY

We had a loss in the Law School, but a continued upward trend in graduate courses. In Education there was very little change and what change there was was due to the increase in the number of normal schools in the country and to the fact that teachers, particularly in elementary courses, go nearer home for their work, but I do not think that is significant for us. The change was very slight.

MR. CHASE, HARVARD UNIVERSITY

May I ask about the Political Sciences?

MR. COSS, COLUMBIA UNIVERSITY

Political Science was a little ahead of the year before, but over a period of five years it has been declining. It is interesting to see why inter-national relations fall off. People simply do not take those courses. I suppose it is because that phase of the work has filtered into our curricula only slightly and people come to get work that leads to professional promotion. We had a slight increase in Music, Education, Physical Education, and Economics.

MR. BOLWELL, GEORGE WASHINGTON UNIVERSITY

At George Washington, I think there has been a considerable decrease in the School of Education, due to the normal schools and also to fees in the state universities.

MR. RIDGLEY, CLARK UNIVERSITY

Since 1921, we have had a Summer School in the following departments: Geography, History and Economics. The number enrolled per teacher and per class was larger than in the previous session. We offer special opportunities for small groups of students closely associated in related departments.

MR. CHADSEY, UNIVERSITY OF ILLINOIS

The change in Illinois has been still greater. Beginning with 1925, there has been a steady falling off in the registration of students in Physical Education and Athletic Coaching. There has been, since 1925, almost static conditions in the enrolment of undergraduate students, but beginning in 1919 there has been an annual increase in graduate students. The entire increase in the work of the University is on a graduate level. The falling off in Athletic Coaching is almost exactly equal to the increase in the graduate school. There was a falling off of 300 in Athletic Coaching between 1925 and 1929 and an increase in the Graduate School of 300 during that period.

MR. THURBER, UNIVERSITY OF BUFFALO

We had an increase of 12%.

MR. GROSE, NORTHWESTERN UNIVERSITY

The only change was in the College of Liberal Arts, which came back after having decreased for the past two years.

MR. DOLMAN, UNIVERSITY OF PENNSYLVANIA

We have had a steady decrease since 1926, which was our peak year, and I suppose the influx to the Sesqui-Centennial Exposition had something to do with it. Another

cause is the adoption of a new state code of education in Pennsylvania, which required some of the older teachers to take additional college work in order to hold their positions permanently. We still have a falling off, but our registration should have nearly reached its normal level. Most of the older teachers have met requirements and do not come to the summer school any more. Other causes for the decrease are the competition of summer schools in state normal schools and the expansion of Temple and Drexel Institute in Philadelphia, but I do not believe that that was the principal cause operating this year, because the figures for Pennsylvania showed the state normal colleges fell off. It seems to be a natural deflation. The decrease is entirely in undergraduate work. The Graduate School has been increasing slowly and steadily; it has never slipped back a single year. In the undergraduate work, most of the decrease has been borne by the very elementary courses, which used to be given in seven sections and are now given in five sections. Unfortunately, those were the profitable courses which used to support the graduate courses.

MR. GOODNIGHT, UNIVERSITY OF WISCONSIN

We have been running along at about the same pace for about the last five years, with fluctuations of not over 200 registrations. Just a little more this year -3%. In Letters and Science, 4%; in Agriculture, 13%. We had 100 more undergraduate students than the year before and 160 more graduate students.

MR. SELLARDS, STANFORD UNIVERSITY

We had a slight increase. There were fewer teachers working for teaching credentials and a slight increase in teachers working for the new degree of Doctor of Education offered at Stanford. The most significant change in our registration was perhaps the steady dropping off of people registering for less than the entire quarter. We look forward to dropping the six weeks' term and having everyone register for the entire quarter.

MR. KRAUS, UNIVERSITY OF MICHIGAN

We had an increase of approximately 300 over 1928 and 100 over 1927. In 1928, we had a loss of approximately 200, due to the introduction of the automobile regulations. This past year, the increase was due to growth in graduate work and to larger attendance in public health institutes. In 1929 we had 400 fewer undergraduates than in 1927.

MR. STEVENS, UNIVERSITY OF CHICAGO

The decrease was due to the restriction of registration in certain departments and to our failure to check city schools which closed two weeks later.

MR. LOOMIS, NEW YORK UNIVERSITY

The decrease is a bookkeeping decrease. We had in fact 300 more students in residence than in 1928, but it happened that over 500 of them were under the jurisdiction of the academic college rather than the summer school. The gain, because there was a real gain, was wholly within the department of Education and our only explanation for that is that the gain reflected the continued growth of the School of Education during the rest of the year.

MR. RICE, BOSTON UNIVERSITY

At B.U., we are reporting a gain of approximately 5%. That was, I think, largely in students from the College of Liberal Arts registered for graduate work and teachers in the School of Education. There is one trend already mentioned by Director Chase of Harvard that I think affected us slightly last summer and is affecting us this winter in our teachers' courses and will affect us next summer, and that is the decision in May last of the Boston School Committee to do away with credits for promotion within their system based upon courses taken. That ruling apparently is going to have a material effect, since the term "credit hunters" applies to school teachers in no small measure.

MR. JORDAN, CORNELL UNIVERSITY

We had an increase in graduate work. We cut out courses which appealed to the summer resort type of person and substituted graduate courses for them. More rigid restrictions with reference to the admission of undergraduate students were put into effect. We had an increase in courses in hotel management, music and education, and some decrease in the School of Law. There was a loss also in the Department of Education, where we have had a lessened group for three years. There are certain trends which we look to cut down our enrolment. We expect a falling off in Engineering due to local causes, the graduate work being, as I see it, the principal factor in increased enrolment.

MR. RICHARDSON, UNIVERSITY OF MINNESOTA

At Minnesota we had a decrease of about 200. We seem to feel that this decrease, which was entirely in the College of Education, is due to the fact that many of the teachers who have been coming from Minnesota have fulfilled their requirements for certificates.

MR. REED, SYRACUSE UNIVERSITY

We had an increase of 217. Physical Education has passed out of existence. Graduate work is gradually increasing - cellulose chemistry, chrystallography. The increase is mostly in liberal arts courses.

MR. PETERSON, UNIVERSITY OF IOWA

We had a loss of 135, in spite of a drive to interest incoming freshmen in summer work. We had the notion that seniors in high school might as well get started on their college work, so we sent literature to them. Freshman isolated in two dormitories will graduate a year earlier. Three summer sessions will take care of a little more than one year's work. We had a substantial increase in the graduate college. More than one half of the students on the campus are advanced students, students with degrees. In Music, we organized a high school orchestra and chorus and the work in this field attracted a number of supervisors outside of the state who had never come into the state before. It was apparently very successful. The high school orchestra director was a member of the Cincinnati Symphony Orchestra.

MR. MORITZ, UNIVERSITY OF NEBRASKA

We received special permission last spring from the Board of Deans to write a letter to every superintendent in the state to report to me the prospective students in the graduating classes who expected to go to the University. I received a satisfactory response to that letter. I said that I intended to write every graduate that he could start his university work in the summer session instead of in September. Upon receipt of the names and addresses of students, I wrote them, and

200 of the high school graduates reported for the summer school. The advantages are that they orient themselves with the university grounds and with the type of work to be done; there are also fewer distractions in the summer. If they must carry a light load in the following winter in order to earn money, they can do so; there are more jobs available in the fall than in the summer. Just before leaving home, I asked Dean Thompson how many of those students who started their summer work were on the delinquent list, and out of the 200 who attended, 176 returned for fall work and only 7 were delinquent. Out of the 2000 freshmen, we have about 250 who are delinquent, so apparently the group that started work in June are far ahead of those who started their freshman work in September. Whether that will hold up the rest of the semester, I am not prepared to say. I checked up as to whether they were doing satisfactory work, and there was no complaint from the instructional staff that they were not doing the work.

MR. GROSE, NORTHWESTERN UNIVERSITY

We did a little publicity work to attract incoming freshmen. I have not looked up to see how many we got, but the Presidentof the University was very much interested to get the incoming freshmen to start in the summer rather than in the fall, because he felt they would avoid the great rush of incoming students in the fall and the activities of fraternities and sororities. I should like to ask if any other universities made any special effort to induce incoming freshmen to begin their work in the fall. Response showed three: Northwestern, Nebraska, Iowa.

MR. SELLARDS, STANFORD UNIVERSITY

At Stanford, we admit freshmen and in addition we save fifty places which are tried for on a competitive basis. We make no announcement concerning this except to school superintendents. We make no attempt to segregate these students in one dormitory as we do during the rest of the year.

MR. THURBER, BUFFALO UNIVERSITY

We have effected an arrangement with high schools in New York, by which superior students can complete the college course as rapidly as they are able to do so. This year we took in thirty-five students on that plan. There are already two plans: - one by which students who will enter the college at the beginning of the summer session and, through attending continuously, complete the work in three years; the other by which they come to the winter session and summer session under the tutorial plan and go right through as quickly as they can.

MR. REED, SYRACUSE UNIVERSITY

We have been experimenting at Syracuse. The Director of Admissions always has a certain number of students, a questionable list of freshmen, who are trying to get in. We did not know what to do with them, so we allowed them to come to the summer school to take certain courses, such as English I, Beginning Geology, etc. If they passed those courses, they were to be allowed credit for them. It is interesting to note that out of thirty-two who came that way, we sent twenty of them home again, for they had not qualified. There were, however, four A students in the thirty-two, which is a pretty good percentage. We think the plan promising as a buffer for the admissions office.

MR. MORITZ, UNIVERSITY OF NEBRASKA

Where do the honor students from high schools go? I found that, of the honor students in the high schools of the State of Nebraska, the University of Nebraska received less than 10%, 90% going to denominational schools, because of the saving

in tuition. The University of Nebrasks is charging $2.00 per credit hour. A saving of $25.00 is an inducement to go to other institutions. Nearly 70% of the students in the state who attend college come to the University.

MR. CAPPS, UNIVERSITY OF MISSOURI

In 1928, we had 1681 students; in 1929, 2479. Of the 2479, 379 were enrolled at the Nevada School of Mines. On the campus of the University of Missouri, there were 2100 students, of whom little less than 1000 were graduate students. Probably 60% or 70% were doing work in the Graduate School of Education. The increase is due to the opening of a branch school with 379 teachers in the second year, all of whom are attending for a baccalaureate degree. Our increase in graduate enrolment is due to the interest of superintendents and teachers who wish professional degrees for their work. I am of the opinion that the reason for the increase of 419 is due probably to the offering in the Graduate School of Education. Where the increase will stop, we do not know. We are over-taxed in our summer session with graduate students who are majoring in the field of Education.

MR. SMITH, INDIANA UNIVERSITY

The report shows a decrease in Indiana University of 120 from the 1928 figures. I have not had an opportunity to analyze these results, as I hope to do a little later on, because I left for Europe after the opening of the summer session and am now on my way back. There are two or three things that constitute a partial explanation . In 1928, we conducted some courses in Indianapolis in Social Service which we did not conduct in 1929. We had a distinct increase in graduate work and our falling off was in undergraduate courses. The Extension Division of Indiana University this past summer took over a private school in the northern part of the State. Those figures are not included in our summer session. The number of those students I do not have. My opinion is that our figures would stand about the same as they were in 1928.

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AFTERNOON SESSION

The meeting opened at 3 P.M., on Friday, November 2, 1929.

Mr. Smith opened the session, and requested Mr. Chase to speak on the effectiveness of instruction in summer schools.

MR. CHASE, HARVARD UNIVERSITY

My attention was drawn to this topic by a statement which appeared in the report of the meeting of the Association of American Colleges and Universities, to the effect that Summer Schools were virtually bootlegging education and that students were using the summer schools to get credits for less than the standard amount of work in the winter, spring, or fall session. They said, "You can't make six weeks' work equivalent to a half year." They admitted that the summer school people claimed that the work was more intensive in the summer, that there were no other diversions, that the number of courses was restricted, but they seemed to think that was all camouflage and the basic fact was that you cannot put a quart into a pint. I looked up the report and I had to admit that the number of contact hours generally is not as great as in the college half year. At Harvard, however, in those courses which are omitted during the reading period from Christmas to midyears and from May 1st to the close of the year, the number of contact periods is less than in the summer. In the case of elementary language work, the number of contact periods is just about the same.

MR. THURBER, UNIVERSITY OF BUFFALO

I understand that Smith, Dartmouth and Amherst will not allow credit for summer school work.

MR. JORDAN, CORNELL UNIVERSITY

We do not take students who are not in good standing.

MR. COSS, COLUMBIA UNIVERSITY

At Columbia, a concentration of six weeks' work enables students to cover as much ground as can be done in regular term time. I have in mind one class which did more work by five assignments than the same course has been able to accomplish in term time.

MR. MORITZ, UNIVERSITY OF NEBRASKA

In Mathematics, Modern Languages, and Classics, the time element is important. You cannot do the regular work in six weeks; there is too much ground to cover.

MR. JORDAN, CORNELL UNIVERSITY

Students in the Summer School do fully as much work in a two-hour course meeting five times a week as they do in the regular year. In Mathematics, we really do more in six weeks than we do in term time in a similar two-hour course.

MR. THURBER, UNIVERSITY OF BUFFALO

The head of the Mathematics Department has come to the conclusion that the work in Mathematics is adequate. We double the hour for freshman and sophomore French, making the period in each 100 minutes; in freshman Mathematics we do the same.

MR. CHADSEY, UNIVERSITY OF ILLINOIS

In our eight weeks' session, with classes meeting six times a week, some classes actually meet more times than in the regular session. I have never known of a case where a student could not do just as much work and cover as much ground.

MR. MORITZ, UNIVERSITY OF NEBRASKA

At Nebraska, a three hour course meets one and one half hours a day for six weeks; a two hour course meets one hour daily; a five hour course meets twice a day.

At Illinois, Michigan and Northwestern, classes meet six days a week for eight weeks.

MR. JORDAN, CORNELL UNIVERSITY

I have gotten the impression from undergraduates that they have to work harder in the summer session than in the winter. We have 5000 undergraduates in term time and about 400 undergraduates in the summer school.

MR. MORITZ, UNIVERSITY OF NEBRASKA

May I ask how many colleges require more than three years of residence? At Nebraska, we require six years of six weeks or four years of nine weeks, with a

full year of residence for the master's degree.

MR. WEAVER, PENNSYLVANIA STATE COLLEGE

We have made a study for four consecutive years and have found that the grades of summer session students were slightly higher than the average grades of regular students.

MR. REED, SYRACUSE UNIVERSITY

Does that mean that summer school work is easier?

MR. WEAVER, PENNSYLVANIA STATE COLLEGE

We have no other interpretation than that the students work harder.

MR. DOLMAN, UNIVERSITY OF PENNSYLVANIA

Are not summer school students mostly teachers?

MR. WEAVER, PENNSYLVANIA STATE COLLEGE

Summer school students are more mature and do superior work in a shorter time.

MR. CHADSEY, UNIVERSITY OF ILLINOIS

The fact that higher grades are attained during the summer session is easily explainable. There are more distractions in the fall and winter in the way of social affairs, etc., but in no case are the standards lowered.

MR. JORDAN, CORNELL UNIVERSITY

I believe that those who have seen the growth of the summer sessions will see the point of Dean Slichter's article, because most of us will remember that they were brought in under protest and suspicion. The attitude of other universities has changed greatly since that early position, as indicated by the fact that many men who refused to teach in summer school are doing so now.

MR. CHASE, HARVARD UNIVERSITY

Such criticisms of summer schools come from instructors who have never taught in them. They will not only not teach now, but try to prevent the members of their departments from teaching. In some cases we have been able to induce some of these conservative gentlemen to teach in our summer school and they have come to me expressing surprise at the good quality of the students they encountered and the kind of teaching that was expected of them as instructors.

MR. DOLMAN, UNIVERSITY OF PENNSYLVANIA

Should anything be done to correct the complaint of the Association of American Colleges and Universities? I cannot find that anything has been done to ascertain the real feeling of the teachers who teach both in the summer and winter quarters.

MR. REED, SYRACUSE UNIVERSITY

I have the feeling that we should retaliate in some way, since Dartmouth and other institutions which do not have summer schools are likely to get their impressions and draw their conclusions from just such an article as that. A year ago

last summer, I used the intelligence test which is used in "freshman week" of so many schools. The student population in the summer school was studied on a comparative basis, with students in other colleges, and the results of that study, which will be published very soon, showed that the summer schoool population was quite distinctly above the regular academic population. Now with these fields of approach - the study of the student population and the study through our various channels - it seems that we ought to be able to work up some sort of reply to Dean Slichter's article on "Debunking the Master's Degree".

MR. DOLMAN, UNIVERSITY OF PENNSYLVANIA

I was asked about that article and made reply to the Dean of the College, so that any ill effects were stopped right there. A good many graduate faculties may have gotten the idea that slip-shod work is being done in our summer schools.

MR. LOOMIS, NEW YORK UNIVERSITY

What we are doing and the quality of instruction is the best answer to the charge

MR. SMITH, INDIANA UNIVERSITY

Do you think it might be a feasible plan for this organization to appoint a committee to deal with this question?

MR. COSS, COLUMBIA UNIVERSITY

I have a hunch that we would not do ourselves much good, but that on the whole cooperation from our graduate faculty is a much better corrective measure than anything else.

MR. CHADSEY, UNIVERSITY OF ILLINOIS

If we can't prove the contention wrong, then we shall have to suffer.

MR. COSS, COLUMBIA UNIVERSITY

It does not follow that we are going to debunk the master's degree if we are going to give the degree on the basis of points accumulated. If we can get universities to set up qualifying examinations prior to beginning master's work and comprehensive examinations on the completion of it, we should thereby debunk the master's degree.

MR. CAPPS, UNIVERSITY OF MISSOURI

The whole thing struck me as being written by a man who had not brought his education up to date. In our modern age, the master's degree is not the finishing degree. It is as common among our school people as the bachelor's degree was fifteen years ago. I have no disposition to answer Dean Slichter's article, because it is ancient history.

MR. THURBER, UNIVERSITY OF BUFFALO

There is a distinct movement on foot to make the master's degree stand for something in the way of a degree of research, not merely a graduate degree which stands for the completion of so many courses. Whether it is a degree that ought to be given to a good many school administrators or whether they should simply have credit for one or two years of graduate study must be a point of contention in a good many universities.

MR. REED, UNIVERSITY OF SYRACUSE

If the master's degree is going to be gotten by courses in some extension school that can be taken thirty miles from nowhere, then there is some justification for this attack. Dean Slichter goes from that sort of an extreme case to some of our summer schools.

MR. SMITH, INDIANA UNIVERSITY

There seems to be no crystallization of opinion as to whether we shall or shall not reply to Dean Slichter's article.

MR. COSS, COLUMBIA UNIVERSITY

I am rather inclined to think that a mere reply of any kind would be inadvisable, but I think we might do a little missionary work of our own.

MR. REED, SYRACUSE UNIVERSITY

I would send word to Dartmouth that we do not want any of their students because they might be flunking our courses.

MR. SMITH, INDIANA UNIVERSITY

Personally, I question the advisability of a formal reply. This organization will set about trying to measure standards of work in the major institutions, so that we can compare one branch with another or one session with another and so have better information ourselves on this question. I think the consensus of opinion is that we make no formal reply.

MR. GOODNIGHT, UNIVERSITY OF WISCONSIN

Dean Slichter battles against giving the master's degree by cutting corners. In our nine weeks' courses, we require four full nine weeks' courses as a year of residence. Slichter's contention is against the practice of granting the master's degree on four full six weeks' sessions. I am inviting this group to come out to Wisconsin next fall, and if you will do so, I promise to produce Dean Slichter.

