The meeting was called to order at 10 o'clock in the Red Room of the Student Building. In the absence of President Crosby, Mr. Kraus of Michigan took the chair.

The following Summer Session Directors were in attendance:

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<th>Name</th>
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<td>H. L. Smith</td>
<td>Indiana University</td>
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<td>E. H. Kraus</td>
<td>Michigan</td>
<td>Dean</td>
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<td>C. H. Weller</td>
<td>Iowa</td>
<td>Director</td>
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<td>J. J. Dicdott</td>
<td>Peabody College</td>
<td>Acting Director</td>
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<td>J. E. Foster</td>
<td>Iowa State College</td>
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<tr>
<td>F. W. Shipley</td>
<td>Washington University</td>
<td>Director</td>
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<tr>
<td>Frederick Eby</td>
<td>University of Texas</td>
<td>Director</td>
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<tr>
<td>John J. Coss</td>
<td>Columbia University</td>
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<tr>
<td>A. C. Hanford</td>
<td>Harvard University</td>
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<td>R. A. Schwegler</td>
<td>University of Kansas</td>
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<td>Geo. L. Roberts</td>
<td>Purdue University</td>
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<td>James H. Tufts</td>
<td>University of Chicago</td>
<td>Vice-President and Dean of Faculty</td>
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<td>Joseph D. Elliff</td>
<td>University of Missouri</td>
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<td>Clyde L. Grose</td>
<td>Northwestern University</td>
<td>Prof. of H.S. Administration</td>
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<td>S. H. Goodnight</td>
<td>University of Wisconsin</td>
<td>Director, and Dean of Men</td>
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<td>H. Lamar Crosby</td>
<td>University of Pennsylvania</td>
<td>Director</td>
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<td>W. G. Chambers</td>
<td>Penn State College</td>
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<td>C. B. Randolph</td>
<td>Clark University</td>
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<td>A. H. Rice</td>
<td>Boston University</td>
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<td>Loren C. Petry</td>
<td>Syracuse University</td>
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<td>Edward F. Buchner</td>
<td>John Hopkins University</td>
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<td>J. R. Jewell</td>
<td>University of Arkansas</td>
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<td>Charles E. Pierce</td>
<td>New York University and Chautauqua Summer Session</td>
<td>Registrar</td>
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<td>Riverda H. Jordan</td>
<td>Cornell University</td>
<td>Director</td>
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<td>W. E. Sealock</td>
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The first question discussed was the maximum amount of work which Summer Session students (both graduates and undergraduates) are allowed to carry. The question was passed around for discussion.

Mr. Coss of Columbia

Regulations are different for different schools. No extra work is allowed unless the student has had no previous mark...
The following Graduate School Discipline was inaugurated

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lower than "C". For the Law School, the maximum is 7 hours. In Education, 9 hours is the maximum. Six is the usual number, and eight much more frequently than nine. All graduate programs are approved by the Deans of the respective schools.

Mr. Elliff of Missouri

We are confronted by the question of what advanced standing to allow students who have received more credit at other institutions than our maximum allowance for the same time.

Mr. Hanford of Harvard

For students coming from outside our own institution, two courses is the limit. In graduate work in English, we accept one course. A student cannot get a degree by attending four Summer Sessions, except in the School of Education. One course in the Summer Session is the equivalent of one-half the course in the regular year. Seventeen courses are required for graduation.

Mr. Schwegler of Kansas

Kansas places the maximum at six hours. Students presenting credits for more than that many hours in Summer Session work at some other institution automatically have their credits reduced to meet our own maximum. Thirty hours is required for the Master's Degree, which includes thesis. We have two terms of six weeks and four weeks respectively. Credit is on the basis of one hour per week for full time work.

Mr. Roberts of Purdue

We have been organized on a regular credit basis for the nine weeks session. Courses are given for double time, so that credit given is semester hour credit. The amount carried varies from six to nine semester hours, according to the record of the student.

Mr. Tufts of Chicago

Undergraduate students, except those having a grade of "B" or better, can take only three courses, each of which meets three or four times per week. In the Graduate School the matter varies a little. The Deans of the school approve every program. The student cannot shorten the time required for the Master's Degree by carrying extra work.

Mr. Elliff of Missouri

We have an eight weeks term. The maximum credit for undergraduates is eight hours. The maximum credit for graduate students is six hours.

Mr. Grose of Northwestern

We have an eight weeks session. Nearly all the students secure 9 hours of credit. Nearly all students carry three courses.
We permit a maximum of ten semester hours credit. Graduate students generally take eight hours of work.

Mr. Goodnight of Wisconsin

We have a session of six weeks. Our rule is one credit per week. There are two classes of exceptions to this rule. Some degrees, such as the engineering and agriculture degrees, require 140 credits for graduation. In the case of a student taking one of these courses, if his standings are good, he may, by vote of the executive committee, receive seven credits. In such event, one-twentieth of the number of credits required for graduation is considered as the limit. Transient students may register for more than this amount, if they care to. We will allow as much as eight credits, although it is with the definite understanding that only six will be counted in the University of Wisconsin. Our two-credit courses are given five hours per week; our one-credit courses are given three hours per week. The same regulations hold for graduate work.

Mr. Smith of Indiana

We have two sessions, one of eight and one-half weeks, the other of three weeks. In the eight and one-half weeks session, the student is normally expected to carry three subjects, classes meeting daily, equalling seven and one-half semester hours of credit. In the three weeks session, the student carries only one subject for three recitation hours daily, carrying two and one-half hours credit. Normal credit is thus ten hours for the whole session for both graduates and undergraduates. No permission is given for extra work in the three weeks session. In the eight and one-half weeks, undergraduates may get permission from the Committee on Extra Studies, provided they have an average of "B" or above. In the Graduate School, students may carry as much as ten semester hours, subject to the approval of the head of the department.

The situation at Indiana is peculiar because the teachers certification law demands ten semester hours of work for renewal of license. Some students wish to attempt to get this amount in the eight and one-half weeks session.

We do not give a Master's Degree for less than one year of residence, so that the graduate students cannot shorten the time for the degree by carrying extra work.

Mr. Braus of Michigan

The matter varies with the college and the school. The formula in general is one hour of credit for each week of the session. In the case of regular undergraduate students, credit is limited to eight hours. Based on scholarship record, the committee on extra studies may grant nine or ten hours. In the Graduate School the load varies from six to eight hours. The student must establish a record for scholarship at Michigan University before extra work is allowed. We will certify work done in excess of eight hours, but with the distinct statement that no credit is allowed for
it at Michigan. The Master's Degree is granted upon twenty-four weeks total residence for A. B. students of Michigan. For graduates of other schools, the minimum residence requirement is thirty-two weeks.

Mr. Well of Iowa

We have two terms of six and five weeks, with credits proportional. Most students take six credit hours. Those who have a scholarship standing of "E" on the previous term's work may take one or two more hours. Such cases are rare.

Mr. Diddot of Peabody

The summer quarter is the same as the winter term. Three full summers of twelve weeks is required for the Master's Degree. The summer quarter is divided into two six-weeks periods.

Mr. Foster of Iowa State College

We are on the quarter basis. The Summer Session consists of two terms of six weeks each. The normal load for any graduate student for the six weeks is eight quarter hours and the maximum is ten. The maximum for graduate students is eight quarter hours. Attendance upon four terms of six weeks each meets the requirements for the Master's Degree. Forty-five quarter hours of credit are required.

Mr. Shipley of George Washington

The plan is about the same as that at Missouri. The students in the six weeks session register for only six credits. If one wants to take courses for which he gets no credit, this is permitted. Graduate students may carry only four units. For the Master's Degree, based on Summer Session work, six years would be required, plus thesis.

Mr. Eby of Texas

Two terms of six weeks each. No difference between graduate and undergraduate students so far as the amount of work carried is concerned. No student from another institution who has not proved himself at the University of Texas can take more than three courses a term, which is fifteen hours of work per week. Students having a satisfactory record of scholarship in the University of Texas may take twenty hours per week. So far as the Master's Degree is concerned, the work can be done in two full summers, but a thesis is also required, and that is supposed to equal one course, though it is usually longer than that.

Mr. Elliff of Missouri

I suggest that the variation is too wide, and that this body should take some cognizance of these differences.
Mr. Tufts of Chicago

The amount of credit seems to vary from four or five hours in some institutions up to nine hours, all for the same period of six weeks.

Mr. Elliff of Missouri

I would suggest that migration for the Master's Degree could more easily be accomplished if there were some comparability between the maximum credit allowed in the different institutions.

Mr. Kraus of Michigan asked concerning extra work earned for the Master's Degree. Would it shorten the period of residence required for the Master's Degree? With Michigan, four summers of eight weeks is counted the equivalent of one year of residence required for the Master's Degree.

The following institutions accept credits from other institutions to apply on the Master's Degree:

Peabody
Ames
Texas

Northwestern
Missouri

Mr. Shipley of George Washington raised the question as to whether or not George Washington University grants too little credit.

Mr. Coss of Columbia

We have a somewhat new basis of granting the Master's Degree on the basis of examinations with respect to courses completed. In that way many students find it more satisfactory to spend five or six years in residence for their degrees. This method of getting the Master's Degree is increasing in popularity.

A show of hands brought out the fact that six institutions allow undergraduates to get more than one hour of credit per week.

Mr. Grose of Northwestern

At Northwestern nearly all courses carry three hours of credit. How many institutions normally grant more than one credit per week? (No institution does this).

Mr. Kraus of Michigan

Does this group want to go on record with the matter?

Mr. Weller moved that the consensus of this body is that the normal student load be considered one hour of credit per week. Motion seconded and carried.

A show of hands brought out the fact that several institutions are conferring the Master's Degree on less than thirty-two weeks of residence. It was suggested that statistics be compiled before next year relative to the minimum time required for the Master's Degree.
Notice of Dismissal

The purpose of this notice is to inform the student of the following:

The student has been dismissed from the program due to academic performance. The student is required to meet with the academic advisor to discuss the implications of this dismissal and to explore options for reinstatement.

Date:

[Signature]
[Name]

[Role]

[Department]
The matter was turned over to Mr. Weller. It was also suggested that the minimum scholarship requirements for the Master's Degree be investigated. Six institutions grant the Master's Degree with twenty-four weeks of residence, under certain circumstances. It was agreed that Mr. Weller should be asked to collect statistics for next year in regard to the exact requirements of residence for the Master's Degree.

President Crosby arrived at this point and took the chair.

The next point taken up was the possibility of lower entrance requirements for Summer Session students.

Mr. Elliff of Missouri.

Special students may enter without high school graduation at any time.

Mr. Crosby of Pennsylvania.

No official check is made on the previous work of entering students. Each instructor eliminates from his own classes those who are not prepared to carry the work of the particular course.

Mr. Goss of Columbia.

We allow high school students to enter courses on the recommendation of their high school principal.

Mr. Goodnight of Wisconsin.

We have certain sub-freshman classes. Credit earned in these classes may be applied against entrance requirements.

Mr. Crosby of Pennsylvania.

We do not allow sub-freshman work to cancel entrance requirements.

Mr. Schwiegler of Kansas.

Kansas allows twenty-one year old students to enter regardless of their previous preparation.

A show of hands brought out the fact that twelve institutions adhere rigidly to the requirement of graduation from high school for entrance to Summer Session courses.

Mr. Goodnight asked why institutions such as Pennsylvania do not accept sub-freshman work as meeting entrance requirements.

Mr. Crosby replied that the courses are not considered as sub-freshman, but are of regular college grade.

The question was asked as to the advisability of mixing high school pupils in with college classes. The question was also asked as to what the attitude of the high schools was toward the giving of high school work by the colleges in the summer.
The effect of academic specialization, the need for personalized learning, and the importance of active participation in discussions and debates are crucial aspects of college life.

The purpose of this document is to outline the benefits and challenges of academic specialization. Academic specialization allows students to focus on specific areas of interest, leading to a deeper understanding of their chosen field. It also prepares students for careers in specialized fields, enhancing their employability.

However, academic specialization can also present challenges. Students may feel isolated from their peers who are pursuing different paths. There may also be a pressure to excel in a narrow discipline, which can be stressful and limiting.

In conclusion, academic specialization offers valuable opportunities for personal growth and career development. It is important for students to balance the benefits of specialization with the need for a well-rounded education.

The challenges of academic specialization require a thoughtful approach to ensure a fulfilling college experience. Students should be encouraged to explore multiple fields of interest and develop a broad perspective.

The future of academic specialization is bright, with ongoing developments in technology and education. It is an exciting time for students to engage in specialized study, contributing to the growth and innovation of various fields.
Mr. Petry of Syracuse

Many institutions give an entrance examination after the completion of certain college courses. There is no duplication, however, of credit for both entrance requirements and college credit.

Mr. Goodnight of Wisconsin.

In the University of Wisconsin, no work taken before formal entrance to the University may be counted toward graduation. The student must be regularized in the University before college credit can be given him. A student carrying one sub-freshman course and two college courses would not get credit for the two college courses. It is recognized that this is a different practice from that of most of the schools. In practice it works out that a student who has not completed entrance requirements does enter a college class, but is limited to sub-freshman courses. Personally, I believe this is a good thing.

The next question discussed was that of regulations in regard to delayed registration, and provision for advanced registration by mail, or otherwise.

A show of hands brought out the fact that six institutions have provision for advanced registration by mail.

Mr. Coon of Columbia.