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TOPIC 6: Experience with public lectures; how much interest? Budget for public lectures? Are faculty members paid for such lectures?

MR. PUTNAM, UNIVERSITY OF CALIFORNIA

Berkeley started with $300 for entertainments and lectures. Los Angeles was budgeted for $1,000 for entertainments and lectures.

MR. CHASE, HARVARD UNIVERSITY

We have a budget for "Hospitality" for entertainments and lectures. We pay the expenses. We have a few concerts and a certain amount of entertainment in the form of one annual Summer School dance and a reception for Summer School students. We have excursions under a paid director, but the excursions pay for themselves. Each student pays a few for the excursion which covers the cost of carrying it on.

MR. SMITH, INDIANA UNIVERSITY

We have a budget for lectures. Entertainment is limited to organizations arranged on the campus, such as the Music Department, the Dramatic Department, etc.- all self-supporting.

MR. CAPPS, UNIVERSITY OF MISSOURI

We have a budget of from $1200 to $1400 for visiting lecturers.

MR. PETERSON, UNIVERSITY OF IOWA

We substitute concerts by the High School orchestra and High School chorus every week. We did away with budget for other forms of entertainment. There seemed to be a lot of feeling on the campus concerning these concerts - a general interest in improvement of groups from week to week. The Director of our School of Music complains that it is almost impossible to get satisfactory musical talent in the summer. First class artists go into retirement for the summer.

MR. REED, SYRACUSE UNIVERSITY

I would like a showing of hands on whether faculty members are paid for lectures
Vote taken: Only two (Harvard and California) paid faculty members for giving lectures.

MR. RICHARDSON, UNIVERSITY OF MINNESOTA

We do not pay faculty members who are teaching, but we pay a small sum to a faculty member who is in residence but not teaching.

MR. JORDAN, CORNELL UNIVERSITY

As to the general point, we do occasionally bring in outside lecturers. We do not pay an instructor for giving a lecture unless he is an outstanding man from outside. As to entertainment, we rely upon our own group. I subsidize the Dramatic Department with $350 a year. We arrange some University concerts with outside artists. We made money for several years, but this last year made a real deficit. I think the week-end exodus is increasing with us. Perhaps that is one feature.

MR. DOLMAN, UNIVERSITY OF PENNSYLVANIA

I would like a showing of hands on week-end exodus.
Vote taken: Most directors reported that it was increasing.

MR. CHASE, HARVARD UNIVERSITY

We make no provision for week-end entertainment. We expect an exodus.

MR. MORITZ, UNIVERSITY OF NEBRASKA

I use lecture fund for emergency fund to take care of change in salaries when full professor takes place of assistant professor.

TOPIC NO. 7 - Have any Summer Schools increased salaries during the last year?

DISCUSSION

MR. REED, SYRACUSE UNIVERSITY

I have increased just my own - confidentially.

MR. COSS, COLUMBIA UNIVERSITY

We are on the old basis of one sixth of annual salary, but this is actually an increase.

MR. MORITZ, UNIVERSITY OF NEBRASKA

We increased ours to one fifth of annual salary.

MR. PARTCH, RUTGERS UNIVERSITY

Salaries had been too low, so we raised them to basis of one seventh of annual salary for six weeks, provided it did not exceed $600. This summer it was $700. In following years, we hope that it will be one sixth.

MR. THURBER, UNIVERSITY OF BUFFALO

We raised salaries as Columbia did, upon ranks.

MR. KRAUS, UNIVERSITY OF MICHIGAN

We have fixed salaries.

MR. SMITH, INDIANA UNIVERSITY

We have 17% of annual salary.

MR. CHADSEY, UNIVERSITY OF ILLINOIS

We pay one sixth of annual salary for eight weeks.

MR. GOODNIGHT, UNIVERSITY OF WISCONSIN

We pay 15% of annual salary - $125 a week is the maximum.

MR. KRAUS, UNIVERSITY OF MICHIGAN

We pay $1,000 for eight weeks.

MR. STEVENS, UNIVERSITY OF CHICAGO

For 12 weeks session, we pay $2,000 and higher.

MR. LOOMIS, NEW YORK UNIVERSITY

We have a maximum of $150 a week.

MR. JORDAN, CORNELL UNIVERSITY

We pay not more than $125 a week, except in case of a few men. I think a good many institutions have longer sessions and they pay more. I find that many men who

get more money teach in longer sessions.

MR. CHADSEY, UNIVERSITY OF ILLINOIS

We pay one sixth of annual salary for eight weeks session - $112.50. We want to change from one sixth to one fifth basis.

MR. DOLMAN, UNIVERSITY OF PENNSYLVANIA

We pay a flat rate on basis of rank, but it is almost impossible to keep a few of our headliners when they can get more elsewhere. We pay, during the year, very unequal base salaries which are pieced out with evening work in the Extension School

MR. GOODNIGHT, UNIVERSITY OF WISCONSIN

If a man is on the twelve months' basis, he has to teach in the Summer School free, because state universities cannot pay a man who is paid on a twelve months' basis an additional salary.

MR. WEAVER, PENNSYLVANIA STATE COLLEGE

Individuals who are on twelve months' salary basis receive double salary during the summer session. It is not our wish to pay it, but we cannot get away from it. They do not receive the same amount of salary. Their salary is reduced to about two thirds of that of other individuals.

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TOPIC NO. 8 - What is the basis for determining the compensation of assistants?

DISCUSSION

MR. DOLMAN, UNIVERSITY OF PENNSYLVANIA

We have a maximum of $150 for six weeks.

MR. CHADSEY, UNIVERSITY OF ILLINOIS

Our limit is $250 for full time assistant.

MR. CHASE, HARVARD UNIVERSITY

We have a variety of practice according to what the assistant does. Most of them are paid on the per capita basis - on number of blue books they have to correct or the amount of paper work they have to do. Some laboratory assistants are paid an extra stipend in accordance with the nature of the work. One third of our staff are visiting instructors and it is quite necessary to have a competent, well-trained assistant where a foreign instructor is not familiar with our methods.

MR. DOLMAN, UNIVERSITY OF PENNSYLVANIA

Most of our assistants are graduate students who are taking work in the Summer School and get free tuition.

MR. SMITH, INDIANA UNIVERSITY

Assistants do not get free tuition. They now pay tuition out of stipend given them.

MR. DOLMAN, UNIVERSITY OF PENNSYLVANIA

We allow free tuition to all regular full time employees of the University and department members or their families, but it is carried by overhead fund of the University.

MR. SMITH, INDIANA UNIVERSITY

There is one special matter of business that I would like to speak about before we close this afternoon - the day's work is drawing to a close and the night is beginning to fall and there is one other matter. I have asked Mr. Jordan of Cornell University to read a message to you.

Mr. Jordan read the following obituary on E. F. Buckner, Director of John Hopkins University Summer School, who died on August 22, 1929.

"Whereas, E. F. Buckner, by his long attendance upon our meetings, his helpful suggestion, his wise guidance as President of this Association and his delightful personality, earned our respect as a man and a scholar, and our love as a colleague. Be it resolved, That this Association express its regret at his untimely passing, record its feeling of a great personal and professional loss, and extend to his family and to the institution he so ably represented, our sympathy in their time of trial."

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Mr. Smith, Indiana University, appointed Committee on Resolutions to determine the place of meeting next year and to nominate officers for next year. Committee to consist of: Mr. Kraus, University of Michigan
Mr. Coss, Columbia University
Mr. Moritz, University of Nebraska (who could not serve but appointed in his place Mr. Richardson, University of Minnesota)

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SATURDAY MORNING SESSION

Meeting opened by Mr. Smith, Indiana University

We have as our guests the members of the New England Association of Summer School Directors.

Mr. Chase, Harvard University, welcomed the members of the New England Association. Representatives were present from: University of Maine
Massachusetts Agricultural College
Bates College
University of New Hampshire
University of Vermont

MR. SMITH, INDIANA UNIVERSITY

We are glad to welcome you here this morning and to invite you to join in the discussion. I suggest that since we have guests with us today it might be well to have the members, as yesterday, give the name of individual and institution.

MR. KRAUS, UNIVERSITY OF MICHIGAN, read the following report of Meetings of Summer School Directors since organization in 1917.

REPORT OF MEETINGS

1917*
Organization Meeting
President - Edward H. Kraus, University of Michigan
University of Michigan

1918*
No Meeting

1919*
President - Edward H. Kraus, University of Michigan
Columbia University and New York University
Secretary - James E. Lough, New York University

1920*
President - Scott H. Goodnight, University of Wisconsin
Secretary - Clarence S. Marsh, Northwestern University
Northwestern University

1921*
President - John J. Coss, Columbia University
Secretary - A. L. Crosby, University of Pennsylvania
University of Pennsylvania

1922*
President - James E. Lough, New York University
Secretary - Charles H. Weller, University of Iowa
University of Iowa

1923*
Recorder - Charles H. Weller, University of Iowa

1924
President - A. L. Crosby, University of Pennsylvania
Recorder - Charles H. Weller, University of Iowa

1925
President - Charles H. Weller, University of Iowa

*Meetings were held on Friday and Saturday following Thanksgiving Day.

MR. SMITH, INDIANA UNIVERSITY

Members of the Association would be interested in this telegram from John Hopkins University, saying that Robert B. Roulson, appointed Director of Johns Hopkins Summer School, may attend the second day of meeting. Has any one met Mr. Roulson? No one seems to have met him. Then, if you will turn to the programme of topics for discussion - we had finished all those as far as No. 9. Shall we take these topics now in the order in which they occur on this list, or shall we chose certain important ones?

MR. DOLMAN, UNIVERSITY OF PENNSYLVANIA

I think we had better chose, Mr. President.

TOPIC NO. 9 chosen for discussion - Average and maximum student load in summer sessions.

MR. KRAUS, UNIVERSITY OF MICHIGAN

Is not one hour per week of instruction an average number - six hours credit for one hour course which meets for six weeks? Students from outside are limited rigidly to eight hours credit. As far as we are concerned, eight hours is the maximum unless they have established a scholarship record with us.

MR. SMITH, INDIANA UNIVERSITY

How many institutions have one hour per week credit?
Vote taken: Majority have this credit.

MR. JORDAN, CORNELL UNIVERSITY

We have never fixed any limit on number of hours. The engineers carry loads of twenty and twenty-two hours during the regular year and a summer load comparable to that - consisting of eight-or-twenty hours, so that it is not feasible for us to make a general rule throughout the University. In the summer, as indicated by Dean Kraus of Michigan, the maximum possible load is eight hours. All the programmes have to be approved by the students' advisers for summer session work and they have to be carefully selected before the first of June. We have never assumed any responsibility for students from other institutions, but, as a matter of fact, our normal load is about six hours.

MR. LOOMIS, NEW YORK UNIVERSITY

I am interested in Dean Kraus' statement that students come in from other institutions with petitions for excess loads. I feel that we should not take the responsibility, but if they come with a letter from deans of other institutions that they will accept ten or any number of points in the summer school, it is not our business to interfere. At the same time, the presence of those students taking excess programmes causes restlessness and a certain degree of ill feeling on the part of students in our own student body who have been rigidly restricted to a limited programme. I do not suppose anything could be done, but if this body could bring pressure to bear on other institutions to maintain the same standards as our own, it would help a great deal.

MR. WEAVER, PENNSYLVANIA STATE COLLEGE

We found that students carrying less than six credits had a lower record than those carrying more than six credits. We would not permit a student to carry more than six credits unless that student has had work with us before.

MR. GROSE, NORTHWESTERN UNIVERSITY

I agree with Director Loomis that the presence on the campus of students carrying extra load is a vitiating influence on the student body as a whole. We draw the line against anybody getting more than nine hours credit. There is an occasional exception, but it is only made for the sake of someone who needs ten hours for graduation. I hardly see why we should throw the burden upon the institution from which the student comes in regard to the limiting of their credit. I do not see why we are not responsible for seeing to it that Dartmouth or Amherst does not have different power from us.

MR. KRAUS, UNIVERSITY OF MICHIGAN

The instructor does not know whether the credit for his student is to carry toward a degree or not.

MR. GOODNIGHT, UNIVERSITY OF WISCONSIN

One thing that has been bothering me a little is a matter brought up by Mr. Moritz in regard to elementary language instruction where we carry double-header courses. Those are weak courses at Nebraska. The same is true with us. The summer session work is fairly equivalent to the semester work except in elementary languages, where double-header courses are carried. Students who do elementary French, Spanish, German or Latin two hours daily for six weeks and get a semester credit and go into the second semester in the fall are not able to do as good work as those who have had organized time for absorption of that work. I wonder if it would not be well for us to adopt the Harvard slant for those who take elementary languages, that is, to permit a student to take two hours a day for six weeks. (See Mr. Chase's correction of this statement below)

MR. JORDAN, CORNELL UNIVERSITY

Cornell has a great many failures in the summer session in languages, but if the student passes the summer session course satisfactorily, he goes on as satisfactorily as those taking the work in semester time. We find that the double-header is about all students can do successfully.

MR. KRAUS, UNIVERSITY OF MICHIGAN

We have a course in Elementary French three hours a day, four days a week for eight weeks. It is good for a review.

MR. DOLMAN, UNIVERSITY OF PENNSYLVANIA

We have an aversion to paternalistic restrictions of any sort here at Pennsylvania. We do have a prescribed list of load with the provision that exceptions may be made by the Director. The chief thing that we do in the case of students who ask for an exception is to be sure that they accept the responsibility and conduct their own funeral. Graduate students we require to get permission of instructors to take more than one course more than is allowed. If they can get the three hours daily instead of two, and maintain the standard, I do not see any reason for not doing so. Instructors will not as a rule give that permission unless they know the students.

MR. COSS, COLUMBIA UNIVERSITY

Our average load is six points, but students may take as high as nine.

MR. LOOMIS, NEW YORK UNIVERSITY

I wonder if anyone has made a study of the relative success of those who take excess programmes, or those who take normal programmes, and of those who take less than normal programmes.

MR. CHASE, HARVARD UNIVERSITY

We had that done in regard to undergraduates. It was done by the Dean's office. The Dean did it to check up the policy of not allowing any undergraduate to take any more than one half course or three semester hours in the summer. He came to the conclusion that men who take two courses often do better than the men who take one. He attributed that to the fact that undergraduates are accustomed to working that way. They are accustomed to taking four different subjects during the year and when they come into the summer session and try to devote themselves to one

they do not know how to use their time. His explanation was that it was the habit of the animal to feed in that way - he had to graze for a while and then he had to chew his cud, and they found that it seemed to check up pretty well. With the graduates, it is entirely different. They are accustomed to the other method of feeding - taking one subject and working all day on it. We do not advise them to take more than one course and do not think they do.

I want to correct the impression about what Dean Goodnight said concerning my statement about double-headers. We do not give any double-headers, but we give ninety minutes of elementary language courses instead of sixty minutes. Instructor who have taught in several summer schools have told me that they could cover a regular semester period in six weeks, but students could not keep up with them. They can't get the reading done. Then there is the difficulty of handling books. You cannot always get copies of books in an intensive course like that, because all the men have got to read the assignment in four or five hours. That puts a tremendous strain on the library facilities.

MR. SMITH, INDIANA UNIVERSITY

Is there any exception?

MR. THURBER, UNIVERSITY OF BUFFALO

I was wondering if we might get into a discussion on the other side of this question - the average maximum student clock-hour load per instructor, that is number of students per instructor.

MR. SMITH, INDIANA UNIVERSITY

In a study made by the Committee on Education at Indiana University, the question is approached from that point of view.

We come to TOPIC No. 10 - "The Adaptation of Men's Dormitories to Use of Women" In how many institutions are those arrangements made?

Vote taken: Seven have this arrangement.

MR. CHASE, HARVARD UNIVERSITY

We have no complaints about this arrangement.

MR. SMITH, INDIANA UNIVERSITY

No problem, then. We shall go on to Topic No. 11 - "Summer School Living Accommodations - fraternity houses, how managed, chaperoned, etc." Any volunteers to discuss this?

MR. WEAVER, PENNSYLVANIA STATE COLLEGE

I think Dean Chambers of our institution is responsible for submitting that question. It is quite a problem in our institution, because we have between fifty and sixty fraternity houses on our campus and each asks for privilege of opening the house during the summer for accommodating students. We usually permit twenty-five to open, but it creates a difficult problem. The Board of Directors of the fraternity asks enormous price of the individual who assumes responsibility of operating the house. Then, after the house is full, the individual tries to reduce the service given in order to figure a small profit at least. The result is

that we begin to get complaints from the occupants of the various houses by the middle of the Summer School. We also have the problem of the social side. I should like to ask this question: Do you think it would be feasible for the college itself to assume responsibility for operating fraternity houses during the summer?

MR. SMITH, INDIANA UNIVERSITY

We would like the judgment of others on that proposition.

MR. PUTNAM, UNIVERSITY OF CALIFORNIA

I think that depends on whether there are other facilities at institution in question. At California, we allowed fraternity houses to run last summer and house women students, but the social problem becomes acute. Someone blows in from the "sticks" and does not know that the house is occupied by women. We do not allow that now. We have solved the problem by denying it. It happens that in Berkeley there is ample accommodation for the five thousand students who come there.

MR. PARTCH, RUTGERS UNIVERSITY

We want help of fraternity houses. We have not the dormitory facilities we should have. We make arrangements with three or four fraternity houses to turn over their houses to us. We arrange to charge a reasonable rent to the girls and turn over that amount to the fraternities. If we can rent all the rooms, they fare very well. They enter into an agreement with us so that they are gambling the same as we are. We have one woman faculty member in charge of each fraternity house. We give her room and board and a little pay in addition.

MR. SMITH, INDIANA UNIVERSITY

At Indiana University, fraternities are exempt from taxation as long as they are not used for making profit, so that prevents them from renting those rooms to outsiders in the summer. Of course, frequently, members come back and occupy the houses. They are closed up in this sense, that we arrange to take a married couple who would be satisfactory to the University, who would live in that house and take care of it but would allow no one to come in.

MR. JORDAN, CORNELL UNIVERSITY

Our sororities keep open and are very carefully chaperoned.

MR. SMITH, INDIANA UNIVERSITY

Shall we pass to Topic #15 - "General Trends of the Preceding Session" and to Topic #17 - "Probable Future Trends"

MR. GOODNIGHT, UNIVERSITY OF WISCONSIN

Is there a trend to incorporate the summer session into the winter semester by making it a quarter of regular term?

MR. LOOMIS, NEW YORK UNIVERSITY

As far as the Summer School of New York University is concerned, we are not considering a longer session than six weeks particularly because six weeks are enough for anybody and also because the school year in the East is so set that longer than six weeks seemed practically impossible for public school teachers, for they get no

rest during the year at all. On the other hand, as I think I intimated yesterday, the academic college at Washington Square has deliberately gone on the twelve weeks basis in the summer and will more and more absorb academic courses for undergraduates into a twelve weeks session.

MR. GOODNIGHT, UNIVERSITY OF WISCONSIN

How does a staff recuperate which teaches two semesters and during a twelve week summer?

MR. LOOMIS, NEW YORK UNIVERSITY

They have a regular semester from February to June, then a shortened semester during the summer. Instruction in that year is accomplished as a year's service. Teachers teach three semesters and are off one.

MR. CHADSEY, UNIVERSITY OF ILLINOIS

I wanted to ask how many institutions here are on the quarter basis?

MR. SMITH, INDIANA UNIVERSITY

We will have a showing of hands on the quarter basis.

Vote: Buffalo, Montana, Minnesota, Chicago, and Stanford - on quarter basis.

MR. CHADSEY, UNIVERSITY OF ILLINOIS

Have any institutions now on semester basis a tendency to go on quarter basis?

MR. BOLWELL, GEORGE WASHINGTON UNIVERSITY

I think there is a tendency at George Washington.

MR. SMITH, INDIANA UNIVERSITY

There is a tendency with us at Indiana to do that.

MR. DOLMAN, UNIVERSITY OF PENNSYLVANIA

May we have a showing of hands of those summer schools now on semester basis which have no intention of changing.

Vote: almost unanimous.

MR. SMITH, INDIANA UNIVERSITY

Is there any further discussion?

MR. KRAUS, UNIVERSITY OF MICHIGAN

I should like to inquire whether any greater emphasis should be given to graduate work. With us there has been a falling off in undergraduate work. The chief reason is the automobile regulation.

MR. SMITH, INDIANA UNIVERSITY

How many institutions have noticed a falling off in undergraduate body and an increase in graduate body? Those who noticed a falling off of their own institution?

Vote: about eight.

Those who noticed a falling off of undergraduates in other institutions?

Vote: about seven.

Those who noticed an increase in graduate body?

Vote: unanimous.

MR. MORITZ, UNIVERSITY OF NEBRASKA

How many institutions require dean of graduate school to be present during the summer session?

Vote: about three

MR. MORITZ, UNIVERSITY OF NEBRASKA

If our Graduate Dean is absent, it must be by consent of chancelor.

MR. SMITH, INDIANA UNIVERSITY

Several have asked for discussion of Topic No. 16 - "Finance"

MR. DOLMAN, UNIVERSITY OF PENNSYLVANIA

I should like to ask one question about the certification of the table of statistics. Just what bookkeeping system is used in most of the schools for assessing overheads? In the University of Pennsylvania, the Director assesses the Summer School two items, $3500 for use of buildings and a general item for general Summer School overhead (based on total Summer School salaries) $13,000, which on a Summer School budget of less than $90,000 is a considerable sum. The Summer School shows a paper deficit this year for the first time in several years. It was meant to make no comparison with other institutions, because most institutions show no overhead.

MR. SMITH, INDIANA UNIVERSITY

May we have a showing of hands for those institutions in which there is an overhead charge made?

Vote: about three.

MR. HARMS, BATES COLLEGE

We have a dining room. One seventh of annual fee is proportioned in connection with the upkeep of the dining room.

MR. CHADSEY, UNIVERSITY OF ILLINOIS

Personally, I would be glad to know how the matter of the summer session budget would be managed.

DISCUSSION

MR. PUTNAM, UNIVERSITY OF CALIFORNIA

Every expense that is incident to conducting the inter-session is charged to the summer session. We do not pay any rental for the buildings, but if any extra janitors are put on, we pay for them. We pay for the use of the lights. The comptroller does not overlook anything. The total overhead, if you would call it that, outside of salaries, runs to approximately 20% of the budget.

MR. WEAVER, PENNSYLVANIA STATE COLLEGE

At Pennsylvania State College, the summer session is charged an amount by the Buildings and Maintenance Department that represents about $2 to $2.50 per student. It amounts to about $6,000. We also pay fifty cents per student to the Health Service Department. In addition, we pay $700 to the Athletic Association in order that the students may have free use of the tennis courts. We formerly paid several hundred dollars for the use of the golf course, but the Athletic Association charged us such an enormous fee that we gave that up and now the students pay individual fees.

Vote: Majority - free for tennis
One - free for golf.

MR. RICE, BOSTON UNIVERSITY

Every expense for the summer session is charged against us, but we must first pay 18% of our gross receipts to the treasurer of the institution under the head of overhead expense. We are forced to be self-supporting, but we must pay this 18% and be self-supporting besides.

MR. LOOMIS, NEW YORK UNIVERSITY

New York University Summer School is supposed to be self-supporting, but the Director has very little idea as to whether or not it is until the bookeepers have finished their devilish work. I have no idea on what basis the overhead is charged. My idea is that no other department can be charged for any amount that the Summer School is charged for. Overhead is enormous charged against the Summer School. I have stopped worrying about it. The bookkeeping result does not mean anything, anyway.

MR. MORITZ, UNIVERSITY OF NEBRASKA

Do you make an item in your budget for the overhead?

MR. LOOMIS, NEW YORK UNIVERSITY

I certainly do not.

MR. MORITZ, UNIVERSITY OF NEBRASKA

Then it does not bother you in the least? I carry a budget of $76,000, but there is no overhead. That constitutes nothing but the instructional budget.

MR. LOOMIS, NEW YORK UNIVERSITY

I think it is a sound procedure for a director who has no control over that to leave it out of his budget. Putting it in would be an unmitigated guess.

MR. MORITZ, UNIVERSITY OF NEBRASKA

Is there any bill to wait your O.K.?

MR. LOOMIS, NEW YORK UNIVERSITY

As far as buildings and grounds are concerned, a general university charge is made, yes.

MR. MORITZ, UNIVERSITY OF NEBRASKA

Then I think as overhead, it would not enter into it at all.

MR. LOOMIS, NEW YORK UNIVERSITY

Well, it does.

MR. COSS, COLUMBIA UNIVERSITY

Some institutions have very definitely gone on the basis that each expending division shall make its budget for that which it O.K's. Most summer sessions, when they begin, have to carry certain items which they do not spend. Some departments want something done and have no money to do it, consequently, the summer session puts in an item. The most economical way to run a budget is to have the expending division budget what it is going to expend, and thus ultimately reach a point of complete operation. It is the only system that will permit no wrangling. "Buildings and Grounds" has its annual budget, the Bursar has his annual budget.

MR. CHASE, HARVARD UNIVERSITY

I think where you have a large outside element coming in as in our case, (one third of the instructional staff are outsiders), there is no question but that that has to be done.

MR. CHADSEY, UNIVERSITY OF ILLINOIS

I wonder how many would say that Director Coss's statement in a general way applies to their own institution, but I think that everything he said applied particularly to Illinois.

MR. SMITH, INDIANA UNIVERSITY

Mr. Chadsey calls for a showing of hands to show how many institutions carry out methods of Columbia.
Vote taken: about 14.

MR. MORITZ, UNIVERSITY OF NEBRASKA

How many of the summer schools try to make the summer session nearer self-supporting than the long session? Well, we raised our fees higher here than that for the regular session and we have had complaints that summer school students are being made "goats" of the University.

MR. SMITH, INDIANA UNIVERSITY

How many schools are self-supporting as far as instruction goes?
Vote taken: about 16.
Pennsylvania State College and University of California are self-supporting.

MR. PUTNAM, UNIVERSITY OF CALIFORNIA

We have been able to be self-supporting on a $30 fee and accumulate a surplus. We have not had a deficit in my time until this year, when we had a deficit of $4000 or $5000. The method of carrying this overhead is on the basis of these expenses which are incident to carrying on the summer session. In the library, for instance, if they have to put in additional clerks, we pay for them, but we do not pay for things which are already there. We do, however have to carry everything incident to the present summer session.

MR. CHADSEY, UNIVERSITY OF ILLINOIS

Last year, I was allowed in the annual budget of the University $80,000 of which $76,000 was assigned to summer school salaries and $4,000 to miscellaneous expenses. I would not have been able to secure one cent more for anything. Incidental expenses must come in that $4,000, and I see that they do. As I remember, the gross receipts from tuition were about $38,000, and the University paid out the general fund, which had been appropriated ($80,000) and they are not at all concerned as to whether receipts were $20,000 or $120,000. I was neither credited with them nor charged with them.

MR. SMITH, INDIANA UNIVERSITY

Any further question on this?

MR. CHASE, HARVARD UNIVERSITY

We pay for everything we get, but we do not begin to pay the overhead that we should if we were put right on an annual basis apportioned week by week. I think it is fair to say that we pay for the extra amount of work rather than that within the period of time in which the session is going on. For instance, the Bursar's office is running right through the summer doing general University business, but we put an extra burden upon them. We are supposed to pay for that, but we do not pay our share of the general University accounts. In addition to that, we make the library a gift, as we call it, of from $500 to $1000, because we know that we put a tremendous strain on the library facilities. I cannot begin to say that we are really paying our way in the strict sense of accounting as we figure the whole year's budget.

MR. KRAUS, UNIVERSITY OF MICHIGAN

Our practice at Michigan is similar to Illinois. Our budget last year provided for the overhead which the office totaled $275,000. Total receipts were $120,000, but we calculate the cost to the University, though the ratio would be the same - if a little less. During the year, we operate on a budget approximately $6,000,000, and the tuition fee is estimated on the basis of nearly $200, so the cost runs higher during the year.

MR. GROSE, NORTHWESTERN UNIVERSITY

I would like a motion made that each summer school return a report to Mr. Peterson and Mr. Packer of the University of Iowa concerning the financial condition of the summer session.

MR. CHADSEY, UNIVERSITY OF ILLINOIS

I think we should receive a questionnaire from Mr. Peterson of Iowa.

MR. SMITH, INDIANA UNIVERSITY

I think this is a good suggestion, because it will remind us and crystalize our thought. Is there any other question under this general heading of "Finance"?

(Motion seconded that a specific statement be secured from Iowa)

MR. PETERSON, UNIVERSITY OF IOWA

We have been debating the question of a consolidated fee. I should be interested to know if any institution attempts to assess students with a consolidated fee.

MR. COSS, COLUMBIA UNIVERSITY

The student paper tried unsuccessfully to have me put a consolidated fee on students and it seemed to me that so many of the students have a very limited amount of money to spend and so many don't want to go to these things.

MR. GROSE, NORTHWESTERN UNIVERSITY

Each student is charged fifth cents as a fee.

MR. CHADSEY, UNIVERSITY OF ILLINOIS

Our University claims that such a fee would be illegal.

MR. CHASE, HARVARD UNIVERSITY

We have a registration fee and you can't tell where that is applied or where addition is applied. It all goes into one pocket. We have considered making a general charge which would not apply to everybody, but only those in residence - that of buying a general hospitality ticket which would admit them to all entertainments.

MR. GOODNIGHT, UNIVERSITY OF WISCONSIN

May I ask how many institutions charge an infirmary fee?
Vote: about 4 (Northwestern, Michigan, Pennsylvania, and Missouri)

MR. GOODNIGHT, UNIVERSITY OF WISCONSIN

We charge a regular $3.50 infirmary fee and union fee as part of registration fee. The student does not know that he is paying it.

MR. GROSE, NORTHWESTERN UNIVERSITY

We charge a $1.50 infirmary fee.

MR. GOODNIGHT, UNIVERSITY OF WISCONSIN

Also, is a teacher who is born in Urbana and educated in the University of Illinois, but has taught in Iowa for the past nine months, a resident or a non-resident?

MR. CHADSEY, UNIVERSITY OF ILLINOIS

Where student presents evidence that he is a voter of Illinois, he is considered a resident of Illinois, but if a teacher from Wisconsin is under contract

to teach at Illinois the next year, his contract would be based on his being non-resident.

MR. SMITH, INDIANA UNIVERSITY

We will pass on now to Topic No. 19 - "Student Relations". Is there any definite question on that?

MR. PETERSON, UNIVERSITY OF IOWA

It might be interesting to know if any summer sessions have a compulsory medical examination in the summer.

Vote: two summer sessions have it.

MR. JORDAN, CORNELL UNIVERSITY

We have a mess with vaccination requirements.

MR. DOLMAN, UNIVERSITY OF PENNSYLVANIA

We have to show a vaccination certificate for every student - winter and summer - under the state law.

TOPIC No. 20 - "Administrative Details of Importance".

How many institutions include paid supervisor of recreation?
Vote Taken: Majority.

MR. CHADSEY, UNIVERSITY OF ILLINOIS

In how many cases do directors get a salary over and above the salary one would naturally get as teacher?
Vote taken: About 16 (majority).

TOPIC NO. 21 - "Graduate Work in the Summer"

MR. KRAUS, UNIVERSITY OF MICHIGAN

We have suggested changing residence requirements for the master's degree, so that it will be necessary hereafter for all candidates for the master's degree to spend some time in residence during the academic session besides the summer session residence. I would like to know if anyone here has encountered a situation of that sort.

MR. RIDGELY, CLARK UNIVERSITY

We have the requirement that everyone who is a candidate for the master's degree must put in three summer terms of regular academic work and them complete his work by one semester during the regular year at this institution.

MR. SMITH, INDIANA UNIVERSITY

I wish to make the announcement that this session will close at 11:45 A.M., thus leaving sufficient time for the executive session.

TOPIC No. 22 - "Research"

MR. CHASE, HARVARD UNIVERSITY

About No. 22, "Research", I have been perplexed about giving credit for research work which was not worked into any course - where it was purely individual. We have a good many men who have been unable to finish their library work in Chemistry or Biology. They want to stay and take it in the summer session. They cannot take it in any course - it is purely individual - so the work has to be certified by some instructor. The instructor is not at the student's side. I wonder how other institutions handle this question. It is quite a problem to my mind just how you should give academic credit.

MR. GOODNIGHT, UNIVERSITY OF WISCONSIN

That question has come up with us. If the man actually receives academic credit, he must register in the Summer School and pay the regular Summer School fee. Graduate students engaged in independent research, and not gaining credig in any form, must register in the summer session and pay a fee of $5.00 and laboratory fees.

MR. CHASE, HARVARD UNIVERSITY

I am quite clear that we should charge them a fee. The question is, should we give them credit. One member of the Economics Department is willing to make himself responsible for checking up the work of a student and is willing to report the student for academic credit at the end of the session and certify that he has an accumulation of such a mass of stuff that he must have been keeping busy for six weeks. I feel a little bit shaky about that sort of credit. It puts a big strain on the sonscience of the instructor who looks over his work.

MR. REED, SYRACUSE UNIVERSITY

I should think that that would be a matter for the department.

MR. CHASE, HARVARD UNIVERSITY

It is for the department to accept students, but it is not for the department to say whether what the student has done comes up to our standards of academic credit.

MR. THURBER, UNIVERSITY OF BUFFALO

It seems to be a very fine type of work when they get it themselves and do not have to have it shoved into them. We put it up to the department and instructor entirely. They recommend and we take their recommendation as final.

MR. CHASE, HARVARD UNIVERSITY

What I am thinking of is this discussion about "Debunking the Master's Degree". When you quizz anybody about semester hours, you run up against that sort of thing.

MR. JORDAN, CORNELL UNIVERSITY

Our system at Cornell is different from the rest of you. Graduate work is not measured in terms of credit hours. We leave that to be determined by the fitness of the candidate, so that in the summer we have a number of students who are under personal direction of instructors but who do not register in the Summer School because they are not taking Summer School courses.

MR. WEAVER, PENNSYLVANIA STATE COLLEGE

I should like to ask this question. Suppose a graduate student has completed all the course requirements for the Master's degree and comes back to the summer session to work out his thesis. Does he pay?

Vote taken. Result - If he commands the services of the Summer School instructors, he must pay them. (almost unanimous vote)

MR. JORDAN, CORNELL UNIVERSITY

How many institutions increased tuition this last summer?
Vote taken: Five increased tuition.

How many institutions plan to increase tuition next summer?
Vote taken: None

TOPIC No. 27 - "Publicity"

MR. DOLMAN, UNIVERSITY OF PENNSYLVANIA

I would like to ask whether any of the state universities have anything to interest business people. Do they suggest to employers the advisability of sending their employees during the slack season to take courses in the summer school?

MR. THURBER, UNIVERSITY OF BUFFALO

We have a course in insurance.

MR. PARTCH, RUTGERS UNIVERSITY

We have a course in journalism.

MR. DOLMAN, UNIVERSITY OF PENNSYLVANIA

Do you get any response?

MR. PARTCH, RUTGERS UNIVERSITY

Yes, a very fair response.

MR. JORDAN, CORNELL UNIVERSITY

Our Hotel Management course is the same idea. There are two three-week sessions during the summer.

MR. CHADSEY, UNIVERSITY OF ILLINOIS

There are other courses at Illinois which we do not include in complete registration of the summer school. These are considered entirely outside of our registration. Are there any summer schools represented here that include the short-term people in their registration?

MR. KRAUS, UNIVERSITY OF MICHIGAN

Any person who pays a tuition fee in the University of Michigan is considered a student. We had about forty who came as guests of the University and paid no tuition - so were not counted as students.

MR. MORITZ, UNIVERSITY OF NEBRASKA

If they are budgeted, we consider them students.

MR. LOOMIS, NEW YORK UNIVERSITY

Has there been any subsidization of courses in summer schools by outside organization or management such as Hotel Management?
Vote taken: About three or four.

TOPIC No. 28 - "COLLEGE PAPER"

MR. LOOMIS, NEW YORK UNIVERSITY

We publish a special paper by Summer School students.

MR. CHADSEY, UNIVERSITY OF ILLINOIS

We continue the regular winter session paper.

MR. SMITH, INDIANA UNIVERSITY

No. 29, we have discussed. Any further topic?
No. 30 (Library), we have discussed. Anything further?
No. 31 (New courses), we have discussed.
No. 32 (New activities). Anything new?

DISCUSSION

(Experiences of institutions who had maintained foreign distinguished psychologists one week each as a cooperative affair were discussed. Mr. Kraus of University of Michigan said it was a successful experiment . Lectures were all given in English

MR. GOODNIGHT, UNIVERSITY OF WISCONSIN

My own personal reaction was rather unsatisfactory. Men lectured in the forenoon and held conferences with the students in the afternoon. General impression of the students who took the course for credit was that it was so fragmentary - six different points of view - and there was so little system in the whole thing that they felt they had been through a soul-stirring experience and had gotten two credits.

MR. RICHARDSON, UNIVERSITY OF MINNESOTA

We offered thirty-one new courses. We had lectures in Fine Arts - many open to the public. Many well known men came and gave lectures, John Knowlton from Chicago, Taylor from Princeton, and two or three eminent men from Europe. The Mayo Foundation and our Medical School had a symposium on Physiology and Bio-chemistry. We also had a symposium on the problem of the small town which was not so well attended. The symposium usually covered from four to six weeks.

MR. THURBER, UNIVERSITY OF BUFFALO

We had an Institute of Political Affairs with about 1100 in attendance. It was attended for training for municipal offices. It lasted about a week. We also had a week's conference on secondary education. It was well attended.

MR. SMITH, INDIANA UNIVERSITY

That brings us to our final topic, No. 33 - "Exhibits of Textbooks".

DISCUSSION

(Majority of summer schools carried on textbook exhibits. Only one charged - Columbia.)

MR. SMITH, INDIANA UNIVERSITY

Is there any question that we should bring up? If not, the discussion and session will close at this time. We wish to thank all of you for the contribution that you made to this discussion.

MR. PARTCH, RUTGERS UNIVERSITY

Expressed appreciation for privilege of attending meeting as guest.

MR. THURBER, UNIVERSITY OF BUFFALO

Expressed appreciation for very generous courtesy extended to him.

The President elect of the New England Association of Summer School Directors extended his thanks for being allowed to sit in on the session.

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BUSINESS MEETING

MR. SMITH, INDIANA UNIVERSITY

We have first to decide on a place of meeting for next year.

MR. KRAUS, UNIVERSITY OF MICHIGAN

It has been the practice to alternate place of meeting from East to West. The Committee on Resolutions has received two invitations to meet in the mid-West next year. After carefully considering these invitations, the Committee recommends that the meeting be held next year at the University of Wisconsin, Madison, Wisconsin. This will permit one of the organizers of the Association to act as host. Of course, it will mean then that Dean S. H. Goodnight will become the secretary. I would like the approval of the Association on this recommendation.