We have practically dropped the advanced registration by mail because there are too many errors. We have tried it two years. We will in the future allow registration by mail only to persons physically unfit to make registration in person. In regard to late registration, Columbia University requires that for full credit the student must register by the second day. Students may register any time during the first week for one-half credit. No credit will be allowed for any student entering after the first week.

A show of hands revealed the fact that several institutions allow partial credit to late entrants.

The point was brought out that the situation in the Middle West is somewhat more difficult, because of the late closing of the large city High Schools.

Mr. Eiliff of Missouri.

No student entering after Friday of the first week may be registered for more than as many hours' work as he will have weeks of residence.

The next topic taken up was the status of the unclassified student.

Mr. Schwegler of Kansas called attention to the lack of welcome for special students. For instance, he said, "Our Law School will not admit anyone who is not working for a degree. The University I believe, should minister to the needs of the student who comes to get
I. Section of Concern

Many institutions offer as an entrance examination the composite of English and College Entrance Tests. The Composite test is given by many institutions and colleges as an entrance examination. It may be understood that the Composite test is not meant as a substitute for the English test or the College Entrance Test. It is probably used by many institutions as a means of evaluating the student's ability to perform in college and the Composite test is given by many institutions as an entrance examination.

II. Section of Concern

A good or poor performance on the test may affect the entrance examination.

III. Section of Concern

The present test is designed to test the student's ability to perform in college. The Composite test is given by many institutions as an entrance examination. The Composite test is given by many institutions as an entrance examination.
help for some special need."

**Mr. Sealock of Nebraska.**

Our institution could not refuse entrance, provided the student can carry the work.

**Mr. Crosby of Pennsylvania.**

Our institution distinctly invites this type of special student.

A show of hands revealed the fact that almost unanimously the institutions represented, welcome the unclassified student.

Mr. Eby of Texas brought out the fact that the University of Texas allows no visitors in classes. These, however, are not considered in the category of special students.

The next topic discussed was the question of scholastic reports at mid-term, and the number of absences allowed students. Mr. Crosby stated that he had suggested this topic because of certain difficult cases that had come up during the past summer.

**Mr. Elliff of Missouri.**

Our arrangements are precisely as in the regular year. No absences whatever are allowed students.

**Mr. Goodnight of Wisconsin.**

The matter is left with the various departments.

**Mr. Petry of Syracuse.**

We have tried mid-term reports and found that they did not justify the trouble. Students failed just the same.

**Mr. Randolph of Clark.**

Absences are made to affect the grade of the student. No other sort of check.

**Mr. Goss of Columbia.**

No absences whatever are allowed to students. The Director of the Summer Session sees personally every student absent from any class. In extreme cases, I might allow as many as two absences.

**Mr. Petry of Syracuse.**

When a student is absent for 25% of the time, he is automatically dropped from the course.

New York allows one hour of absence for each credit point. The same arrangement at Arkansas.
Mr. Goodnight asked if any of the members had had trouble with faculty members missing classes. Coss stated that it was not permitted at Columbia.

The session adjourned for luncheon.

**AFTERNOON SESSION**

The meeting was called to order by President Crosby at 2 o'clock. President Bryan, of Indiana University, spoke a few words of welcome. President Crosby appointed the following committees:

**Committee on Nomination:** Mr. Smith, Mr. Elliff, Mr. Tufts.

**Committee on Resolutions:** Mr. Kraus, Mr. Weller, Mr. Goodnight.

The group proceeded to a discussion of the general topic of Summer Session publicity.

**MR. WELLER OF IOWA.**

I am very much interested to see that further information is available on the subject of publicity. I should like to know what value the Summer Session Directors have found in magazine and periodical advertising? I have found some value in keyed advertising in some of the educational journals. Two insertions of an advertisement in the N.E.A. Journal, however, produced only four replies.

**MR. KRAUS OF MICHIGAN.**

My experience has been very similar. For a period of years we used the journals very extensively. We had all the advertisements keyed, and we concluded that it did not pay. Now we are prevented by regential action from advertising in periodicals other than those published under University control.

Mr. Goodnight of Wisconsin asked for a rough approximation of the Summer Session budget allocated to periodical advertising in the different institutions.

Mr. Weller stated that he spent $200 to $300 for this publicity. Mr. Kraus spent nothing. Mr. Didcott spent $1000 in the education journals of the respective states. It was generally agreed that second class advertising pays better.

The possibility was pointed out of getting address lists from the State Department or State Teachers Associations at a price of about $25 per set to cover cost of typing.

**MR. WELLER OF IOWA.**

I would suggest that there might be some way of collaborating in the securing of mailing lists. For instance, the colleges of Iowa might collect a list of high school seniors and share with the members of the Association the expense of duplication.

I have not found very good success in waiting on the lists
The easiest way to go about this procedure, and possibly the best way to accomplish the task, is by using a computer. The following steps outline a basic procedure for accomplishing this task:

1. **Identify the Problem:**
   - Clearly define the problem you are trying to solve. This will help you focus your efforts and ensure that you are working on the right thing.

2. **Gather Information:**
   - Collect all relevant information. This may include background research, data analysis, and other pertinent details.

3. **Develop Solutions:**
   - Brainstorm potential solutions to the problem. Consider a variety of approaches and be open to new ideas.

4. **Evaluate Options:**
   - Assess the feasibility and potential impact of each solution. Determine which option is the most viable.

5. **Implement the Plan:**
   - Develop a detailed plan of action and begin implementing the chosen solution.

6. **Monitor Progress:**
   - Regularly review the progress and make adjustments as needed.

7. **Evaluate Results:**
   - Once the solution has been fully implemented, evaluate its effectiveness. Adjustments may be necessary to achieve optimal results.

This process can be iterative, with steps 2-7 repeated as needed until the desired outcome is achieved.
from the State Departments. I check from an atlas the names of towns of 1000 and over population, and I sent a form letter to the superintendents and high school principals asking for a list of their teachers. I get rather good results from this sort of an inquiry.

Mr. Goodnight of Wisconsin.

I have tried the plan of simply sending to the principals of the high schools a little package of preliminary announcements, asking them to distribute them for me.

Mr. Weller of Iowa.

My bulletin is divided into subject groups, and I check my lists by the subjects in which the particular teacher is interested. I send out 60,000 copies of my preliminary announcement to the whole mailing list. This is a booklet of 32 pages.

Mr. Foster of Iowa State College.

Our institution has done no magazine advertising because our governing board will not permit it. Our principal advertising is through the sending out of bulletins.

Mr. Shipley of George Washington.

I should like to make the suggestion that all the members of this Association purchase one page of advertising in the educational journals, and list on that page the institutions that are members of the Association, together with their officers. This would be a great saving in advertising bills. I have one further thought. When Weller has all his 60,000 names, I wish he would let the rest of us chip in on the expense and have a copy of the list.

Mr. Coss of Columbia.

If prospective students get material from all of us, they would not read any of it.