MR. SMITH, INDIANA UNIVERSITY

I make a motion that we accept the invitation of the University of Wisconsin to hold our next meeting there.
VOTE: Unanimously in favor. Motion carried.

MR. GOODNIGHT, UNIVERSITY OF WISCONSIN

We arervery pleased to have members meet at Wisconsin.

MR. KRAUS, UNIVERSITY OF MICHIGAN

The Committee unanimously recommends that the Association elect as its next president Dean Charles E. Chadsey of the University of Illinois.

MR. SMITH, INDIANA UNIVERSITY

Second the motion. (Motion seconded and carried). Dean Chadsey is our next president.

MR. CHADSEY, UNIVERSITY OF ILLINOIS

Gentlemen: I thank you for this honor. No one consulted me and I knew nothing about it, but I thank you. I appreciate the honor and I hope I shall be able to approximate the present president in his capable administration of the meeting.

MR. GOODNIGHT, UNIVERSITY OF WISCONSIN

We have completed session work, but the books for the summer session are not closed until October 1st. It is very difficult for me to get my report out and get the figures in the hands of Director Packer in time for the first of November. I wonder if anyone else has that difficulty.

MR. LOOMIS, NEW YORK UNIVERSITY

It is very hard for me to get away later than the middle of November. I am tied up with plans for the coming summer school.

MR. MORITZ, UNIVERSITY OF NEBRASKA

We are working on the Summer School budget then. Earlier would be better.

MR. DOLMAN, UNIVERSITY OF PENNSYLVANIA

The sooner the better for me.

MR. KRAUS, UNIVERSITY OF MICHIGAN

We met originally on the Friday and Saturday following Thanksgiving. It was felt that that was too late. The meeting was not so helpful, since many members depend upon suggestions at meeting in making plans and forming budgets for ensuing year.

MR. SMITH, INDIANA UNIVERSITY

Incoming officers will take into consideration the expressed opinions of members and decide on the definite date later. Another business matter to be considered is the qestion concerning new members and also the question of dropping certain institutions on account of non attendance. The Executive Committee and this Committee on Resolutions which has just now reported will give report.

MR. CHASE, HARVARD UNIVERSITY

You will remember that the Secretary or President last year sent to each member of the Association (with a return envelope) a statement of this resolution: that institutions which were not represented at an annual conference three successive years after having received notice could be dropped by vote of the Association. I have gone over the list of our membership, and I find that in the last three years the following institutions have failed to send a delegate:

(1) Ohio State University
(2) University of Oklahoma
(3) University of Oregon
(4) Peabody College for Teachers
(5) University of Pittsburgh
(6) University of Toronto

There are, therefore, six members of the Association who under the vote have forfeited their membership.

MR. KRAUS, UNIVERSITY OF MICHIGAN

I move that the report of these institutions be incorporated in the minutes.

MR. SMITH, INDIANA UNIVERSITY

Those who favor this motion?

MR. CLAPP, UNIVERSITY OF MONTANA

May I speak for the western institutions? There are six institutions which have not been represented in the last three years and which have not shown an interest sufficient to attend, but, nevertheless, the reports which the Association gets out are of great value. I think, therefore, that it might be desirable to keep them on the mailing list, if we could, as some sort of inactive members so that they might receive the minutes and reports of the meetings.

MR. SMITH, INDIANA UNIVERSITY

Any further discussion?

MR. JORDAN, CORNELL UNIVERSITY

We do not expect Western institutions to be represented every year, but it does seem reasonable to expect them to be represented once every three years.

MR. CHASE, HARVARD UNIVERSITY

I take it the reason for this restriction was to prevent the group from becoming unwieldy. An inactive member in an association like this is a menace and puts a lot of work on the others.

MR. SMITH, INDIANA UNIVERSITY

The motion is carried.

MR. CHASE, HARVARD UNIVERSITY

We have had applications for membership in the Association. I submit the following applications: one from the University of Buffalo, one from Rutgers University, and one from the University of Kentucky. The intimation that they were receptive to an invitation has come before us previously in the case of the first two institutions. This is the first time that we have had the case of Kentucky under consideration. The Executive Committee, being without the services of Mr. Packer, considered this matter at a joint session last evening. The recommendation in regard to Kentucky was that the Association hold this application in abeyance and that the next secretary invite the University of Kentucky to attend the Wisconsin meeting as a guest of the Association, and suggest that at that time the representative of the University of Kentucky present further credentials and statistics as to the status of his institution. In regard to the other two, Rutgers University and the University of Buffalo, the Committee reported a recommendation that they be admitted to membership. I second the motion.

MR. SMITH, INDIANA UNIVERSITY

Motion is carried.

MR. KRAUS, UNIVERSITY OF MICHIGAN

This has been a very successful meeting, very well carried out, and we owe a good deal to the very efficient efforts of Director Chase and Director Rice in planning this meeting. The Committee desires that we thank these men for their efforts in our behalf. Also, the Committee desires that we instruct the incoming secretary to express to President Lowell of Harvard University and to President Marsh of Boston University our appreciation of the splendid hospitality that these institutions have extended to us.

MR. SMITH, INDIANA UNIVERSITY

Motion is carried.

MR. CHASE, HARVARD UNIVERSITY

It has been a great pleasure to me to have you here at Harvard. I know further that Dr. Rice feels the same way. It is really a great treat to us. One of the great pleasures in having to do with the Summer School is the pleasure of knowing the men in other institutions with which we are brought in contact. It is one of the pleasantest parts of my connection with the Summer School to have that contact with other institutions. Two thirds of our faculty is made up of visitors. My membership in this Association has meant a great deal to me. Those of you who have come a long distance across the country I want to thank for making the effort and I want to assure you that Harvard has appreciated it very much indeed.

MR. SMITH, INDIANA UNIVERSITY

I want to thank you for your cooperation and the contributions you have made to this meeting. For me it was a pleasant experience and I want you to know also that I appreciate being asked to preside at this meeting that you have made so successful both by your presence and your participation. I felt just a little ashamed that my absence from the country made it necessary for the Secretary to shoulder the responsibility.

Meeting adjourned

THE UNIVERSITY OF NEBRASKA
LINCOLN

TEACHERS COLLEGE
OFFICE OF THE DEAN

October 3, 1928

Mr. David H. Stevens
Director of Summer Session
University of Chicago
Chicago, Illinois

Dear Mr. Stevens:

Inclosed is a tentative program for our coming meeting. It has been made up from the suggestions offered by the different members. Thinking that this list of topics might suggest others to the members of the Association, it is sent out at this date so that it will be possible to incorporate other topics in the program before it is printed and sent out. The program will be printed and mailed approximately ten days before the time for the meeting.

A list of hotels is given. The Cornhusker and the Capital are new hotels, and the Lincoln was remodeled recently. Any of the hotels on the list will be found convenient and comfortable. Both the Lincoln and the Cornhusker have good dining rooms and coffee shops. The Capital has a coffee shop and the Lindell has a restaurant. The Cornhusker is the newer of the hotels and has a very fine lobby. You can make your reservation direct with the hotel, or if you desire to indicate to me the hotel you prefer, I shall be pleased to make the reservation for you.

Very truly yours,

W. S. Seabock

Secretary.

WES:ID

A SSOCIATION OF SUMMER SCHOOL DIRECTORS

MEETING OCTOBER 26 AND 27

MORRILL HALL, ROOM 216

UNIVERSITY OF NEBRASKA, LINCOLN, NEBRASKA

The following topics have been suggested for discussion. If other topics occur to you after reading this list, kindly write R. D. Moritz, Director of Summer Session, University of Nebraska, Lincoln.

1. Student Welfare

   Practice as to medical examination; infirmary fee; consultation of college physicians; services of nurse. Is vaccination required of summer school students?

2. What types of courses in Physical Education have proved most valuable and popular? Are courses in Athletic Coaching offered?

3. Recreation

   What efforts are made for the entertainment of students? Are choruses organized? Community singing? What opportunity for social contact?

4. Requirements for admission to the summer session

   Are the requirements for admission to the summer session the same as for the regular academic year?

5. Length of summer session

   Six weeks; eight weeks; nine weeks; a summer quarter of eleven weeks consisting of two terms; or two terms of six weeks each. Is there a tendency to change to a single session of eight or nine weeks? Where the summer session consists of one term of six weeks or two terms of six weeks each, is a session of nine weeks desirable for graduate work?

6. Tuition for the summer session

   Is there a tendency to increase tuition for the summer session? Is it desirable that the summer session should be self-supporting?

7. Publicity

What is the best means for reaching graduate students?
What types of publicity have been found to be most effective?

8. Is the college paper published during the summer? If so, how financed?

9. Summer session bulletin

What plan is pursued in securing material from departmental heads? Who determines, in last analysis, whether or not a certain course desired by a department shall be offered?

10. Library

Are the library facilities provided for the regular year adequate for summer session? If not, what extra facilities are provided?

11. Salary

What is the basis for the salary schedule? Is there a tendency to raise summer session salaries? Is provision made for paying the traveling expenses of visiting instructors? Is salary paid at the end of the session or in two payments, half at the middle of the session and the other half at the end?

12. New courses

Courses in architecture; nursing; library science; aeronautics.

The above list of topics and questions constitute a tentative program. It is hoped that other suggestions will be made.

Hotels

Capital Hotel -- Corner of P and 11th Streets	$2.50 with bath
Cornhusker Hotel -- Corner of M and 15th Streets	$2.50 to $4.00 with bath
Lincoln Hotel -- Corner of P and 9th Streets	$2.50 to $4.00 with bath
Lindell Hotel -- Corner of M and 13th Streets	$2.00 to $2.50 with bath

Rooms with toilet and lavatory, but without bath, may be secured at each hotel at a lower rate than the above.

Morrill Hall, the place where our meeting will be held, is located at 14th and U Streets, and is about equally distant from the above hotels, being eight blocks from the Cornhusker and Lindell, seven blocks from the Capital and nine blocks from the Lincoln.

SUMMER SESSION
UNIVERSITY OF IOWA
IOWA CITY

OFFICE OF THE DIRECTOR

September 5, 1928

D.H.S.:
You'll be interested in this.
Our figures are final.
W.A.P.

Mr. W. A. Payne,
Recorder-Examiner,
University of Chicago,
Chicago, Illinois.

My dear Mr. Payne:

The enclosed statement of preliminary registration figures has been compiled from the replies to the questionnaire sent to the members of the Association of Summer Session Directors, July 9th. In accordance with the procedure of former years, the complete report will be requested later in the summer.

Thanking you for your response to this questionnaire, I am

Very truly yours,

P. C. Packer

PCP:CW

P. C. Packer

[1] Preliminary Statement of Summer Session Registration, 1928

	Summer Session, 1927					Summer Session, 1928				
	Uncl.	Under-grad.	Grad.	Prof.	Total	Uncl.	Under-grad.	Grad.	Prof.	Total
*Boston			135		1206		982	393		1375
3 California	580	3987	2574		7141	658	3855	2804		7317
Chicago	868	1396	4210		6474	681	1387	4274		6342
Clark					214					217
Colorado		2174	526		2700		2063	618		2681
Columbia					13857					13890
*Cornell	533 ~~126~~	583	413 ~~430~~	90	2053 ~~1128~~	485 ~~173~~	641	462	101	2345 ~~1276~~
George Wash.		1309	100		1409		1252	106		1358
Harvard					2844					2682
Illinois		1616	563		2179		1568	640		2208
Indiana		1022	565		1587		961	614		1575
Iowa		2461	1257		3718		2636	1502		4138
Iowa State	96	941	441		1478	140	912	466		1518
Johns Hopkins	679	258	228		1165	690	187	229		1106
Kansas	197	504	430		1582	115		475		1549
Michigan		1837	1031	804	3672		1488	1172	803	3463
Minnesota		3830	997		4827		4260	1182		5442
Missouri		1029	655		1684		1103	743		1846
Rolla							300			300
*Montana	12	341	95		448	17	354	102		473
[2] Nebraska		2854	547		3401		2469	518		2987
New York	297	4058	98		4453	380	4214	120		4714

[1] Questionnaires asked for: "graduates, candidates for degrees, and graduates, not candidates for degrees." Only a few of the institutions classified their graduates according to this heading and those are marked with an asterisk.

[2] 1927 total includes both 1st & 2d terms.

3. Southern Branch not included.

7

Preliminary Statement of Summer Session Registration, 1928

	Summer Session, 1927					Summer Session, 1928				
	Uncl.	Under-grad.	Grad.	Prof.	Total	Uncl.	Under-grad.	Grad.	Prof.	Total
Northwestern		1629	328	203	2160		1737	337	279	2353 ~~2253~~
Ohio		2017	1045		3062		2172	1290		3462
* Oklahoma (both terms)	215	1518	487		2220	265	1403	662		2330
Oregon		1035	208		1243					1259
*Peabody		1809	1028		2837		1528	990		2518
Pennsylvania		1796	519		2315		1709	549		2258
*Penn. State	1849	413	537		2799	1821	352	608		2781
Pittsburg			393		2432			547		2688
**Stanford	6	654	737		1397	6	570	728		1338
*Syracuse	350	691	276		1317	353	681	311		1345
Texas										
Toronto										
Virginia	818	816	175		1809	727	872	205		1804
# Washington		2376	873		3249		1727	945		2672
Wisconsin					5165					5000

	Summer Session, 1927		Summer Session, 1928	
	Grad. (Candidates for degrees)	Grad. (not candidates for degrees)	Grad. (Candidates for degrees)	Grad. (not candidates for degrees)
*Boston			164	229
*Montana	14	81	16	86
*Peabody	123	905	172	818
*Penn. State	202	335	222	386
* Oklahoma	448	47	605	57
*Cornell (Agriculture not included)			332	130
*Syracuse	103	173	88	223

** Provisional Students 34

Both terms included in 1927; 1928 first term only.

Summer Quarter 28

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PROCEEDINGS OF THE MEETING OF THE ASSOCIATION

OF SUMMER SESSION DIRECTORS.

CORNELL UNIVERSITY, ITHACA, N. Y.

November 4 & 5, 1927.

The Association convened at 10 o'clock Friday morning, November 4th, in the North Room of Willard Straight Hall. Secretary Jordan read a telegram from President Elliff, explaining that owing to a missed connection he would not be present until the afternoon session. On motion of Director Coss, properly seconded, it was voted that Secretary Jordan act as presiding officer pro tem.

The following directors were present, nearly all of them for the entire meeting.

Name	Institution
Director A. H. Rice	Boston University
Director David H. Stevens	University of Chicago
Director Douglas C. Ridgley	Clark University
Director John J. Coss	Columbia University
Director R. H. Jordan	Cornell University
Secretary B. S. Monroe	Cornell University
Director R. M. Stewart	Cornell University (Agriculture College)
Director Elmer L. Kayser	George Washington University
Director Philip L. Chase	Harvard University
Dean C. E. Chadsey	University of Illinois
Director H. L. Smith	Indiana University
Assistant Director Charles E. Young	Iowa University
Director E. F. Buchner	Johns Hopkins University
Dean E. H. Kraus	University of Michigan
Associate Director I. W. Jones	University of Minnesota
Director J. D. Elliff	University of Missouri
Associate Director R. E. Moritz	University of Nebraska
Director M. E. Loomis	New York University
Director C. L. Grose	Northwestern University
Director John Dolman, jr.	University of Pennsylvania
Director John A. Sellards	Stanford University
Director Ernest Reed	Syracuse University
Dean Charles G. Maphis	University of Virginia
Dean S. H. Goodnight	University of Wisconsin

The following were present as guests of the Association.

Director Charles H. Thurber	University of Buffalo
Assistant Director P. C. Weaver	Pennsylvania State College
Secretary Charles E. Peirce	Chautauqua Institute
Director Clarence E. Partch	Rutgers University and State University of New Jersey.

Dean R. M. Ogden of the College of Arts and Sciences of Cornell University, a former member of the Association, was then presented and gave the address of welcome in the absence of President Livingston Farrand, who sent his very sincere regrets that his absence from the city made it impossible to meet the members of the Association.

Dean Ogden indicated his personal pleasure in being able to attend another session of the organization with which he was associated for five years most pleasantly. He indicated the appreciation which the University felt in being able to welcome the Association at Cornell, especially in that the late Professor Bristol was one of the organizing members of the body, and manifested throughout the later years of his life the greatest interest in its growth and effectiveness. He further expressed his feeling based upon his own personal experience, that it was one of the most effective conferences in which he ever had an opportunity to participate, and his hope that this meeting would be even more effective in this regard. He closed by indicating that the entire resources of the University were at the command of the Association during its meeting.

Mr. Jordan, Cornell University.

"At this time I wish to indicate our plan of organization here at Cornell in order that you may understand the presence of several members of our faculty. Our Summer Session proper is under the control of an Administrative Board of six members, the Chairman and Secretary of the Administrative Board acting as Chairman and Secretary of the Session. Professor Monroe is our Secretary, and is present with us at this time. Our school of Agriculture is under separate financial control as a State supported institution and so the Summer School of Agriculture, though working in close cooperation with the Summer Session, has an independent director. Professor Stewart, who will be with us is Director of that school. Owing to a different length of Session and other administrative factors, it has seemed wise to organize our Summer School of Law under a separate organization and directorship, and Dean Burdick of our School of Law is director of this summer school"

Secretary Jordan then presented the program as worked out tentatively and asked if there were any suggestions as to manner of presentation of topics. There being no objections to the program as presented, it was carried out without change.

Assistant Director Young of the University of Iowa then presented the Statistical Table covering a summary of reports from members of the Association. He explained that the data from the University of Oregon had arrived too late for inclusion, and presented their figures for inclusion by members in the report. He indicated other corrections and additions to the report.

A discussion of the various tables was then taken up.

Under Table I, it was explained that these departments and divisions represented integral work of the Summer Session held elsewhere than on the campus of the institution. The question was raised as to the desirability of making a new table for groups and offerings under university auspices which were not budgeted as a part of the Summer Session and whose members do not pay fees into the Summer Session, including in Table I only those who pay some fee into the Summer Session. It was agreed informally that this should be done in 1928.

Table II. Mr. Young explained the difficulty of making out a questionaire that would enable people to answer all questions that were asked and equal difficulty in interpreting answers that came in. He would not assume that this or other tables are entirely perfect. It was pointed out that the salary figures were somewhat difficult to interpret, owing to varying length of session, and the suggestion was made that it would be easier if the salaries were based upon a per week basis instead of a session basis. The suggestion met the approval of the group and was informally adopted for 1928.

Table III. The question was raised as to the meaning of the column for "Graduate Students". The same question was raised as to the column headed "Miscellaneous". It developed that some institutions indicated as graduate students only those who are formally registered in the Graduate School as candidates for specific degrees, others listed all students who held a first degree and were carrying work even though not candidates for any degrees. Some institutions reporting graduates in this column included the same students in general totals for other departments, as Liberal Arts, and others adopted a separation. New York University felt there ought to be some uniform arrangement in this regard. It developed that there is difference in practice in registering in Graduate Schools, some institutions registering only candidates for degrees, and others all persons who have taken a first degree. It was decided that the meaning of Graduate Student be defined as those who are registered in the Graduate School as candidates for higher degrees and that another column should be added showing total number of students who are college graduates, but not necessarily candidates for a degree.

Another type of graduate student was mentioned, namely students working, as at Cornell, under personal direction of members of the summer staff, but not carrying courses in summer session, and so not included in Summer Session totals. Mr. Jordan explained that these were charged a small registration fee for the privilege, but that this went into the general University funds.

Mr. Goodnight explained that at present at Wisconsin persons do not get residence credit and are not counted in totals, but that it is under consideration whether they should not be charged a fee, this fee to be included in the Summer Session receipts.

Mr. Loomis stated that at New York University they were setting up several research courses for which no point credit is given, but that they are charging a point fee and enrolling such students in seminaries.

Mr. Young explained that at Iowa they had graduate students who were not able to finish their theses and so remained over for Summer Session, thus placing a burden upon instructors who were not paid for this extra service. Such students, however, have to be registered in Summer Session.

The consensus of feeling seemed to be that such students should contribute to the Summer Session support, but where they do not, they would have to be listed under the supplementary table to be arranged for under Table I.

Under the "Miscellaneous" heading, explanation was made by different members of seeming discrepancies, such as unduly large numbers, here listed. It was agreed that there should be added certain other columns to take care of some of these larger groupings, as a column for Commerce, for Agriculture, for Music and the like. It was also suggested that there should be a column indicating the number of teachers who were registered in the Session. It was finally agreed that some of these columns should be added, not sufficient to over-burden the statistician, and that the column for School of Denistry might well be omitted since it involves only four institutions. It was further agreed that there should be a footnote to the "Miscellaneous" column clarifying the meaning of the various items.

Table IV. Mr. Moritz of Nebraska raised the question as to whether fees reported here remain uniform for the Summer Session and the regular academic year. Mr. Smith of Indiana who had made an investigation said that there was difference of opinion among institutions as to proper practice here. Three only said that the fee was the same in the summer as for the regular year, eight reported that the fee should be uniform, and fourteen felt that there was no justification for this, but that it might reasonably be placed at a higher figure.

Table V. Mr. Jordan raised the question as to practice regarding dropping of courses where costs run very high. Mr. Coss said this was impossible during the current session, but that it might be done for the succeeding session. Mr. Young said it could not be done if a course had been advertised for the current session, but that it could be done for the succeeding session.

Mr. Goodnight reported that they had eliminated Mechanical Drawing and some things in Agriculture during the last year, but never had reason to cut anything in academic subjects.

Mr. Smith said that they reduce the number of the faculty involved in these departments for the following summer.

Mr. Loomis said that departments running high costs with relatively small offerings were sometimes given increased offering and immediately the increased enrollment cut the high cost.

Ten others reported that same experience.

Mr. Maphis reported a peculiar arrangement in languages, whereby two periods in Modern Languages daily were required for one course and one credit, and instructors are paid on the basis of a credit hour, thus making the cost very excessive. This is in accordance with the practice of the regular year and cannot well be changed.

Other institutions reported that where double hours were required in languages, double credit was given.

Table VI. Mr. Goodnight raised the question of the unusual credit balance at Pennsylvania.

Mr. Dolman explained this was brought about by a very high tuition fee with low overhead.

The question was raised as to the meaning of overhead. In all but two institutions this did not include a charge for use of buildings, equipment, dormitories, janitor service, and the like.

Mr. Moritz raised the question as to whether there was a higher charge per credit hour for the Summer Session than for the regular year.

Five universities present reported this to be the case. Some others were not clear as to the relation.

Mr. Moritz reported that they are considering raising the fees since the Board of Trustees at Nebraska feel that the Summer Session should be self-supporting.

Mr. Maphis reported that their fees were raised at the suggestion of the Budget Committee of the Summer Session.

Table VII. Mr. Jones reported that their total figure included approximately 1423 duplicate enrollments. The total enrollment of Oregon was reported as 1243. Making these corrections the total registration in the column was reported to be 101,775, a notable increase over the 92,744 shown for 1926.

General Discussion.

Mr. Stevens of Chicago inquired how Harvard finds the salary of the visiting professor in order to base his pay upon one seventh of his salary.

Mr. Chase explained that this was done by correspondence with the individual at the beginning of the negotiation.

Mr. Kraus asked on what basis salaries paid at Minnesota.

Mr. Jones answered on a basis of one eighth of the regular salary.

Mr. Jordan asked how many are contemplating any increase in fees for 1928.

Three institutions reported such intention.

Mr. Jones raised the question of holding recitations six days a week. It developed that those institutions which are on a long term basis, corresponding to a quarter of the regular year, hold

recitations every day of the week following the practice of the regular year. In general the six weeks sessions and most of the eight weeks sessions hold recitations generally only five days in the week, although some departments in many schools have six hour courses held every day.

Mr. Goodnight reported that at Wisconsin they have a six weeks term, but extend this for three weeks for graduate students only. This involved this year holding nineteen men in some ten departments for instructional purposes. It proved quite satisfactory and will doubtless be continued.

No figures having been submitted from Peabody College, it was explained that this was probably due to the recent death of the Director of the School at that institution.

On motion of Director Goodnight, Dean Packer and Assistant Director Young were thanked by the Association for their efficient work in making up this report and the great satisfaction with which it was received was expressed. This was carried unanimously.

The roll was then called by way of indicating clearly to the members present the members of the Association and the personnel of the representatives.

The Session was adjourned at 12.30.

The afternoon session was called to order at 2.15 p. m. with President Elliff in the chair. The chair appointed Professor Goodnight as a member of the Executive Committee for the meeting in the absence of Dean Packer.

Director Chase of Harvard.
"General Trends in the 1927 Session".

"My experience in the Summer School being very limited and my insistent questioning of my predecessors in office resulting in no statement of direction in which summer schools were working, I though I would bring the matter up here to discover some of the ways in which you feel things are going. Our own experience, though it extends over perhaps more years than most other Summer Sessions, I think, is that Harvard has never equalled in numbers the enrollment of a dozen other institutions, although in Educational courses we have had an increase of 24 per cent in the last five years. In courses other than Education the percentage of increase is 18 per cent. The total in courses carrying graduate credit, has increased remarkably, the percentage there being 91 per cent for five years. The enrollment in courses carrying no graduate credit showed a decrease of 16 per cent. Men out-numbered women over 100, in a total enrollment of 2844. For many years we had few undergraduate men taking courses in the summer school who were not lame ducks. This year for the first time the swing has been the other way and though both groups have

have increased, the number of students taking courses for advanced credit has gone right ahead.--

The conditions of the specialist at Harvard may be peculiar, for example under the direction of the Carnegie Institute a course was offered for museum curators at our new museum.--- We have also a special institutes for Business Administration, which were attended by public service utility men.---

I should note a change of policy on the part of the private secondary schools, which are extremely numerous in New England. The headmasters of these institutions in the past have seemed to care very little for Educational technique and pedagogical training on the part of the men whom they selected as teachers. The tide is swinging the other way. We have had an increasing number of men sent to take special work in subject matter they intend to teach, or in pedagogical courses. Some senior masters in these schools 40 to 60 years of age attended.--

In general I think we feel that our equipment, the personnel of our own faculty and the kind of teachers whom we are able to attract to our summer school faculty enable us to give a course carrying graduate credit much better than the elementary course of a mass production sort.-- The presence of a head-liner will often stimulate the enrollment of the department all the way down. It helps very much to raise the general tone of the whole group. It helps to attract to the school a more notable group of instructors. Tendency is rather toward graduate instruction, if not actually in courses arranged for a program leading to one of our degrees, at least in the giving of courses which carry graduate credit."

Mr. Jordan, Cornell University.

"May I ask whether the enrollment in your school of Physical Education has shown an increase?"

Mr. Chase, Harvard University.

"Our enrollment in the School of Physical Education has come down about the same rate that our enrollment in the other departments has gone up."

Mr. Jones, Minnesota

"Does this situation hold in other institutions?"

Mr. Goodnight, Wisconsin

"The enrollment of women is increasing, men receding."

Mr. Chase, Harvard.

"This holds with us."

Mr. Chadsey, Illinois.

"Physical Education has decreased in more than 75 per cent of the enrollment that we had four or five years ago."

Mr. Weaver, Pennsylvania State.

"About 20 per cent increase in Physical Education."

Mr. Smith, Indiana.

"We had a material increase in men due to the fact that the courses were put on a four weeks basis rather than eight."

Mr. Reed, Syracuse University.
"Physical Education did nothing at Syracuse this last year."

Mr. Elliff, University of Missouri
"At Missouri there was a steady increase of both men and women."

Mr. Coss, Columbia University.
"Has been going slowly upward for the past few years."

Mr. Maphis, University of Virginia.
"The enrollment remains about the same."

Mr. Loomis, New York University.
"This past summer we established a summer school camp, accommodating 125 people. It was filled with students who were taking both active and theoretic courses. The courses are all credit courses, and count toward the degree of Bachelor of Science in Education. It was a mixed camp, having one third men and two thirds women."

Director Smith, Indiana University.
"Finance"

"The following questions have been raised for our consideration Question #1- What is the basis for determining the compensation for Assistants? Question #2- I should like to know whether students who, during the regular session hold scholarships or other aids, will during the summer session, be excused from paying fees in the same way as during the regular year? Question #3- Is there a justification for charging a greater percentage of the cost of the Summer Session to students of Summer Session than for students during the regular year?

I will take up question number 2 first. I find that three say that their schools do carry over same privilege in summer, 22 say they do not.

In answering question number 3, eight said that we are justified in charging more, and fourteen say that we are not justified. The sessions believing that we are justified in charging more say, first that those who come to the Summer Session are employed during the year and are better able to pay for their education, secondly, they are largely taking professional work.

Taking up question #1- I found there were four distinct groups. First an average of 50¢ per hour for work of grading papers was paid, that rate, however, showed a range from 40¢ to $1.50 per hour. Second, those who pay at the same rate for the summer as they do during the regular year. Third, those who pay so much for the summer term, ranging from $75.00 to $270.00. And fourth, assistants were paid on the basis of the week, from $25.00 a week to $60.00 per week."

Director Coss, Columbia University.
"Summer Schools of Law"

"The following questions were raised regarding Summer Schools of Law. I am of the opinion that institutions of higher education could well cooperate in ways which they have not thought of doing up to this time. For example, I do not believe there is any justification for all summer schools maintaining the expensive departments which do not meet a large demand in any of the institutions. For instance, if three neighboring universities were to cooperate in the maintenance of a summer school of law, letting it be held at one university one year, at another university the next year, and a third university the next, would not all the purposes which the law schools now serve be served at a little more than one-third cost?

We have tried the experiment of offering a number of professional graduate courses at Columbia along three lines closely related to work in Law. The first is in Anthropological subjects, the second in History, and the third in Philosophy, and although their enrollment has not been large yet we have felt that we are working along right lines. We have thirty students taking such advanced courses which are not carried by the regular law staff, but by members of our regular staff of instruction.--- We would suggest that a three year trial is necessary for such courses to be sure that they are desirable, and you certainly ought to give them that long a trial to assure their appropriatness.--"

Mr. Elliff, Missouri

"The idea of combining resources of institutions for advanced courses in Law may not be practical, but I feel that along other lines as in Geology something might well be done whereby two schools would unite and give a course, the students being registered in neither school and the men's salaries being pro rated."

Mr. Goodnight, Wisconsin

"Something can be done by way of making such a combination most economical, and we should like to get together on it with some other institution, but I feel that Geology field courses are only practical for undergraduates."

Mr. Elliff, Mr. Coss and Mr. Grose did not agree, saying that they felt that graduate students could profit by such work.

Mr. Chase reported on a field courses being planned for next summer for work in the Alps, and said that already 67 graduates had applied for this course.

Mr. Ridgley, Clark University.

"We conducted an over-seas field trip in 1927, 23 students visiting southern Scotland, England and Wales for four weeks.--- They received direct instruction day by day, and twenty expert British Geologists gave lectures to this group.-- It certainly is a fine opportunity for summer schools to serve a group of students that need the outdoor work, summer being the best time of the year for such courses."

Mr. Dolman, University of Pennsylvania.
"Probable Future Trends"

"I have been asked to report on the following questions: What new educational experiments are worth featuring in Summer Demonstration Schools? What departments of instruction are most likely to need expansion in the next few years to meet changing distribution of interest? And what courses, if any, are out worn and likely to be dropped in the near future?

We have tried the plan of giving a number of demonstration schools, using the Dalton plan, the Winnetka plan, and others. We found that interest is decreasing in these demonstrations.--- This summer we tried a modification of the Winnetka, employing the method of individual instruction used at Winnetka, but without the material. We also tried the straight plan importing material from Winnetka, side by side with this. I am under the impression that the modified plan worked better, including all the experiments made. --- I am looking for some new feature in Demonstration School, and would like to know what new plan of any sort you have tried which would make suitable innovation for us.--We tried for several years an experiment in a rural one room school, which proved very interesting and valuable, but expensive in proportion to the returns. How many others have tried such an experiment?"

Mr. Buchner, Johns Hopkins University.

"We have a plan whereby we bring children in from the country, paying their transportation, etc., which has proved fairly successful."

Mr. Elliff, University of Missouri

"We conduct a school six miles out in the country, and although it is successful, it does not pay from a financial standpoint."

Mr. Stewart, Cornell University

"We conducted a one room rural school in the vicinity of our campus at a very slight expense. The school itself was successful, but we were not able to make its work available to a very large group of students for observation purposes. This was probably owing to the fact that we were trying it as an experiment and did not have it well correlated with our other work."

Mr. Dolman, continues.

"We observe a very marked tendency toward increasing numbers of graduate students and of advanced undergraduates, and a decrease of elementary students. The falling off is almost entirely in the elementary courses. The tendency is a decrease in courses we give in the Wharton School, at least in Insurance, Transportation, Industry, and there was also a falling off in Geography until the courses were modified and then there was an immediate increase.--- Our numbers seem to be increasing in Social Sciences, in History, in the Classics, especially Latin, in German, in French, and a decrease in Spanish.--- We do not have Engineering courses in the summer.--The advanced courses in English literature have been on the increase the last two years, general elementary courses have decreased slightly. English, Psychology, and Education carry the largest elementary courses that Pennsylvania has."

Mr. Goodnight, Wisconsin.

"Regarding experimental courses our School of Music has started a plan to teach music to children.-- Classroom instruction was given in voice, piano, and orchestral instruments.-- The idea proved exceedingly successful. The children gave public demonstrations once each week, and you will be suprised to hear that they really played as well as some university orchestras which had played together all year.--- We expect to expand this plan next year to take in Arts, and Physical Education."

Mr. Moritz, University of Nebraska.

"What do you do when a course dwindles until it should bt cut out? Our courses in Agriculture are falling down and it is really a problem to know just what to do."

Mr. Goodnight, Wisconsin.

"If courses are not filled every care is taken to see that it does not happen another year. We reduce the budget and shift the offering."

Mr. Elliff, Missouri

"Our Agriculture courses are carried by instructors who are employed on an eleven months basis. We are able to hold these men for the summer and in this way the enrollment in Agriculture is holding up."

Mr. Kraus, Michigan.

Reported a minimum figure as being placed for undergraduate courses with the understanding that if the enrollment fell below this minimum, they might be dropped out. This holds in somewhat the same form for graduate courses also.

Mr. Goodnight, Wisconsin

Reported that some courses in Agriculture are put on a fee basis, the compensation being based upon the number of students enrolled, and in this way courses are offered which would not be justified otherwise.

Mr. Moritz, Nebraska

"We filed with the head of each department cost per credit hour, but it had no effect."

Mr. Ridgley, Clark University.

"I found it possible in planning work for next summer to secure one of the best classroom teachers in the country in Geography. She named one of her courses in the teaching of Geography in Laboratory work.---She proposed to take 22 children of the sixth grade of the highest caliber, have them come to the university rooms, and meet at 9 o'clock in the morning.--The students will observe her work with these children, and everyday in the afternoon there will be a discussion of problems. We look upon it as a bit of practice work, and it will mean something more than sitting and watching the teacher teach."

Mr. Kraus, Michigan

"Several years ago special emphasis was placed upon Public Hygiene at several of the universities.---At Michigan we have continued to give work in this subject, but last year we modified it to a great extent. We introduced a Public Health Institute, consisting of twelve lectures by different members of our staff and people brought in for the purpose. These lectures were given on Fridays and Saturdays during the six weeks.---The series was arranged as a complete series by individual institutes, and could naturally be pursued with profit. Beginning at 9 o'clock Friday we had lectures in the morning and afternoon.---The experiment was a big success, there being 60 or 70 in attendance at each institute, 50 or more of those in attendance being from the outside. The suggestion was made to us by Vaughn of Detroit and he sent his members to attend these institutes. Many nurses, public health officers who attended were drawn from a radius of 150 miles of Ann Arbor.---The Summer Session paid the lecturers, and charged a small fee, but gave no credit."

Mr. Coss, Columbia.

"We tried the Public Hygiene Institute with good success. The Bryn Mawr course for women workers was also tried by Barnard College.---We had 26 girls in attendance, and although expensive, there was great interest shown, regular attendance and the teachers were satisfied, we found it very successful.---The majority of the women have sixth or seventh grade reading ability with mature interest. It is, however, good to have the special instruction to explain and encourage them, and was a great success."

Mr. Maphis, Virginia.

"We had an institute of Public Affairs, organized last year for the first time. We issued invitations to everybody who was interested in public affairs to attend.--We had an excellent program featuring outstanding men and a few women in Public Affairs. We organized the institute by having round table on six subjects conducted by the best we could find on these subjects, three each day, conducted from 9 until 11 o'clock. Then at 11:30 and 8:30 we held public sessions. We had thirteen correspondents from the leading newspapers of the country to cover the institute, and we received wonderful publicity. The attendance was over 800 a day, having over 200 for the round tables, averaging 20 and 30 at a table. A fee of $10.00 was charged for the round table. Next year we expect that all persons will have to register in advance."

Mr. Young, University of Iowa.

Reported the Commonwealth Conference at Iowa as very successful.

Mr. Reed, Syracuse

"We had a school of citizenship, carrying college credit which was aimed to bring together the new things for the secondary school teachers in Social Science.--For some reason or other the teachers seemed to be afraid of it.---Each instructor conducted a round table course.---We now have a methods course, conducted with feeble-minded children, which is very well attended."

Mr. Louis, New York University.
"Relation of Summer Session to Work of Regular Academic Year."

"I have been asked to present the following questions. Problem 1-One vital issue, at least in the State of New York, turns about the question of residence credit for Summer School work. This question has become a vital one in New York State since for some reason certain members of our State Department have raised the question as to whether the Summer Session work is at all of the same grade as that of the regular year, and whether they are justified in giving State credit toward teachers' certification on a basis of Summer Session credits. They seem to have this same feeling with reference to academic work in general. This question was raised with me personally by members of the State Department after noting a statement in our catalogue that Summer Session work is granted credit toward graduation on the same basis as the work of the regular year. Since then a conference was called, attended by some Summer Session directors, but which I was unable to attend. We in New York are thoroughly justified in granting credit hour for hour for courses conducted in the summer. Officers at Albany do not seem to understand that any changes have been made during the last 25 years, but seem to feel that the relatively weak courses of a quarter century ago are still being offered in our summer schools. Mr. Coss, were you present at this conference, and if so, will you report upon it?"

Mr. Coss, Columbia University.
"The State Department at Albany grants certificates to teach to those who have an A. B. degree and there are many institutions in the State of New York granting A. B. degrees. They feel that persons not regularly in residence would go to a lot of Summer Sessions and then present their A. B. degree for their certificate. ---I tried to make it clear that it was important that they grade their institutions throughout the State and refuse to grant their certificates to students whose work was not done where it ought to be. They did not indicate what they would to, and there was no very conclusive result.--No report has been printed on the meeting and to date nothing has happened."