Mr. Shipley of George Washington

We would not all use the same list.

Mr. Eby of Texas.

We spend about $250 to $300 in the teachers magazines of the State. It serves the purpose of keeping the editors in a good humor, and that is essential. The State Department has all the teachers on its records, and we are allowed to use the State Department's files. They publish a directory, which is of great service. We do not advertise our undergraduate work outside the State of Texas, but we do advertise our graduate work. Our chief advertising is done through the newspaper articles, for which we pay nothing. Then we use special mailing lists. We spend from about $1000 to $1200 for our publicity, not counting our bulletins. Our appropriation for advertising reverts if it is not used up; so I see to it that the money is all spent.
The Governor of Wisconsin,

I have tried the plan of simply sending you the principles
of the High School and Normal Schools of Wisconsin.

Sincerely yours,

[Signature]

To: The Secretary of State.

We hereby report 4,500 to 5,000 in the teachers' seminary of
the State. If these are promptly to teaching in a good
manner, they will be the best and most efficient.

[Signature]

To: [Name]

[Signature]
Mr. Scalo of Nebraska.

We are prevented by regential action from doing advertising outside the State. We spend about $150 to $200 advertising in the journal published by the State Teachers Association.

Mr. Pierce of New York University.

New York University spends considerable on its mailing list. The names are obtained by addressing state officials, superintendents, etc. Then our list is divided up into special lists for different special bulletins. The budget for advertising is upward of $10,000, including the minor bulletins. The Chautauqua schools spent about $2000.

Mr. Coss of Columbia.

Columbia University spends about $100 in periodical advertising. We have not found that it paid to advertise, and the general sentiment of the University is against it. Our mailing lists vary in intensity with the distance from the University. We have one small bulletin published on Bible paper, an edition of 80,000. We publish 60,000 of our large bulletin. Rarely do separate bulletins. No fee is charged for the large announcement.

Mr. Rice of Boston.

Our bill for printing announcements and bulletins is over $1000. We spend about $500 in advertising in the newspapers in the city of Boston, and carry small display advertisements in the organ of the Boston School Teachers Association and the Massachusetts School Teachers Federation. We send preliminary announcements to public libraries. We think the public library is a good place to have our bulletins.

Mr. Hanford of Harvard.

Our publicity falls under four classes: first, we send out a placard, and we have found the public libraries very good places for our display; second, the School of Education sends out circulars to special types of teachers; third, the School of Education is allowed $250 for magazine advertising in educational magazines; fourth, the regular Summer School Bulletins.

Mr. Schwengler of Kansas.

We have a total budget of $500, not counting printing. Circular letters, placards, and other bulletin material of a more or less personal nature is used. We advertise throughout the year in the organ of the Kansas State Teachers Association. The results from the magazine advertising have not been overly good. We are considering abandoning it and substituting mimeographed and printed circulars.

Mr. Jewell of Arkansas.

We spend about $250 each year on advertising. In addition
the summer school has about four month's advertising in the Arkansas Teacher, which comes out of the University budget in general. The periodical advertising that we have tried has not paid. I am thinking that there might be a little keyed advertising in newspapers which might prove helpful.

Mr. Chambers of Penn State.

Nothing new to add.

Mr. Randolph of Clark.

We spend $150 to $200 advertising in journals. We specialize in Geography and History. We get our mailing lists by writing for the educational Directories of the States. The large bulletin is mailed to those who write for it. We have a mailing list which is obtained from the Journal of Geography by paying for it.

Mr. Roberts of Purdue.

Our advertising is somewhat restricted because the type of work we offer is restricted. We spend less than $100 in periodical advertising. Most of our publicity is sent to special lists.

Mr. Petry of Syracuse.

We spend $150 for magazine advertising. It just about pays for itself. The State Teachers Journal pays, but few other magazines do. Fifteen hundred preliminary bulletins are mailed with reply cards.

Mr. Tufts of Chicago.

We have had a small amount of advertising in a few journals. We send out 30,000 bulletins, and also spend about $50 in periodical advertising. We check out the duplications in names from our mailing lists. To get out, in addition, 60,000 of our main bulletin.

Mr. Elliff of Missouri.

Nothing unusual. Very little advertising outside of the State, and shall do less. State Teachers Magazine advertising pays. One bit of advertising we did that I believe was new. I bought 50,000 copies of the student newspaper, which is a sixteen page paper publishing on the campus. I mailed a copy of it to each high school teacher in the State, and to all the county and State officials and also to a selected list of people. The cost was about one and one-half cents per copy mailed. This proved very satisfactory.

Mr. Grosse of Northwestern.

Northwestern University has been advertising a good bit. We shall spend less on advertising and more on bulletins. Last year we spent $2500 on advertising in teachers magazines and technical journals. This coming year I shall spend only $1000. This advertising has been keyed, and it has never paid. I spent $3500 for bulletins. Three thousand seven hundred preliminary announcements are printed, nine
thousand complete copies of the regular bulletin, also special subject bulletins. A little investigation made at Northwestern brought out the fact that 60% of the students say that contact with former student rather than bulletins or other publicity, has brought them to the University.

Mr. Goodnight of Wisconsin.

The largest mailing list is produced by sending out reply post cards to all students registered in the previous Summer Session, asking for names of those who would be interested. We had five or six hundred dollars worth of advertising in special magazines. We publish 30,000 preliminary announcements, 15,000 large bulletins, and 8,000 posters.

Mr. Petry of Syracuse.

I find that students of two years previous can send in list that are fairly live. It does not pay to circularize students of standing farther back than two years.

Mr. Jordan of Cornell.

Cornell is rather conservative, except for local teachers publications. Our mailing list is made up principally from the Middle-Atlantic States. We do not get out a preliminary announcement, but send out 30,000 bulletins. Our most active mailing list is made up from our former Summer Session students. This year, for the first time in several years, we put out 50,000 posters. We got very good responses, and we shall continue this.

Mr. Buchner of Johns Hopkins.

No advertising, no posters, no circulars -- just a general bulletin made up from lists of former students. Eighteen hundred bulletins issued.

Mr. Smith of Indiana.

No magazine advertising except that in the April issue of the Indiana Teacher, the Summer Session is given the page usually occupied by the general University advertisement. 35,000 preliminary announcements; 10,000 bulletins.

Mr. Petry of Syracuse.

Is there any special method used to reach students on the campus? I use a printed placard on the bulletin boards, requesting students to come into the office for a copy of the Summer Session bulletin.

Mr. Grose of Northwestern.

I run a newspaper article in the student paper once a week.
University of California,

The present situation is one of great interest to students and faculty. The administrative board has approved a plan to increase the number of faculty members and to expand the facilities for research and instruction. This plan will not only provide additional opportunities for students to learn but will also enhance the prestige of the university. The increase in faculty will ensure better quality teaching, and the expansion of facilities will facilitate more effective research. It is hoped that this plan will be implemented in the near future.