Mr. Thurber, University of Buffalo.
"They were concerned also about the 18 hours of Education required in New York State. They felt that many of the Summer Sessions allowed large quantities of teachers credits, and the quality of the work was not up to standard."

Mr. Coss, Columbia University.
"In some way they have tied up the problem of Summer Session work with that of extension work. In many of our institutions it is our own feeling that extension work is not up to the grade of regular work.---This is an entirely different question from the Summer Session and the two should not be confused."

Mr. Loomis, New York University.

"It might help the State Department if they knew what the Association thought about it."

Mr. Elliff, Missouri University.

"If you men stand for that sort of thing you ought to be suspended from the Association next year."

Mr. Loomis, continues.

"In addition I was asked to report on the following two questions: Would it be worth while to study the educational needs of Summer School students as compared with students of the regular year with (a) ideas of determining a relative variety of needs, (b) whether or not the Summer School students are fully as deserving of Educational Service as regular academic year students, (c) whether or not they require fully as competent or superior instruction and leadership as students during the regular year? To what extent should the Summer Session be a replica of the regular year?

In my own opinion it would be probably a desirable thing to make a survey of needs of summer school students. At New York their needs are identical in summer with the regular year. Of course summer school students should have as nearly the same educational service as students of the regular year, and they should have as high grade instruction as other students. It goes without saying there is no question that the treatment of summer students should be from the standpoint of education on the same level as that given the students in the regular year.

Whatever the answer should be to question 3, the facts in New York are to make the Summer Session almost an exact replica of the regular year in so far as the content of the courses is concerned, and in so far as the personnel of the instructing staff is concerned. Excepting in Departments of Physical Education and Music, there were only four courses that we announced which were not the exact duplicates of the courses which were given during the regular year. For the personnel of New York University last summer we imported only eleven teachers. Others, 150 to 160, on our staff were from our own faculty.---The students will attend the courses of teachers of our own staff where they will not attend the courses of outsiders. We have not found it necessary to bring in headliners from the outside.---It is apparent that our student body is made up so largely of the regular members of the winter student body that they greatly prefer to have instruction from people with whom they are familiar."

Mr. Young, Iowa.

"We find that our students' grades run higher in summer."

Mr. Kraus, Michigan.

"The attendance in our summer session is about one third as large as during the regular year, but our Library is forced to keep a complete staff on in the summer, and still they are crowded."

Mr. Weaver, Pennsylvania State.

"We have found that the marks of students who carry the heavy loads, those of 6 to 8 hours, run higher than those who carry loads of from 2 to 5 hours."

Mr. Reed, Syracuse

"We find that our marks run about the same as in the regular year."

The conclusions reached were that in general the work of our Summer Sessions is of even higher grade than that during the regular year, owing to greater maturity and earnestness of students involved. It was felt that it would probably be of no avail to make a report of the facts to the State authorities, but that in view of the fact that action taken by the New York State Department sooner or later affects all other State Departments, it would be wise to endeavor in every way to clear up the unfortunate impression prevailing in that Department.

Mr. Kraus, University of Michigan.
"Student Relations"

"I have been asked to report on the following questions: Is it wise or practical to enforce an automobile ban during the Summer Session?

The rule at the University of Michigan reads that no student in the University of Michigan shall operate an automobile except in unusual and extraordinary cases---. The enforcement of the ban is in charge of the Dean of students, with one motorcycle cop on duty."

Mr. Weaver, Pennsylvania State.

"We have such a ban during the academic year, but it is not enforced during the Summer Session."

Mr. Kraus, Michigan

"The permits are granted simply in cases of business upon request of the parents. At first a fee of $5.00 was charged, but this has dwindled down to $1.00 now."

Mr. Chadsey, Illinois.

"A distinction must be made between a large university in a small town and in a large city. We have a student body of 10,000 in two towns of approximately 35,000 and 2000 automobiles were in use by students. The majority of disciplinary cases involved women, and almost all were over the use of automobiles.--We adopted almost a different policy. All graduate students are permitted to use automobiles, and permits were granted to any student where the reason seemed to be adequate at all, giving the student the benefit of the doubt, although all cases required the endorsement of the parent. We grant any reasonable request.--We have now only between eight and nine hundred permits in force. There are certain cases where the student who is given the permit misuses it and his permit is cancelled and he is, generally, dismissed. There have been only three or four parents that protested, and there does

not seem to be much talk about it. It seems to be taken as a matter of course.---There is no doubt but that it is a good thing and conditions are better. It has had no bad effects, but we do see a great many good effects-- Most of the trouble that we had was with the girls who brought high powered machines with them and drove them at a mad pace around the university day and night.--- So far we have a very favorable opinion of the prohibition.--- It operates through the summer as well as during the regular year."

Mr. Kraus continues.

"Question "2. How do we meet the need for the development of play and fellowship among the students who attend the Summer Session?

All institutions have excursions, receptions, dances, etc.--- With us at Michigan the groups in Education have organized two clubs, the Men's Educational Club, and the Women's Educational Club. They meet regularly and while there is some emphasis placed upon serious things, a good deal of the time is given over to social activities. These clubs are vital forces in Summer Session.----

Recently we have been giving a very extended series of plays. During a six weeks period we presented eight plays, in all thirty eight performances.---The plays are exceptionally well attended by students and faculty as well as by others. The profits go to the benefit of the Women's League Building.--- Athletics between sessions has not proved a practical measure."

Mr. Coss, Columbia.

"Some four years ago we put the sign of each State in a grove of trees, and students were asked to put their names and addresses on these signs. State clubs were then formed, which held dances, parties, picnics, etc.----It gave absolutely no trouble at all. We have a secretary to look after the activities and make all arrangements.

Our concerts take very well.---There is no charge for any entertainments during the Summer Session. We have no luck with plays at all."

Mr. Elliff, Missouri

"Our Departments held club meetings. Students were organized into teams, baseball for men, tennis for women, and each team played two games a week. We had about 90 per cent of the students out, and they seemed very much pleased with the idea."

Mr. Jordan, Cornell

"We have had great success with our Summer Theatre, conducted under the Department of Public Speaking. This Department gives plays every week during the academic year, and a nucleus of players is held over for the summer supplemented with Summer Session students. This group gives a group of plays for each of the six weeks, each Friday and Saturday night. A small admission fee is charged, and a small subsidy is allowed the Department for staging and costumes."

Mr. Kraus, continues.

"Question #3 - By what means, or in what detail, is the character, method, and content of courses offered in Summer Schools placed before prospective students?

We at Michigan have made use of more posters than ever before. We sent out a number of small posters featuring special things, one on Library Science, one on Hygiene and Public Health, etc.--- Aside from that we got out a new type of bulletin for the School of Education, which departs somewhat from the conventional type in that it is illustrative and an attempt was made to humanize the announcement. The school men seemed to like the idea.---We also found the use of the Michigan Educational Journal to be very helpful. We used the Journal in two ways. First the use of a one page ad in five consecutive numbers, beginning with January and continuing through May. The insertion was changed each month.--- This year I am planning in addition to have a little article in each number. The first appeared in October and the general title was "Summer Students in the State University.". I feel that in the various States the State Journal can be made use of to great advantage."

Mr. Grose, Northwestern.

"I move we adjourn until 9 o'clock tomorrow morning."

Motion seconded and carried.

The Association were guests of Cornell University for dinner in Willard Straight Hall and for the one act plays of the University Dramatic Club in the evening.

The Association convened at 9 a. m. Saturday morning with President Elliff in the chair. Topical discussion was resumed.

Mr. Goodnight, Wisconsin

"Graduate Work in the Summer"

"I am asked to raise the following questions If the instructor has been a visiting professor, would he supervise the theses, or should all of the direction be by members of the regular faculty of the institution?

It does seem very highly advantageous that resident departments should arrange for proper supervision of theses work during the interval when certain regular members of the staff are not to be in residence.---

Is it possible to correlate the programs of summer schools in the area in any way so that teachers desiring a master's degree without intention of further study involving research abilities, would be drawn to given universities while those interested in going on toward the degree of Ph.D. would be drawn to other universities?

From a purely educational point of view there might be economy and efficiency in such labor, but I cannot imagine a strong Depart-

ment referring their Ph.D. candidates to Northwestern or any other institution. Neither can I visualize referring all candidates for the Master's degree to surrounding States. The institutions are all equipped for both Master's and Doctorates, they all take pride in building up their graduate schools, not only in numbers, but in adding to their faculty, equipment, etc.--- They would not be willing to surrender any one part of it to someone else. Under the present system of competition, I do not see that there is any particular agreement with that idea.

Would it be worth while to make a special study to determine the number of students and the percentage of students in Summer Sessions who are graduate students?

This question was discussed at length yesterday morning so I pass it over.

Would a study of graduate students determining whether they are receiving the same amount of attention in return for their time and money as graduate students during the regular academic year be profitable?

Perhaps such a study would be profitable. We are all doing our best to make our Summer Session as profitable for graduate students as we can. I am sure that it is the ambition of all of us and we are bending our efforts toward that end.---We appointed a staff of 19 professors giving strictly graduate courses, registration was restricted to students enrolled in the Graduate School for higher degrees, and instructors were exempted from regular classroom schedules. Everybody was exceedingly enthusiastic over the plan. It is an expensive plan, but a longer period of nine weeks, six weeks summer session and then extended three additional for graduate students only, makes more time for the work and it not hurried or cut short."

Director Rice, Boston University.
"Administrative Details of Importance"

"While I know that my topic is listed as 'Administrative Details of Importance', and while there were two topics sent to me by the Secretary, I do not find the letter in my case, and for the life of me I cannot remember the second question.---The first question was something like this.What proportion of the original enrollment in any Summer Session is lost through avoidable circumstances such as (a) misapprehension of the nature of the course, (b) insufficient preparation to carry on?

Something over fifty per cent of our number were teachers, one fifth men, four fifths women. In the colleges represented the proportion was different. The number of men on the college list and the number of women listed were practically equal. In the matter of withdrawals we found that in this six weeks session about three per cent withdrew for one reason or another, and of this percentage of withdrawals there was 2/3 women and 1/3 men.---Our experience at Boston is this, that the number of actual failures at the end of the session is considerably smaller than in the regular session. Three per cent withdrew, and about ten per cent carried work, but did not

take final examinations."

Mr. Elliff, Missouri

"Would those who carry the work, but do not take the final examination be listed as auditors?"

The answer in general was that such persons would be listed as auditors.

Dean Ogden, Cornell University.

"At Cornell we give a mark of 'Z' to students who drop a course without permission. This means that a person completed a part of the course and then for reasons unknown to instructors left the course. This relieves the student from having a failure mark against him, but of course leaves the final determination of the student's status a matter of conjecture. With our regular students a considerable number of these 'Z' marks would naturally count against his record, but one of them only would not be considered as requiring special investigation."

Mr. Maphis, University of Virginia.
"Compensation of Summer Session Directors".

"My duty is to raise the following questions. Should instructors who instruct graduate classes be paid more than other instructors? Or should they be allowed extra compensation based on the number of theses they supervise?

In general I would say that the M. A. degree is the only graduate degree granted in Summer Session at Virginia, and this degree is given largely in Education so that our regular faculty cannot take care of the large number of candidates and so the educational faculty is very considerably supplemented for the Session. In other departments and schools we do not find it necessary to bring in outside instructors.--For this reason we have to rely upon our visiting professors to supervise some of the theses and we try to arrange their work so that they will be allowed some time for this purpose. With regard to question one I have written some of our larger institutions and the six or seven who have replied say that no additional compensation is given for supervision of theses. In several of these the number of graduate students permitted to enter for thesis work with any one department member is limited so that they are not over-worked. In other cases the supervision of theses becomes a considerable burden. In general it seems to be felt that where possible most of the direction should be by members of the regular faculty, although where the same outside men are employed year after year they get into the spirit of graduate work in the institution to such an extent that they may be used to advantage. There seemed to be no extra compensation allowed in any institution based on the number of theses supervised. I should like to raise the question as to how many institutions require both a thesis and an examination, either oral or written, from the candidate for the Master's degree?"

The only institutions not requiring both theses and examinations were Columbia and the University of Missouri. At Columbia in the Teachers College a thesis is not necessarily required, in other colleges in general it is required. The same held for Missouri with the exception that Mr. Elliff reported a large number of students who are graduates of Normal Colleges and who are deficient in subject matter preparation. Where this is found to be the case it is felt more valuable for these persons to have adequate preparation of this sort than to write a thesis. They are accordingly required to take special Arts College work, the amount varying according to the preparation of the candidate. Where no thesis is required 32 semester hours credit work must be completed.

In a few institutions it was reported that the thesis or examination were in special departments, made optional.

Mr. Jones, University of Minnesota.
"Research"

"The following questions have been raised for your consideration. What studies can this Association profitably carry on? How much time of the Association should be given to formal reports of studies made by the various institutions? Should the Association be a clearing house for various studies of Summer Sessions made independently, that is by individuals or groups not directly allied with the Association?

With regard to question number three we do not feel that we have machinery and time to make the Association such a clearing house.

With regard to the second question we at Minnesota feel that the Association might profitably take up certain subjects for consideration which would be studied throughout the year and on which formal reports might be made by members of our group, not to the extent of giving up our informal discussion, but by way of supplementing this to our mutual advantage. Such studies are suggested by our own experience in articulating our summer studies with our regular session, putting it on a twelve months basis. This involves a number of questions of articulation which the discussion of this morning would indicate are becoming common to most of us. I suggest four expecial studies. First, what irregularity of teaching load on the part of the staff could be adjusted by vacations other times of year than during the summer, and by distributing the load over four quarters rather than three? For example our Department of Chemistry has a very light load during the spring quarter, a somewhat heavier load in summer, and a very heavy load during the fall and winter quarters. Would it not be advisableto give this department its vacation during the spring quarter and distribute the load over the other three? Or might the load be distributed more equally through the four quarters, different members of the department taking vacations in different quarters?

(In answer to this question Director Stevens and Dean Good - night explained at some length the situation holding at Chicago and Wisconsin Universities.)

Secondly, what dangers lie in placing salaries on a three quarter basis with the Summer Session work regarded as a sort of bonus sometimes involving work of an inferior character as against compensation based on a flat rate for the entire year?

Third, how about the probable justification for the theory that summer work is too great a drain upon the energy of instructors employed during the other three quarters? Would a study of the facts establish any such justification?

Fourth, how much is done toward creating a desire on the part of students to work for more than nine months out of the calendar year? I should like to suggest that we take some formal action toward systematic study of these and other problems."

There was no evidence indicated of a desire on the part of the Association to institute such studies, but a number of questions were raised as follows with regard especially to the fourth topic presented by Mr. Jones.

Mr. Reed, Syracuse.

"Do you allow students who are ineligible to enter regular session to enter summer school?"

Mr. Jones, Minnesota.

"No, students are not allowed to take summer session work if they have been dropped from the University."

Mr. Jordan, Cornell

"Speaking toward the fourth question I would say that we have an increasing number of students who are taking Summer Session work with the idea of shortening the time for graduation. I should like, however, to raise this question suggested by Mr. Reed's query. We have in our own institution a ruling that students who have been dropped or placed on pro may not carry work in the Summer Session, and have incorporated in our announcement a statement that the same ruling holds for undergraduates from other institutions. We have not been very successful in checking this requirement for outside students. May I ask what is done in other Summer Sessions?

Mr. Kraus, Micgigan.

"Students coming in from other institutions must be interviewed by the Dean of the college concerned."

Mr. Grose, Northwestern.

"We have a printed form in our bulletin which must be filled out and signed by the registrar of the other institution stating that the student is in good standing. If a student is not able to get back in the other institution we do not take him."

Mr. Weaver, Pennsylvania State

"If they may be readmitted in the next session at their own

institution, they may enter our summer session. We have not been very successful in enforcing this."

Mr. Chadsey, Illinois

"Students will not be allowed to enter Illinois if they do not have a ten per cent grade above passing in the other institution.

Mr. Weaver, Pennsylvania State

"We do not send a transcript of credits earned in our institution to any other institution unless we have h d a transcript filed from the other institution."

Mr. Elliff, Missouri

"Any student coming to us, must on entrance file a complete transcript of his record.

Mr. Goodnight, Wisconsin

"We do not feel able to require a transcript for the Summer Session. Any student may enter, no questions asked, no obligations applied."

Mr. Dolman, Pennsylvania

"It's the same with us. We do not even keep out all bustees. The Dean, however, rules on whether they should receive credit for the work or not."

Mr. Kraus, Michigan

"All students who are not with us during the academic year or have not been with us in preceding summers must interview the Dean of the College. If they are from another institution, they must file a statement from that institution stating that they are regularly enrolled there."

Mr. Grose, Northwestern

"We check it up very carefully. It cuts our registration, but nevertheless we do it."

Mr. Thurber, Buffalo

"Students are required to bring statement from the Dean of their institution that they will receive credit for work taken in the Summer Session."

Mr. Kraus, Michigan.

"With regard to the matter of articulation, I would like to say that the regular announcement of our institution carries along with the courses of the first and second semester the courses offered in the Summer Session."

Mr. Maphis, Virginia.

"We have just begun to put our summer courses in the winter catalogue. We believe that they should be put in by departments and not separately."

Mr. Kraus, Michigan

"We list courses given in the summer under the departments, using symbols along with the number to indicate whether they are given in first, or second semesters, or in Summer Session."

Mr. Stevens, University of Chicago.
"Exchange Professors"

"The following questions have been raised in our own institution. To what extent would it be profitable for Summer Session Directors in different universities to arrange for exchange of professors between institutions? Would such an arrangement have benefits for both professors and institutions similar to the benefits said to result from a similar practice during the regular academic year?

Exchange of professors between one University and another must be made between the head of departments.--In inviting a professor, the invitation goes out to the man who is a specialist in his line. In general we expect that one half of our regular staff will be in residence in the Summer Session.---Invitations to foreign men. the first difficulty you face, I am sure, is the proper salary, and there is a great deal of fluctuation and a great deal of difficulty in deciding what these men ought to be offered. We have begun a record of all visiting professors coming from foreign countries to all institutions of the United States on the assumption that I may write to any of you and ask the opinion of the men before offering him an invitation to come to the University of Chicago.---The other matter about visiting men from outside, is what you can do to relieve the pressure for extra money for travel. We would like to guarantee our visiting men three to four hundred dollars for lectures in nearby institutions. If that could be done it would be a very great help.--- When we know that men are coming from the outside, I think we might be able to work out some summer lectures for them."

Mr. Kraus, Michigan.

"In regard to the suggestion of foreign lecturers being provided with lectures in nearby institutions, I can say definitely there is difficulty in carrying out that plan, but we are working a scheme this next spring in bringing over a Physicist from Holland or Denmark. A program will be arranged for him so that he will do his lecturing before the summer session and then devote his entire time to Summer Session.

If you need a good colloid chemist, secure Kruyt of Utrecht by all means, if possible."

Round Table Discussion

A question was raised as to whether any institutions allow rebates to teachers. The word rebate interpreted to mean some remission of tuition.

At the University of Illinois an allowance is made to teachers within the State amounting to $12.00.

At the University of Chicago one half tuition has been allowed in the past to teachers coming from schools known as cooperating schools. It is probable that this will be discontinued.

At Harvard some concessions are made to teachers in schools who supervise practice teaching work during the academic year.

There seemed to be no other allowances made.