In the meantime, the students are encouraged to make the most of the existing resources. The faculty is available to provide guidance and assistance, and the student government is actively involved in promoting academic excellence. The university community is united in its commitment to excellence and is confident in its ability to achieve this goal.

I. Purpose of the Bulletin

The purpose of the bulletin is to inform the students of the latest developments at the university. It will provide updates on faculty appointments, research grants, and other important news.

II. Scope of the Bulletin

The bulletin will be published bi-weekly and will cover the entire academic year. It will be distributed to all students at the beginning of the fall semester.

III. Address of the Bulletin

To subscribe to the bulletin, please contact the student government office. Subscriptions are free and are available to all students.
Mr. Kraus of Michigan.

Last year we got some good publicity in connection with the State Educational Journal. In the May issue I had a three page article in which I discussed the development of the Summer Session.

Mr. Weller of Iowa.

I wish to remind the members of their promise to keep all members of the Association on their mailing lists for copies of all publicity material.

A show of hands brought out the fact that five institutions had used the radio to advantage for publicity purposes.

The next topic discussed was finance, with particular reference to reduced tuition for teachers. Johns Hopkins gives one-half scholarships for teachers. The University of Illinois has free tuition for teachers. The University of Texas has free tuition for everybody. Chicago gives a half rate to teachers belonging to affiliated schools.

Mr. Weller of Iowa.

Last year we raised the graduate tuition to an equality with the undergraduate. There was no comment whatever by students.

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The second item was then taken up in regard to recompense to faculty members for supervision of theses.

Mr. Coss of Columbia.

There a department has a large number of graduate students, certain faculty members may teach only one course and supervise theses as the rest of their teaching load.

Mr. Tufts of Chicago.

We make similar arrangements in the case of a few departments.

Mr. Eby of Texas.

This is our most crucial question. One suggestion has been that regular teaching plus the supervision of one thesis be considered a regular load, fifty dollars compensation to be added for each additional thesis. A second suggestion has been to reduce the teaching load of professors carrying the burden of thesis supervision. This takes our men away from offering courses, which is where we need them. During the past two summers, in the departments of English and Education, men have been set aside to do nothing but the supervision of theses.
It is with a heavy heart
that I must report on the loss
that has occurred in our group. The news has been received with deep
sorrow, and I wish to express my sympathy to those who have been
affected.

The matter of loss

I wish to express the condolences of the members of the group to the family
of the deceased. We are truly sorry for the loss of such a valuable member.

The cause of death

The cause of death was a heart attack. The deceased had been in good health
up until recently, but suddenly passed away.

The matter of obligations

I must bring to your attention the obligations that have arisen as a result
of the death. These obligations include the payment of the estate, the
distribution of the remaining assets, and the planning of the funeral.

The matter of support

I would like to express my gratitude to those who have offered their support
during this difficult time. Your kind words and gestures have been truly
appreciated.

The matter of conclusion

I must conclude this letter by expressing my sincere condolences to the
family of the deceased. I know you will miss him greatly, and I wish you
all the best during this difficult time.

Yours sincerely,

[Your Name]
- 15 -

Mr. Tufts of Chicago.

Our Mathematics Department has arranged to have a man come regularly for two or three years just to help out on thesis supervision.

Mr. Coss of Columbia.

Our experience is that special remuneration tends to the commercialization of college teaching.

The next topic discussed was the standardization of Summer Session salaries. Attention was called to the statistical summary of salaries paid, as prepared by Mr. Weller.

Mr. Schwegler of Kansas.

I wish to raise the fundamental question of why instructors should expect less for the Summer Session than for the regular year?

Mr. Elliff of Missouri.

The salaries of our instructors are fixed by the Board of Curators. Most of the faculty members are paid for twelve months in the year, in twelve monthly installments. The Summer Session faculty members get two extra monthly checks.

A show of hands brought out the fact that there were only a few cases in which railroad fare is paid to instructors.

Mr. Coss of Columbia.

In answer to Mr. Schwegler's question, I might say that many Summer Sessions have been started experimentally. It was at first thought that they must pay their own way. The second step was to make the Summer Session salaries an approximation of the regular yearly basis. The third step brought in an exact ratio between Summer Session and regular year salaries.

Mr. Shipley raised the question of the pay for members of the staff in the Schools of Education. It was agreed that men in Education are in great demand for Summer Session work, and that the custom is to compensate them in a manner somewhat out of line with their regular yearly salaries, particularly when a man goes to another institution for summer work.

A show of hands revealed the fact that thirteen institutions, upon occasion, pay outside men more than the maximum for their own staff.

The next topic considered was the relationship of the Summer Session Director to the University as a whole, and to the Deans of the various schools.
The Title of Chicago

Our interdepartmental plans seem to have a wide scope

The Value of Collegeties

On experience to find special communication tends to the
commercialization of colleges among
The next topic discussed was the commercialization of
Summer Session existence. Attention was called to the existence of
the Society of Extra Fee, as proposed by M. Nettles.

The Dependence of Courses

I wish to talk the importance of the place of
sporadic excess fees for the Summer Session than for the regular fees
as a new case in whichaffle into any of expectations.

The Effect of Location

The existence of our institutions are fixed by the fact of
Circumstances. Each of the faculty members are paying for the course. In
the same manner, many institutions are seeking to increase the regularity
members get for extra monthly charges.

A view of each institution can the fact that they are only
as a new case in whichaffle into any of expectations.

The Value of Collegeties

In as many to the importance of the fact, we may find
many Summer Session have been started. A second year may
lead us to think that some may pay for our way. The Summer Session was
first offered that a year prior to the second. The third year produced
an exact variety between some.

The devil is in the detail; and regular level spelling.

In order to explain the importance of the fact, we may find
the picture in the book of Education. It may reach that man in
the sense that we agree for Summer Session work. I am sure that the
Education are in exact variety for the same reason. In a manner the
custom is to accommodate change in a manner consistent with their
reversal. Very careful, always will be seen to another
information for Summer work.

A plan of each institution is the same as the present institution.
Above, how conclusion, pay ourselves more than the maximum for their
own self.

The next topic connected was the commercialization of the same
with the direction of the University as a factor and to the Defense
of the available scope.
Mr. Kraus of Michigan.

The Director of the Summer Session is responsible to the President and to the Board of Regents. The budget is assembled by treating with the heads of departments, and in the case of the other schools and colleges, by treating with Deans or committees. That is especially true in the colleges of Engineering and Agriculture. The courses are determined upon by conferences with the heads of departments, the Deans, and the committees. The principal function of the Summer Session Director is to keep the University functioning in the summer months. The courses to be offered are a matter for council with the Summer Session Director. I would not name the specific courses, but I do indicate whether or not advanced work should be offered. The method of assembling the budget is that shortly after the opening of the University in the fall I send out a request for the preliminary estimates. These are assembled and put up to the Board of Regents at the October meeting, with a request that the Board designate a maximum sum which may be available. When that sum is fixed, then the total budget is arranged during the next month, and at the next meeting of the Board the detailed budget is adopted.

Mr. Weller of Iowa.

I try to cut the thing down according to my own judgment, so that I feel confident that the board will pass the budget.

Mr. Kraus of Kansas.

The budget as adopted in the fall carries an item for contingent instruction.

Mr. Goss of Columbia.

Occasionally it looks as if a special drive should be made in some direction, and the Summer Session suggests to the department concerned that the drive be made.

Mr. Eby of Texas.

The Director is responsible for recommendations for changes and developments in the session as a whole, and also in the particular departments.

Mr. Jordan of Cornell.

The Summer Session is conducted by the administration board. The whole matter of budget and requests made comes before this board for general discussion, and, as a result of this action, the budget is submitted to the trustees. A good deal of discretion has to be given to the Director of the Summer Session.

Mr. Buchner of Johns Hopkins.

We are very informal in our arrangements.
The Director of the Committee on Committees is responsible for the presentation and to the Board of Trustees for the approval of the budget submitted by the Committee on Committees. In the case of the other committees, the presentation of the budget to the Board of Trustees is the responsibility of the committee itself.

The Committee on Committees is responsible for the preparation of the budget of the Board of Trustees. The budget is submitted to the Board of Trustees for approval. The budget is based on the recommendations of the Committee on Committees and the Board of Trustees.

The budget is reviewed by the Board of Trustees and presented to the Board of Trustees for approval. The budget is then submitted to the Board of Trustees for consideration. The budget is then approved by the Board of Trustees and sent to the Committee on Committees for action.

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Mr. Petry of Syracuse.

Is the Summer Session Director ever compelled to act as Dean?

Mr. Elliff of Missouri.

Last year we adopted the policy that the Deans are supposed to be on duty in the Summer Session.

Mr. Grose of Northwestern.

All the Deans are present during the Summer Session in Northwestern, except the Dean of Men.

Mr. Sealock of Nebraska.

The only Dean present in the Summer Session at Nebraska is the Dean of the Graduate School.

Mr. Schwegler of Kansas.

All the Deans are present except those who offer no work during the Summer Session. The independent responsibility of the Director has been very much limited during the past few years. The Director of the Summer Session in Kansas is simply the executive officer for the Deans who are interested.

Mr. Weller of Iowa.

Our Deans are paid a full salary, and Deans who teach are paid an additional one-half salary.

Mr. Smith of Indiana.

Our Deans teach one-half time or one-third time, and draw full salary.

Mr. Sealock of Nebraska.

In Nebraska, the Deans that teach receive no extra salary.

Mr. Elliff of Missouri.

At Missouri, the Summer Session Director is empowered by the President to act for any Dean in his absence, or any committee in its absence.

The next question discussed was tendencies in Summer Session enrollments.

Mr. Kraus of Michigan.

In looking over the sheet as contained in the report of Mr. Weller, and also the one sent out previously covering statistics since 1918, it is quite obvious in many instances that there have been no marked increases during the last three or four years. It occurred to
mo that Summer Session enrollment has been fairly stabilized, and that we probably could not look for any marked increase in attendance unless advanced work would be stressed and emphasized and special courses introduced, because the smaller institutions will not be able to do high class graduate work, and special programs can be arranged only in the larger institutions. I wonder how that interpretation strikes this group? For the most part it is only by stressing advanced work and by the introduction of special curricula that any advance can be hoped for. It is the smaller institutions whose Summer Sessions are growing more rapidly.

Mr. Tufts of Chicago.

It is quite definitely our impression at Chicago that the situation as regards undergraduate work is fairly stable. There is no reason why students in Texas should come to Chicago when they can get the same work at home. I suppose everywhere the tendency would be for undergraduates to go to institutions nearer to their own home. The figures for the total number of students between the Rockies and the Alleghenies is now around 32,000, whereas twenty years ago there would have been a very much smaller number. So our undergraduate attendance has remained stable, while attendance in our graduate school has doubled in the past ten years.

In regard to Point IV, 2, on the program, I thought that possibly some of these boards or foundations such as the General Education Board, would like to make a survey and determine and make some study on the trends in Summer Session work.

Mr. Jordan of Cornell.

Is there a tendency to increase offerings during the Summer Session by giving courses that are offered in the regular year?

Mr. Crosby of Pennsylvania.

In Pennsylvania we are offering more courses, only, however, in the School of Education.

Mr. Goodnight of Wisconsin.

In the Summer Session in Wisconsin, the humanistic departments, — classics, history, economics, mathematics, English, and foreign languages and literatures, — have increased their enrollments beautifully. Every technical college slumped, also technical courses such as chemistry, etc. Vocational courses all slumped. Just why should the vocational and technical and severely practical subjects slump at this time? The same tendency is apparent this fall.

Mr. Shipley of George Washington.

I have made the same observation. The growth of non-vocational courses has been most remarkable in our night classes.
It is important to conduct interviews at various points in the organization to gather information from different levels of management. This will provide a comprehensive understanding of the organization's operations and objectives.

One effective method is to conduct interviews at the senior executive level. This will give a broad overview of the organization's strategic direction and priorities. It is also important to conduct interviews at the middle management level to understand the implementation of the organization's strategies and objectives. Finally, conducting interviews with front-line employees will provide insights into the day-to-day operations and challenges faced by the organization.

It is crucial to ensure that the interviews are conducted in a confidential and unbiased manner. The questions asked should be open-ended and allow for a free flow of information. It is also important to follow up on any comments or suggestions made by the interviewees to ensure that all feedback is captured.

In conclusion, conducting interviews at various points in the organization is a critical step in gathering information for a comprehensive understanding of the organization's operations and objectives.
Mr. Crosby of Pennsylvania.

I have had very much the same situation to face in the University of Pennsylvania. I could not account for it, but I wondered if it was due to the fact that the work of the United States Veterans Bureau in furnishing training to disabled veterans is dropping off, and thus affecting the enrollment in vocational courses?

Mr. Tufts of Chicago.

At Chicago we have the same situation. The professional and technical lines show a decrease.

Mr. Coss of Columbia.

Physics and Chemistry have increased with us.

Mr. Goodnight of Wisconsin.

Does it mean that the vocational side of things has been too much stressed?

Mr. Gross of Northwestern.

The enrollment in our School of Commerce has been affected by the fluctuation in the number of U. S. Veterans Bureau trainees.

Mr. Kraus of Michigan.

Is the experience general that engineering has fallen off?

--

A show of hands seemed to show that such was the case

Mr. Foster of Iowa State College

Last summer we had more graduate students in Chemistry than ever before. I believe, however, that there is a general strengthening of the humanistic studies.

Mr. Eby of Texas.