Another question was whether it would be worth studying whether the quality of teaching service needed in Summer Session is entitled to equal pay, less pay, or greater remuneration than during the regular academic year?

It was felt that in general the effort should be made to bring up remuneration to an equal basis of that of the regular academic year.

Mr. Goodnight explained at some length accumulation of credit for summer school teaching as a substitute for the sabbatic leave in vogue in other institutions.

BUSINESS MEETING

The report of the Executive Committee was presented by Dean Goodnight of the University of Wisconsin. It was recommended that the next meeting be held at the University of Nebraska, Lincoln, Nebraska. On motion this was adopted.

For officers for the ensuing year the following were nominated:

President E. F. Buchner, Johns Hopkins University
Secretary W. E. Sealock, University of Nebraska
Recorder P. C. Packer, University of Iowa (5 years)

On motion these were elected unanimously.

It was recommended that Pennsylvania State College, having met the requirements of the Association, be elected a member of the Association. On motion the recommendation was adopted.

Director Thurber of the University of Buffalo indicated the intention of that institution to renew its request for admittance to the Association in 1928.

Associate Director Weaver of Pennsylvania State College expressed the thanks of the institution for its election.

It was moved that the Executive Committee for 1928 prepare a blank form covering data to be submitted by institutions applying for membership, said blank to be furnished such institutions. The motion was passed.

An invitation was read from the Harvard University Summer Session inviting the Association to hold the next eastern meeting at Cambridge, thus giving Harvard priority for the next eastern meeting.

Secretary Jordan explained that due to local conditions this year we were meeting one week later than is our custom. Requests from various members seemed to indicate that the last Friday and Saturday in October would suit the larger number of the group.

Director Kraus moved to meet October 26 and 27, 1928. Motion seconded and carried.

It was suggested that rather full minutes of the meeting be supplied to members. Secretary Jordan agreed to carry out this request.

President Elliff called attention to the fact that the Association has no financial support of any kind to provide for such service. Secretary Jordan and other members felt that as this service is a part of the Summer Session Office work there was no need for such support.

Director Loomis felt that the expense of tabulating the Summary of Reports ought to be met by a slight fee from each member of the Association. Assistant Director Young, speaking for himself and Dean Packer, explained that they had adequate office force to handle this and there was no need for the Association to tax itself.

In light of some of the members of the Association not having been represented in recent years, Director Kraus moved that in order to remain members in this organization an institution must be represented at least once in every three years, this motion not to be retroactive. Motion was seconded and was passed, and notice is hereby served upon all members that beginning with the 1928 meeting this regulation of the Association will be in force.

Director Partch of the New Jersey State University and Rutgers University expressed his appreciation at being invited as a guest of the Association and expressed the hope that his institution might become a member.

On motion of Mr. Maphis the Association went on record as expressing sincere thanks to Director Jordan and Cornell University for the splendid arrangements for this meeting. Motion was seconded and carried.

On motion by Director Kraus the Association adjourned.

ASSOCIATION OF SUMMER SCHOOL DIRECTORS

Meeting October 26 and 27
Morrill Hall, Room 219
9 A. M.

THE UNIVERSITY OF NEBRASKA
LINCOLN, NEBRASKA

TOPICS SUGGESTED FOR DISCUSSION

1. Student Welfare

   Practice as to medical examination; infirmary fee; consultation of college physicians; services of nurse. Is vaccination required of summer school students?

2. What types of courses in Physical Education have proved most valuable and popular? Are courses in Athletic Coaching offered?

3. Extra-Curricular Activities — Function and Extent

   What efforts are made for the entertainment of students? Are choruses organized? Community singing? What opportunity for social contact?

4. Requirements for Admission to the Summer Session

   Are the requirements for admission to the summer session the same as for the regular academic year?

5. Length of Summer Session

   Six weeks; eight weeks; nine weeks; a summer quarter of eleven weeks consisting of two terms; or two terms of six weeks each. Is there a tendency to change to a single session of eight or nine weeks? Where the summer session consists of one term of six weeks or two terms of six weeks each, is a session of nine weeks desirable for graduate work?

6. Teaching load in summer session. How evaluate direction of theses in terms of units of classroom instruction?

7. Tuition for the Summer Session

   Is there a tendency to increase tuition for the summer session? Is it desirable that the summer session should be self-supporting? Practice in regard to refunds on withdrawals. Late registration fee.

8. Publicity

   What is the best means for reaching graduate students? What types of publicity have been found to be most effective?

9. Is the college paper published during the summer? If so, how financed?

10. Problem of distribution of courses on the three levels, Junior College, Senior College and Graduate College. Which level or levels are you emphasizing?

11. Summer Session Bulletin

    What plan is pursued in securing material from departmental heads? Who determines, in last analysis, whether or not a certain course desired by a department shall be offered?

12. Library

    Are the library facilities provided for the regular year adequate for summer session? If not, what extra facilities are provided?

13. Salary

    What is the basis for the salary schedule? Is there a tendency to raise summer session salaries? Is provision made for paying the traveling expenses of visiting instructors? Is salary paid at the end of the summer session or in two payments, half at the middle of the session and the other half at the end?

14. New Courses

    Courses in architecture; nursing; library science; aeronautics; health education; field courses in Surveying, in Geology, in Geography and in Botany.

15. New Activities

    Weekly conferences on current educational problems; Nursery School; Demonstration School; short courses in Visual Education, Character Education, Boy Scout Work, Campfire (Girls) Work, special phases of Rural Education, Applied Sociology; courses in Education for Y. M. C. A. and Y. W. C. A. workers.

16. Exhibits of Textbooks and School Supplies

    How financed and managed?

17. Graduate Work

    Are theses required for the Master's degree?

SUMMER SCHOOL DIRECTORS

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Baltimore, Maryland

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Lincoln, Nebraska

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Pennsylvania, University of
Director John Dolman, Jr.
Philadelphia, Pennsylvania

Pittsburg, University of
Dean F. W. Shockley
Pittsburg, Pennsylvania

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Director John A. Sellards
Stanford University, Calif.

Syracuse University
Director Ernest Reed
Syracuse, New York

Texas, University of
Director Frederick Eby
Austin, Texas

Toronto, University of
Director W. J. Dunlop
Toronto, Canada

Virginia, University of
Dean Charles G. Maphis
Charlottesville, Virginia

Washington, University of
Dean Henry A. Burd
Seattle, Washington

Wisconsin, University of
Dean S. H. Goodnight
Madison, Wisconsin

The University of Chicago

Office of the Vice-President and
Dean of Faculties

May 27, 1927

To Deans of Schools and Heads or Chairmen of Departments:

It is desirable at this time to consider plans for extra instruction for the year 1928-29 to the end that a strong program for the Summer Quarter of 1928 may be presented. Accordingly you are requested to submit a schedule of residence of the staff of your department for the fiscal years 1927-28 and 1928-29. It will be understood, of course, that this schedule is tentative, but it will afford a basis of computation as to the cost of extra instruction by members of the University faculties. Kindly use the russet form for the purpose of submitting this schedule. Four copies of this form are inclosed. Return two (one for each year) and retain two.

There are also inclosed four copies of Form E, on which to make recommendations with regard to instruction in the Summer Quarter of 1928 by persons who are not members of the University faculties. This list will also be considered tentative, but will serve as a basis for estimating the total cost. Return three copies and retain one.

When these forms are filled in, kindly check with the University Auditor as to whether contemplated instruction by members of our own faculties is regular or extra, and be prepared to indicate in the case of extra instruction whether compensation on the basis of extra vacation or the usual two-thirds cash basis is desired.

Please give this matter your very early attention as it may be desirable to make announcement during the coming Summer Quarter, of courses and instructors for the Summer Quarter of 1928.

FREDERIC C. WOODWARD

Vice-President and Dean of Faculties

NORTHWESTERN UNIVERSITY
THE SUMMER SESSION
EVANSTON-CHICAGO

CLYDE L. GROSE
DIRECTOR

UNIVERSITY HALL
EVANSTON
ILLINOIS

October 22, 1926

The following questions have been suggested for discussion at the annual meeting of the Association of Summer Session Directors, October 29, 30, at the Reynolds Club, University of Chicago.

1. Length of term? How divided? What variations in professional schools and arts' session? Best dates for starting six- and eight-weeks' sessions?

2. Amount of credit to be allowed? Variation between undergraduate and graduate credit?

3. Number of courses to be allowed? Number of courses taking over five hours a week of class time?
   Advisability of giving year-courses in a summer, requiring a student's full time or approximately that? Any radio courses in summer?

4. Relative emphasis on Junior College, Senior College, and graduate courses in planning the schedule?

5. Credentials required from new registrants?

6. The status of the unclassifed student?

7. Basis of admission of the "special" student and his status?

8. Teaching load? Any fifteen-hour men?

9. Ground for increasing a departmental budget?

10. Success of advertising in university publications? Any radio advertising?

11. Budget for public lectures? Are faculty members paid for such?

Other questions will still be welcomed and placed upon the list.

Clyde L. Grose, Secretary

SUMMARY OF REPORTS

of the

ASSOCIATION OF SUMMER SESSION DIRECTORS

1926

For Private Information of Members and not for Publication

SUMMER SESSION DIRECTORS

Boston University,
Director A. H. Rice,
Boston, Mass.

California, University of
Dean John P. Buwalda
Berkeley, California

Chicago, University of
Director Frederick C.Woodward
Chicago, Illinois

Clark University
Director Douglas A. Ridgley
Worcester, Mass.

Colorado, University of
Director Milo G. Derham
Boulder, Colorado

Columbia University
Director John J. Coss
New York, New York

Cornell University
R. H. Jordan, Chairman
Ithaca, New York

George Washington University
Director Elmer Louis Mayser
Washington, D.C.

Harvard University
Director A. C. Hanford
Cambridge , Mass.

Illinois, University of
Dean C. E. Chadsey
Urbana, Illinois

Indiana University
Director H. L. Smith
Bloomington, Indiana

Iowa, University of
Director C. H. Weller
Iowa City, Iowa.

Iowa State College
Director J. E. Foster
Ames, Iowa

Johns Hopkins University
Director E. F. Buchner
Baltimore, Maryland

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Dean R. A. Schwegler
Lawrence, Kansas

Michigan, University of
Dean E. H. Kraus
Ann Arbor, Michigan

Minnesota, University of
Dean F. J. Kelly
Minneapolis, Minn.

Missouri, University of
Director J. D. Elliff
Columbia, Missouri

Montana, University of
Director J. P. Rowe
Missoula, Montana

Nebraska, University of
Dean W. E. Sealock
Lincoln, Nebraska

New York University
Director John W. Withers
New York, New York

Northwestern University
Director C. L. Grose
Evanston, Illinois

Ohio State University
Edith D. Cockins, Registrar
Columbus, Ohio

Oklahoma, University of
Director Ellsworth Collings
Norman, Oklahoma

Oregon, University of
Director F. L. Stetson
Eugene, Oregon

Pennsylvania, University of
Director John Dolman, Jr.
Philadelphia, Pennsylvania

Stanford University
Director John A. Sellards
Stanford University, Calif.

Syracuse University
M. V. Pearce, Secretary
Syracuse, New York

Texas, University of
Director Frederick Eby
Austin, Texas

Toronto, University of
Director W. J. Dunlop
Toronto, Canada

Virginia, University of
Dean Charles G. Maphis
Charlottesville, Virginia

Washington, University of
Dean A. C. Roberts
Seattle, Washington

Wisconsin, University of
Dean S. H. Goodnight
Madison, Wisconsin

I. LENGTH OF SESSION

Institution	1st term	2nd term	Special Departments
Boston	6(Jy 6-Ag 14)	0	0
Calif.	6(My 10-Je 19)	6(Je 21-Jy 31)	Los.Ang. 6(Je 26-Ag7)
Chicago	5½(Je 21-Jy 29)	5½(Jy 29-Sp 3)	Divinity 11(Je 21-Sp3) Law 11(Je 21-Sp3) Educ. 11(Je 21-Sp3) Com. 11(Je 21-Sp3) Soc.Serv.11(Je 21-Sp3) Med. 11(Je 21-Sp3)
Clarke	6(Jy 5-Ag 13)	0	0
Colorado	5½(Je 21-Jy 24)	5½(Jy 26-Ag 27)	Law 11(Je 21-Ag27) Medicine 11(Je 21-Ag27)
Columbia	6(Jy 6-Ag 13)	0	0
Cornell	6(Jy 3-Ag 13)		Law 11(Je 21-Sp3)
Geo. Wash.	9(Je 14-Ag 14)	6(Jy 6-Ag 14)	Law 2-6(Je 14-Ag14) Medicine 6(Je 14-Ag 1)
Harvard	6(Jy 6-Ag 14)	0	0
Illinois	8(Je 21-Ag 14)	0	Law 8(Je 21-Ag 14) Ath. Coach. 6(Je 21-Jy 31)
Indiana	8½(Je 11-Ag 6)	3(Ag 7-Ag 24)	Law 12(Je 11-Ag 24) Med.8½ (Je 11-Ag 6)
Iowa	6(Je 14-Jy 23)	5(Jy 26-Ag 27)	Law 11(Je 17-Ag 27)
Iowa State	5½(Je 12-Jy 21)	5½(Jy 21-Ag 27)	0
Johns Hop.	6(Je 29-Ag 6)	0	0
Kansas	6(Je 9-Jy 17)	4(Jy 19-Ag 13)	Law 10(Je 9-Ag 13) Med. 6(Je 9-Jy 17) Engin. 6(Je 9-Jy 17) Fine Arts6(Je 9-Jy 17)
Michigan	8(Je 21-Ag 13)	0	Law 10(Je 15-Ag 26) Med. 6(Je 21-Jy 30) Ath.Coach6(Je 21-Jy 30)
Minnesota	6(Je 21-Jy 31)	5(Ag 2-Sp 4)	Law 11(Je 21-Sp 4) Med.11(Je 21-Sp 4) Dent. 11(Je 21-Sp 4)
Missouri	8(Je 8-Ag 4)	0	0
Montana	(1) 3(Je 21-Jy 9)	(2) 3(Jy 12-Jy 30)	(3) 3(Ag 2-Ag 20) Mus.6(Je 1-Jy 9) Art 6(Je 1-Jy 9)
Nebraska	5½(Je 7-Jy 14)	5½(Jy 15-Ag 20)	Law 8(Je 8-Jy 28) Med. 4,6,8,(Je-Jy)
New York	3(Jy 6-Jy 23)	3(Jy 26-Ag 13)	0
Northw.	8(Je 21-Ag 14)	0	Law 9(Je 21-Ag 21) Mus.6(Je 21-Jy 31) Com.8(Je 21-Ag 21) Speech6(Je 21-Jy 31)
Ohio	5(Je 17-Jy 24)	5(Jy 26-Ag 28)	Bacteriol. & Clinic Week
Oklahoma	7(Je 5-Jy 27)	5(Jy 28-Ag 28)	0
Oregon	6(Je 21-Jy 30) (Portland) 6(Je 21-Jy 30) (Eugene)	4(Ag 2-Ag 27) (Eugene)	0

I. LENGTH OF SERVICE - (Continued)

Institution	1st term	2nd term	Special Departments
Penn.	6(Jy 6-Ag 13)	0	0
Stanford	6(Je 22-Jy 31)	10(Je 22-Ag 28) (Academic Quarter)	Law 10(Je 22-Ag 28) Med. 4 wks.clin.& lab. work
Syracuse	6(Je 28-Ag.6)	5(Ag 9-Sp 10)	0
Texas	6(Je 0-Jy 21)	6(Jy 21-Ag 31)	Law 12(Je 9-Ag 31)
Toronto	Teachers B.A.Course Specialists Course Pedagogy	6(Jy 5-Ag 14) 8(Jy 2-Ag 27) 5(Jy 5-Ag 6)	Arts 6 weeks
Virginia	6(Je 21-Jy 31)	5(Ag 2-Sp 4)	Med. 6(Je 21-Jy 31)
Washington	6(Je 15-Jy 23)	5(Jy 23-Ag 25)	Law - same
Wisconsin	6(Je 26-Ag 8)	0	Law 10(Je 19-Ag 28) Med. 6(Je 26-Ag 6) Coach. 2(Je 14-Je 25)

I. LENGTH OF SESSION (Cont.)

	Not on campus (field courses, etc.)
Boston	0
California	Agri. Field Work 12)My 10-Jy 31)
Chicago	Yerkes Observatory 11(Je 21-Sp 3)
Clark	0
Colorado	Field Geology Courses 11(Je 21-Ag 27)
Columbis	Camp Columbia 10(Je 1-Ag 12) Marine Biological Station 6(Jy 6-Ag 13) Rocky Mt. Region 2 courses - Je 12-Jy 3 - Je 14-Jy16
Cornell	0
Geo. Wash.	0
Harvard	Engineering Sciences 8(Je 26-Ag 21) Geology 5(Jy 6-Ag 7)
Illinois	0
Indiana	Biological Station 12(Je 12-Ag 20)
Iowa	Okoboji Lab. 10(Je 14-Ag 20)
Iowa State	Landscape Arch. 11(Je 12-Ag 27) Forestry 11(Je 12-Ag 27) Civil Engin. 5½(Je 12-Jy 21) Geology 5½(Je 12-Jy 21)
Johns Hop.	0
Kansas	Geology (Jy 17-Ag 29)
Michigan	Biological Station 8(Je 21-Ag 13) Camp Davis (Surveying) 8(Je 21-Ag 13) Geology and geography field courses 6(Je 15-Jy 24)
Minnesota	Civil Engin. 8(Je 21-Ag 14)
Missouri	Geology 12 (Je 8-Sp 1)
Montana	0
Nebraska	0
New York	0
Northw.	Botany Field Course Glacier Nat'l Pk.3(Jy 10-Jy 31) Geol. Field Course " " " 4(Jy 10-Ag 6) Geol. Field Course Lake Sup. Region 4(Ag 13-Sp 1)
Ohio	Franz Theodore Stone Lab.Gilbraltar Is.6(Je 21-Jy30)
Oklahoma	0
Oregon	Marine Zoology 5(Jy 17-Jy 21) Geology Camp 4(Je 23-Jy 21)
Penn.	0
Stanford	Hopkins Marine 8(Je 23-Ag 21)
Syracuse	Engin. Camp 2(Sp 8-Sp 18)
Texas	0
Toronto	0
Virginia	0
Washington	Biological Station 9(Je 21-Ag 20)
Wisconsin	Surveying Course 6(Je 14-Jy 23) Top.Engr.Dept. 2(Je 14-Je 30) Ry. Engr.Dept.