Last year in Texas we had about the same number in Law, and an increase everywhere else, especially in Education, German, Spanish, Latin and Engineering. Our Graduate School increased about 90%.

--

A show of hands revealed the fact that several institutions had increased enrollments in Business Administration.

Mr. Goodnight of Wisconsin.

In this tendency one that we can take into account in drawing up our plans for next year, retrenching on the scientific and technical studies, and allowing an expansion in the humanistic departments?
Mr. Crosby of Pennsylvania.

In the last four years, we have trebled our graduate work.

Mr. Weller of Iowa.

It seems that the Summer Session enrollment tendency is much the same as that of the regular year. In the South there has been a marked swing this year to the natural science courses, largely because the science courses are now being accepted on the A. B. Degree.

Mr. Coss moved that there be no session held this evening (Friday evening). Motion seconded and passed.

Mr. Kraus moved that we continue discussion this afternoon until 5 o'clock. Motion seconded and passed.

Nine o'clock was set as opening time for the Saturday morning session.

Mr. Coss of Columbia mentioned the possibility of securing Gilbert Murray by a co-operative arrangement between several institutions, one week at each institution to cost about $300. Several institutions agreed to use Mr. Murray, and authority was given Mr. Coss to go ahead with arrangements.

Mr. Jordan of Cornell mentioned the fact that Professor Hoffka of the University of Giezechen, who is not at Cornell, will be available for next Summer Session.

Mr. Coss called attention to the desirability of institutions making arrangements to use some foreign professors for the 1936 Summer Session.

Mr. Weller of Iowa.

How much value is there in using these foreign professors?

Mr. Coss of Columbia.

Columbia University does some special advertising to bring to the attention of students the fact that foreign professors are to be on the staff.

Mr. Weller of Iowa.

I have been in doubt as to whether the foreign professors were worth the money they cost.

Mr. Kraus of Michigan.

I've thought there was a good pulling power for graduate students and a fine stimulating effect on the regular staff of the institution.

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Il. Greatest of Pennsylvania

In the past too often we have neglected our educational work.

Il. Letter of Rome

It seems that the summer session enrollment has been almost as large as at any of the regular years. In the South and the Far West, it has been necessary from time to time to provide special courses at the R. D. Hall on account of the overflow. For instance, at the University of Illinois, the session was held at the Midway, and at the University of Missouri, the session was held at the Midway.

Il. Letter of Rome

If necessary, it is our hope that special sessions will be held this year for the University of Illinois.

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Il. Letter of Rome

If necessary, it is our hope that special sessions will be held this year for the University of Illinois.

Il. Greatest of Pennsylvania

In the past too often we have neglected our educational work.
The next question discussed was how many successive terms should the faculty members teach.

Mr. Elliff of Missouri.

Impossible to get along without the faculty members teaching straight through summer and winter.

Mr. Coss of Columbia.

We have tried giving the men vacation in winter and spring.

Mr. Weller of Iowa has tried the same thing.

Mr. Tufts of Chicago.

The need for longer vacation periods varies with the men.

Mr. Weller of Iowa.

The same thing occurs with us. We tried to keep men from teaching both sessions of a summer term. We could not see that it did very much good.

Mr. Eby of Texas.

We have a rule that a man may teach both terms in one Summer Session, but only one term the next Summer.

Mr. Coss of Columbia.

Our men are encouraged to go away in the winter and spring.

Mr. Elliff of Missouri.

Last year I needed a man to teach High School Administration. I wrote to all the leading institutions with no success. After school opened, we did find a man at Harvard. It is nearly impossible to find men who can be moved from other institutions in the summer time.

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The next topic discussed was provisions for the exchange of professors in the Summer Session.

Mr. Kraus called attention to the communication from Yale, suggesting the possibility of Yale professors teaching in other Summer Sessions.

Mr. Kraus of Michigan.

Are any of the Directors endeavoring to place faculty members of the regular faculty who are not used in the summer school?
The next section discusses your many experiences these
instruct to the faculty members these

The Difficulty of Tension

The necessity to bond with the faculty members these
instruct to the faculty members these

In the case of Columbus,

We have tried finding the men vacation in winter and spring.

In the case of Iona and the same thing.

In the case of Chicago,

The need for a longer vacation pattern varies with the men.

In the case of Iona,

The same thing occurs with us. We think to keep men there
because of the vacation period in summer form. We cannot see that
vast much good.

In the case of Texas,

We have a little extra men keep up pot parties in one group.

In the case of Columbia,

Our men are encouraged to go away in the winter and spring.

In the case of Illinois,

Last year I needed a way to teach High School Administrates.
After that, I added to all the faculty members with no success.

In the case of the possibility of Yale graduates to come by summers
and stay by summers, we give them a sort of training in the summer.

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The next top is preparation for the expenses, we.
Mr. Tufts of Chicago.

It is a very stimulating thing to have such an exchange of professors.

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The session adjourned. Reconvened at 9:25 in the morning, (Saturday morning).

The first point discussed was the attendance at lectures and entertainments.

Mr. Petry of Syracuse.

I raised the question because I found a decrease in interest in entertainments.

Mr. Tufts of Chicago.

We lost $1000 on entertainments last year.

Mr. Smith of Indiana.

Interest in entertainment features is decidedly on the decrease.

Mr. Grose of Northwestern.

There does not seem to be any decline in interest in entertainments at Northwestern.

Mr. Sealock of Nebraska.

There is a decided decline in interest in entertainments in Nebraska.

Mr. Kraus of Michigan.

There is a slight decline in interest in the University of Michigan, but nothing marked.

Mr. Crosby of Pennsylvania.

We gave up the lectures two years ago because they were not attended, but we do spend $600 on free concerts, which are well attended.

Mr. Shipton of George Washington.

We had to call off our lecture program because of lack of interest. In a large city there are too many other possibilities of entertainment to allow the lecture program to draw a crowd.

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A show of hands brought out the fact that six institutions found a slight decrease in interest in lectures.
It is a very unfortunate fact to have many on expenses of the

secretary's office, and the description of how many on the committee.

The first point that needs to be attended to is the

furtherance of interest in entertainment.

The duty of the President

We must follow up on entertainment, keep best.

The Swift of the President

Interest in entertainment rest in the ability on the --

case.

The Date of the President

There does not seem to be any colleges in interest in entertain-

ments or entertainment.

The Secretary of the President

There is a college of interest in entertainment.

The Date of the President

There is a college of interest in the University of

Michigan, but nothing written.

The Secretary of the President

We have to call off our lecture program because of lack of

interest. In a large city there is too many entertainment of

entertainment to allow the lecture program to grow.

Long a slight decrease in interest in lecture.
Mr. Jemoll of Arkansas.

We have in the evening, about 6:30, a member of the faculty give a short reading. This is a 30 - 45 minute program. This series of lectures was well attended.