II. STAFF

Institution	Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Asst.	Other Insti.	Grand Total	Teaching load
Boston	26	5	12	26	5	11	85	15
Calif.	40	31	25	13	11	79	232	10
Chicago	68	32	38	26	16	117	297	10
Clark	3	2	2	1		7	15	10
Colorado	27	18	23	37	12	62	179	12-15
Columbia	55	37	44	200	36	338	710	10
Cornell	84	0	35	34	15	39	207	10
Geo.Wash.	23	5	5	9	12	5	59	15
Harvard	12	9	14	36		31	102	5-10
Illinois	36	11	21	35	34	8	145	10-12
Indiana	36	16	22	17		22	113	12-15
Iowa	41	20	36	40	34	37	208	10-15
Iowa State	64	49	53	65	24	8	263	12-14
Johns.Hop.	2	6	5	12		27	52	10-15
Kansas	42	21	28	17		6	114	15
Michigan	80	40	66	88	63	49	386	
Minnesota	74	49	88	115	15		341	12
Missouri	44	16	23	34	2	5	124	12
Montana	12	2	7	4	4	8	37	12
Nebraska	38	22	10	36	12	22	140	15
New York	28	11	29	55	2	52	177	15
Northw.	32	14	8	26	17	48	145	10
Ohio	66		42	57	165	23	188	
Oklahoma	27	25	35	24	20	3	134	5-7
Oregon	19	5	7	12	1	28	72	12
Penn.	19		39	42	8	42	150	10-15
Stanford	39	25	11	19	28	34	156	
Syracuse	31	12	21	18	8	24	114	15
Texas	50	26	30	90	66	75	337	
Toronto	8	8	3	3	6		28	6-Sci.18
Virginia	15	14	7	5	15	72	128	10
Washington	32	15	19	9	54	39	168	10
Wisconsin	70	42	35	80	49	40	316	10

III. REGISTRATION

Institution	1st term	2nd term	Total (no duplicates)	States (incl. D.C.)	Foreign
Boston	1157		1157	40	8
Calif.	2040	4976	7012	48	15
Chicago	Not yet available		6572		
Clark	200		200	22	
Colorado	2621	1545	3212	47	3
Columbia			13219	48	44
Cornell	2133		2133	42	24
Geo.Wash.			1542	47	11
Harvard	2452		2452	42	19
Illinois			2065	44	17
Indiana	1558	304	1604	39	
Iowa	3290	2121	3640	40	5
Iowa State	1323	648	1475		
Johns.Hop.	1008		1008	28	4
Kansas	1459	787	1600	28	6
Michigan			3323	48	14
Minnesota	4155	1736	5871	Not determined	
Missouri			1586	34	13
Montana	399	398	429	19	4
Nebraska	2962	1415	3355		
New York			3919	39	5
Northw.			1885	44	12
Ohio	838	213	1738	Not counted	
Oklahoma	2150	550	2560	4	0
Oregon	1197	78	1225	18	3
Penn.	2510		2510	41	19
Stanford	241 (6 wks.)	952 (Acad. Quar.)	1193	37	14
Syracuse	1240	349	1352	24	7
Texas	2631	1875	2972		
Toronto	(Arts) 142	(Spec) 49 (ped)	66	5	3
Virginia	1836	930	2107	30	4
Washington	2404	1959	2697	48	6
Wisconsin	5060		5060	46	15

III. REGISTRATION (cont.)

By departments (details & incomparable figures omitted)

Institution	L.A.	Grad.	Law	Med.	Educ.	Com.	Agri.	Engin.
Boston		Not by departments						
Calif.								
Chicago		Information not available						
Clark	200							
Colorado	2420	598	60	58				27
Columbia	418	1189	157	5	4096 (Plast.Arts)	52		10
Cornell	1118	296	96	0			485	138
Geo.Wash.	1123	57	329	33				
Harvard								
Illinois	428	279	26		150	156	10	91
Indiana	993	438	26	41	(Fig. for 3 wks. sess.not avail.)			
Iowa	2146	1176						
Iowa St.		398	413 (Home Eco.)		189 (Ind.Sci.)		212	12
Johns Hop.	597	411						
Kansas	516	428	34	44	148	20		41
Mich.	1062	872	164	268	596	13		322
Minn.	1170	1307	77	653	1723	75 (For.& Home Eco.)	211	260
Missouri	407	557			441	39	65	17
Montana		Not classified						
Nebraska	700	475	34	37	1780	92	114	65
New York	980	75			1727	965		20
Northw.	700	249	88			398		
Ohio	352	888		12	969	202 (Journ.)	141	137
Okla.	1560	452			548			
Oregon	1060	165						
Penn.	2000	456		2	1000	(Figures approximate)		
Stanford								
Syracuse	343	9	6	1		189		
Texas								
Toronto								
Virginia	2474	259		33				
Washington	777	659	25		546	160		34
Wisconsin	4367 (inc. grad. & Med.)		110				309	226

IV. SALARIES

Institution	Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Asst.	Basis
Boston	Descending scale					
Calif.	750	600	450	300	150	1/6 an.sa
Chicago	4500-10000	3500-6000	2700-5000	1600-4000	500 up	
Clark	400	400	400	400		400 for 2 courses
Colorado	450 T	375 T	310 T	220-240 T	75-150T	Rank only
Columbia	6000-10000	4500-5000	3000-4000	2000-2400	1000	1/6 an.sal.
Cornell	700	[illegible]	525	300-350	75-150	1/6 an.sal.
Geo.Wash.	120 s.h.	110 s.h.	100 s.h.	80 s.h.	varies	s.h.basis
Harvard	Prof.1/7 an.reg.sal. for 2 courses; 1/12 of an.reg. 1 course; Instructors, $250-400					
Illinois	750-900	550-666.66	450-600	300-400	250-350	½ an.sal.
Indiana	615.01	512.27	413.39	317.80	127.00	17% an.sal.
Iowa (1st term)	500-700	400-600	350-450	250-350	125	85% an.sal.
Iowa St.	357.14-500	300-500	257.14-400	225-342.85	120	1/7 an.sal.
Johns.Hop.	Salaries range $600 down					No relation
Kansas	Max. $600 for 6 weeks - Max. $400 for 4 weeks					1/7-1/9 an.sal.
Mich.	850-900	675	550	425	50 up	1/5 an.sal.
Minn.	Max.$600 for 6 weeks - Min. $175 for 6 weeks (exc.assts.)					1/8 an.sal.
Missouri	800					1/6 an.sal.
Montana	500 - 9 wks. (600 - 3 wks.)	500-800 (9 wks.)	360-450 (9 wks.)	300-400 (9wks.)		15% an.sal.
Nebraska	450	400	340	250-300	100-200	Based on an.sal.
New York	750	600	500	360	250	1/8 an.sal.
Northw.	700	580	465	350	150-200	Based on rank
Ohio	Salaries paid on 12 mo. basis for 3 quarter service					
Okla.	250 mo.	225 mo.	200 mo.	150 mo.	150 mo.	No relation
Oregon	350	300-350	250-300	200-250		Arbitrary
Penn.	600		500	350	50-150	No relation
Stanford	4500-7500	3250-4000	2500-3000	1800-2400		B ased on rate
Syracuse						2/15 reg.sal.
Texas	500	400	325	250	25-200	Arbitrary
Toronto	360-500	360-500	360-500	360-500	120-160	
Virginia	375 10 hrs.	475 15 hrs.	% of sal.	% of sal.		1/10 an.sal. 10 hrs. $75 ex.15 hrs.
Wash.	800	650	500	400	Varies	2/3 teach.load 2/3 sal.for quar.
Wisconsin					180 for Session	15% an.sal.

V. TUITION

Institution	L.A.	Grad.	Law	Med.	Out of State	Probable increase
Boston	$10	$10			Yes	No
Calif.	25 T	25 T			Yes	Yes
Chicago	45 T	30 T	45 T	45 T	Yes	No
Clark	35 T	35 T			Yes	No
Colorado	22 T	19 T	19 T	55-90 T	No	Uncertain
Columbia	10 pt.	10 pt.	10 pt.	10 pt.	Yes	No
Cornell	50 T	50 T	50 T	50 T	Yes	No
Geo.Wash.	7 cr.hr.	7 cr.hr.	7 cr.hr.	36-60 (course)	Yes	No
Harvard	10-50 per course				Yes	No
Illinois	20-30 T	20-30 T	30-45 T		No	No
Indiana	25	25	33.30	25	Yes	No
Iowa	30	30	30	30	Yes(ex.med.)	No
Iowa State		15			No	No
Johns Hop.	35	35			Yes	Uncertain
Kansas	7.50-20	7.50-20	7.50-20	7.50-20	No	No
Michigan	30.50-32.00	30.50-37.00	38-39.50	30.50-37.00	Yes	No
Minnesota	25 T	25 T	25 T	60 Q	Yes(ex.med.)	No
Missouri	16 Sess	16 Sess	16 Sess		Yes	No
Montana	22.50 Sess	11.50 1T			Yes	No
Nebraska	1-2 cr.hr.	1-2 cr.hr.	2-3 cr.hr.	40 (course)	No	No
New York	8 per pt.	tuition - 50¢ per pt.reg.			Yes	No
Northw.	60 T	50 T	65 T		Yes	Prob.L.A.
Ohio	15 Q	15 Q			No	
Oklahoma	No tuition					
Oregon	15 T	15 T			Yes	No
Penn.	16 per unit.Fees same ex.Phys Ed. and Arch.				Yes	Yes
Stanford	75 Q	50 Q	65 Q	50-100	Yes	Yes
Syracuse	6 cr.hr.	6 cr.hr.	6 cr.hr.	6 cr.hr.	Yes	Yes
Texas	No tuition					
Toronto	15 per subject				Yes	No
Virginia	20 T	25 course		special	Yes	No
Washington	20 Q	20 Q	30 Q	none	Yes	No
Wisconsin	22 T		35 T	22 T	Yes	Prob.Grad.Scho

VI. COST PER CREDIT

Institution	Bot.	Chem.	Classics	Educ.	Econ.	Eng.	Geol. Geog.	Ger.
Boston	3.80	6.84	9.73	6.80	6.56	4.35	7.00	12.00
Calif.	2.60 2.34 LA	10.00 3.12 LA	18.10	3.06 .05 LA	5.50 .26LA	3.15 .27LA	4.40 .91LA	6.90 3.76LA
Chicago	Information not available							
Clark	For all credits 11.20 per credit							
Colorado	1-2.33 2-3.96	1-5.47 2-5.19	1-4.13 2-5.50	1-1.34 2-2.18	1-2.24 2-3.41	1-3.58 2-6.02	1-3.64 2-3.43	1-5.04 2-6.76
Columbia								
Cornell	not avail	6.41	32.08	4.61	4.78	3.56	11.59	5.00
Geo.Wash.	20.90	3.74		5.74	3.86	4.27	4.49	4.61
Harvard	Information not available							
Illinois	3.12	7.47	8.73	2.93	3.71	3.20	4.32	5.45
Indiana	6.18	6.08	4.61	2.97	5.33	3.93	4.58	5.32
Iowa (1st T)	6.02	4.16	9.74	2.70	8.06	3.62	5.36	9.18
Iowa State								
Johns Hop.	Information not available							
Kansas	1-4.36 2-4.41	1-12.05 2- 9.43		1-3.16 2-3.63	1-6.37 2-3.05	1-2.65 2-3.13	1-6.21	
Mich.(8 wks)	10.13	8.89	9.50	6.03	16.89	4.48	3.41 Univ 13.71 Camp	12.85
Minnesota	1-2.80	1-5.65 2-3.51	1-3.13	1-1.49 2-2.34	1-3.35 2-2.21	1-2.42 2-2.38	1-2.32	1-2.77
Missouri	.20	.36	.38	.24	.35	.18	.41	.56
		(cost per student hour by departments)						
Montana	3.92	4.08		2.88	4.87	3.88		
Nebraska	1-7.58	(Phys.Sci.) 1-4.80 2-4.06	1-3.44 2-9.09	1-1.67 2-1.73	1-3.71 2-6.98	1-1.91 2-1.40	1-7.76 (geol)	1-3.85 2-2.88
New York		5.54, 16.		5.36	3.64	3.41	25.00	8.47
Northw.	7.95	3.73	14.76	4.80	4.81	3.52	3.92	8.61
Ohio	Not separate							
Oklahoma	4.47	5.61	3.27	6.71	5.63	6.62	5.53	4.67
Oregon	3.81	8.33	5.27	2.165	2.24	2.855	4.52	3.985
Penn.	5.05	5.93	17.94	6.32	5.44	3.22	8.06 (geol)	5.35
Stanford	Impossible to est.cost per credit. Use regular staff							
Syracuse	6.10	4.87	7.68	4.22	5.63	2.53	3.21	4.51
Texas								
Toronto								
Virginia	8.01 (Biology)	13.48	14.24	5.04	1/2 [illegible] .21	4.68	9.59	33.33
Washington	3.50	3.58	3.26	1.68	2.22	2.22	1.98	2.79
Wisconsin	7.05	4.66	7.28	2.28	4.35	3.77	3.82	3.89

VI. COST PER CREDIT -(Con'd)

Institution	Hist.	Math.	Philos.	Phys.	Pol. Sci.	Psych.	Rom. Lang.	Speech	Zool
Boston	3.00	8.61	7.00	6.93		5.82	8.84	7.68	3.80
Calif.	2.10 .41LA	4.90 .92 LA	4.50 .47 LA	5.90 3.17LA	1.80 .32LA	2.50 .76LA	4.50 .98LA	4.30 .94LA	5.70 5 .00L
Chicago	Information not available								
Clark	For all credits - 11.20 per credit								
Colorado	1-2.27 2-3.12	1-2.88 2-6.09	1-2.48 2-3.64	1-4.54 2-5.27		1-1.79 2-3.17	1-1.94 2-4.59		
Columbia									
Cornell	5.73	6.79	5.04	10.20	6.73	7.19	7.38	9.34	Not avail.
Geo.Wash.	5.17	6.10	2.94	9.39	7.15	3.03	5.54		5.11
Harvard	Information not available								
Illinois	3.15	5.22	5.18	9.24	4.52	6.91	4.57		4.74
Indiana	2.69	5.21		10.32	4.11	4.29	5.44		2.21
Iowa (1st T)	5.23	6.34	4.76 (& Psych)	7.79	4.77		7.23	4.69	6.96
Iowa State									
Johns Hop.	Not available								
Kansas	1-2.78 2-3.21	1-5.51 2-7.50	1-4.25 2-7.12 (& Psych)	1-7.84 2-4.13	1-4.18 2-5.00		1-3.65 2-4.76	1-5.10	1-13.95 2- 7.40
Mich.	7.61	11.77	6.03	9.74	6.32	5.39	9.68	6.08	7.8
Missouri	.24	.46	.34	.35	.32		.22		.27
Minn.	1-1.61 2-3.24	1-3.10 2-2.91	1-2.96 2-2.92	1-6.05 2-5.35	1-3.08 2-3.70	1-2.01 2- .73	1-3.22 2-9.27		1-3.07 2-3.38
Montana	3.57	5.10	5.76				3.83		
Nebraska	1-2.52 2-2.34	1-7.28 2-10.34	1-3.96 2-3.33 (& Psych)	1-7.77 2-7.14	1-6.39 2-8.18		1-1.80 2-1.97	1-3.68 2-3.14	1-4.90 2-5.26
New York	2.85	3.87	4.76	7.85		2.23	7.58	3.52	
Northw.	6.41	5.97	5.09	8.11	5.97	5.11	5.18		4.41
Ohio	No separate								
Okla.	6.17	5.16	4.12	7.11	6.21	4.88	5.91	3.11	4.16
Oregon	2.465	4.16	7.435	5.35	2.565	4.59	3.00	3.765	3.125
Penn.	4.27	4.89	7.23	6.40	6.78	4.34	5.09		4.87
Stanford									
Syracuse	7.00	4.62	1.75	4.20	14.40	3.20	5.43	5.71	7.51
Texas									
Toronto									
Virginia	4.88	8.95	9.47	18.33	6.64	7.25	18.33	8.11	
Washington	1.18	6.25	2.32	3.45	1.72	2.38	3.01	1.32	6.12
Wsiconsin	2.23	4.29	2.36	8.73	3.55		4.58	5.48	3.58

ASSOCIATION OF SUMMER SESSION DIRECTORS

ATTENDANCE

(Totals without duplicates)

Institution	1921	1922	1923	1924	1925	1926
Boston	673	964	992	1058	1058	1157
Calif.	7877	9698	8133	6983*	7386	7016
Chicago	6452	6460	6375	6130	6595	Not available
Clark						200
Colorado	2308	3138	2757	2948	3520	3214
Columbia	12809	12567	12675	12916	12720	13219
Cornell	2557	2148	1934	2070	2023	2133
Geo.Wash.	1342	1261	1445	1655	1850	1542
Harvard	2024	2380	2292	2422	2470	2452
Illinois	1976	2165	2098	2165	2381	2065
Indiana	1648	1858	1697	1656	1457	1604
Iowa	1747	2065	2604	3381	3432	3640
Ia. State	1305	1487	1478	1526	1440	1475
Johns Hop.	949	785	753	813	918	1008
Kansas	1306	1643	1506	1523	1576	1600
Michigan	2794	2786	3054	3147	3207	3323
Minnesota	2387	3174	3800	3896	4168	5871
Missouri	1134	1224	1163	1438	1858	1586
Montana						429
Nebraska	1582	2400	2569	3084	3247	3355
New York	2005	1813	2066	2320	3370	3919
Northw.	1422	1581	1650	1803	1865	1885
Ohio	1543	1870	2404	2051	2230	2789
Oklahoma	1660		2154	2094	2180	2560
Oregon	892	832	830	912	1012	1225
Penn.	1758	1977	2024	2051	2230	2510
Stanford					1192	1193
Syracuse	715	775	903	1064	1131	1352
Texas	2588	2960	3145	3102	3230	2972
Toronto	140	194	114	143	472	66
Virginia	2429	2523	2581	2299	2212	2107
Washington	1929	1960	2200	2200	2399	2697
Wisconsin	4535	4724	4710	4772	5015	5060
	73,786	79,412	82,106	84,316	90,438	87,224

* not including Los Angeles branch

4925

92,181

VII - FINANCES

Institution	Self-Sust.	Expend. for Sal.	Supplies and Equip.	Over-head	Print. and Adv.	Inc. from Tuit.	Bal.	Def.
Boston	Yes	43578.86	798.95	4600	1789.96	60536.50	9768.73	
Calif.	Yes	140300.00	10000.00	26270	5710.00	181000.00	[illegible]	
	LA	70291.00	6900.00	14786	4500.00	97640.00	1163.00	
Chicago		Part of regular yearly work of University						
Clark	Part	6000	(	2000	)	6700		1300
Colorado	Yes	87,000	20,000	Univ.	5000	115000	2500	
Columbia	Yes	Not available						
Cornell	Yes	61,000	200	2000	750	[illegible]	[illegible]	
Geo.Wash.	Yes	32,000	None	3000	750	42000	6250	
Harvard	Yes				3000			
Illinois	No	70433.86	1061.31			32,250 37766.84		
Indiana	No	59735.48	200		337.90			22506.54
Iowa	No	99746.00				87806		12,000
Iowa St.	No	52100.00	2000	None	4000	25,000		33100
Johns Hop.	Yes							
Kansas	No	51214.08	380.90	538.68	452.90	31,000		20214.08
Mich.	No	207639.59	1375		4150	110,000		
Minn.	Yes	102000	5000	18,000	4150	135000	4000	
Missouri	No	47,000		2700			400	
Montana	No	17,405			2590	8110		
Nebr.	Nearly	65,000	650		200	30,000		36,000
New York	Yes	90,000	4500	36,000	13,500	170,000	25,000	
Northw.	No	75,000	2000	8600	9400	96,500 (1925)		3672.48
Ohio	No	Not carried separate from other quarters						
Oklahoma	Yes	45,000	12,000		500	12,600		None
Oregon	Yes	24,500	210	545	825	16,910.50		9169.50
Penn.	Yes	68,000	5,000	12,000	4500	100,000		10,000
Stanford		Not separate						
Syracuse	Yes	31390.42	382.25		580	44701.29		
Texas	No	114,000			1000			
Toronto	Yes	8000			1500	9000		
Virginia	No	54,215	3300	11,825	3000	32,500		
Washington	No	63,800	1000	500	1000			18,800
Wisconsin	No	118,014.23	(	4645.45	)	105632.67		17027.01