Mr. Eby of Texas.

We have a steady call for more and more public lectures. Students and townspeople both attend. Lectures are held once a week.

Mr. Chambers of Penn State.

Formerly we had a program every evening at 7 o'clock. The number is reduced now to two per week. The largest attendance is at the musical and dramatic entertainments, for which we charge a price of $2.00 for the season ticket, for five numbers.

Mr. Goodnight of Wisconsin.

We do a good deal of this in Wisconsin. We invest time and energy, instead of money. We have a large program. There is something on each night in the week. Community sings are held on Monday night; Tuesday night a play hour; Wednesday night is moving picture night, at which the Extension Division displays its educational films; Thursday night is held open for club meetings; Friday night dances are given. Then we have from three to five lectures, readings, demonstrations, concerts, and musical recitals each afternoon. We have no afternoon classes. Our lectures are given by faculty members. The men on the faculty like to do it in the interest of their departmental work. No extra compensation to faculty members for this service.

Last year we had the Devereaux Players on a 70-30 basis. Cannot see any decrease in the interest in these entertainments.

Mr. Crosby of Pennsylvania.

We are doing more at Pennsylvania in the way of sending out excursions.

Mr. Elliff of Missouri.

How many have a fixed Convocation once a week? We have tried it three years, and that is the best thing we have done. Students will not attend a heavy lecture in the evening, so we schedule the best of our lectures for the Convocation. No 11 o'clock classes are scheduled for Convocation days.

Mr. Schwagler of Kansas.

We also keep a free period once a week.

Foster and Smith shorten periods one day a week to make room for Convocation.

Mr. Eby asked about attendance at chapel service. Columbia schedules a chapel service. Harvard has a twenty minute chapel service. Attendance about twenty-five. Cornell and Columbia have a
* Καλώς όχι μόνο αλλά και σπουδαία σε γενικώς καλή μορφή και με μορφή του τοιχωμένου. Σαφάρι μας με συγκεκριμένες σημειώσεις και κατάλληλα συντομίσματα για το να μην χάσουμε την διαδικασία. 

* Στην περίπτωση όταν να είμαστε συνεχείς, να αναπτύξουμε την ακολουθία και την τελευταία έννοια. 

* Ένας εξαιρετικά συνεχιζόμενος και δύναμας καθοδότης για την καλή εκπαίδευση και την επαγγελματική πρόκληση. 

* Επιτυχής στήριξη και ενθάρρυνση στους μαθητές και την καλλιέργεια της έννοιας. 

* Πολύ ευχάριστος για τη συνεχόμενη επιτυχία και την δημιουργία της ανάπτυξης και της εκπαίδευσης. 

* Δια την επαγγελματική πρόκληση και την καλή εκπαίδευση.
University preacher with well-attended Sunday services. Wisconsin has an inter-denominational committee to run Sunday services. Mr. Jordan of Cornell runs excursions and trips which are well-attended. Same situation at Wisconsin and Indiana.

Several institutions start classes at 7 o'clock in the morning.

The next topic discussed was whether or not women students should be required to live in approved houses under University chaperones, under the same control as in the regular year.

The question was asked as to how many institutions have that sort of control for undergraduate women. The institutions represented practically all signified that they have such control.

Mr. Jordan of Cornell.

We find a difficulty because during the Summer Session the student self-governing association does not function. The Dean of Women has her general duties, but we are considerably hampered by the lack of assistance from the student body, as there are no special provisions made for the regular student governing association to function.

I should like to inquire how many members of this association have trouble with the women’s dormitory situation during the summer?

Mr. Tufts of Chicago.

Last summer we rented one of the fraternity houses for the Summer Session as a special dormitory for women. This proved very satisfactory both to the women students, and also to the fraternity which rented us the house.

A show of hands revealed the fact that in twelve institutions the same machinery for student control as is used during the winter operates during the Summer Session.

Mr. Buchner of Johns Hopkins.

We have had a successful experience with the dormitory housing both men and women students. The dormitory was especially built with this end in view.

Mr. Jordan of Cornell.

We have a problem of the control of women students living outside of University controlled houses. During the summer, it is somewhat difficult to hold landladies responsible for the conduct of their houses. The dormitories at Cornell are not sufficient to house the whole women student body. All undergraduate women, however, are required to live in dormitories. All women must be in the houses by 10 o'clock at night.
University process with faculty-student summer services. It is now the responsibility of the student-faculty committee to plan and develop programs for the coming academic year. The committee has been asked by the University administration to provide a program that will be both educational and recreational in nature. The committee is made up of faculty members and students who are responsible for the planning and implementation of the program.

The next topic discussed was the need for better communication between the University and its students. It was agreed to develop a system of regular meetings with the students to discuss their concerns and to keep them informed of University activities. The committee also decided to set up a system of student representatives who would meet with the faculty representatives on a regular basis.

The committee also discussed the need for better facilities. It was agreed to look into the possibility of building a new student recreation center. The committee was also asked to look into the possibility of setting up a scholarship fund for students who are unable to afford the cost of tuition.

The committee was also asked to look into the possibility of setting up a food service on campus. It was agreed to look into the possibility of setting up a student union building that would include a cafeteria, a student center, and a multipurpose room.

The committee was also asked to look into the possibility of setting up a student services office. It was agreed to look into the possibility of setting up a student advising center that would provide students with resources and guidance.

The committee was also asked to look into the possibility of setting up a student publications office. It was agreed to look into the possibility of setting up a student newspaper and a student magazine.
Mr. Chambers of Penn State.

The difficulty comes in from the change in proportions of men and women students from the regular year to the Summer Session. Thus we have to take care of women in houses which are normally filled with young men.

Mr. Goodnight of Wisconsin.

At Wisconsin we have a rule to the effect that any house occupied by women students must be turned over exclusively to the women, with no men around.

It was the consensus of opinion that the general student morals is higher in the Summer Session than in the regular year.

Mr. Kraus of Michigan.

At how many institutions has it been found advisable to provide camping place for students with autos?

Mr. Goodnight of Wisconsin.

We had 135 students in our tent colony last summer. I find that lots of school men with families come to the Summer Session, and indeed they must come to the Summer Session. The expenses of a Summer Session are rather heavy for this class of students. With the tenting colony scheme, however, they can come in the old Ford, and can live in the tenting colony. Our rule is that some one member of the family must be enrolled in the Summer Session before camping space is provided. Thus the whole family will live there six weeks for just about what it would cost one person to live through the summer. The University has a cottage on the ground, and the Superintendent of Grounds lives there in the summer time and takes general charge.

We never have had any trouble with this group. We furnish them a platform on which to put the tent. There is no charge for this platform. They bring their own cots and bedding. Most of them bring their own stoves, but supplies of this kind can be rented locally.

A show of hands brought out the fact that four institutions have somewhat similar facilities.

Mr. Eby of Texas.

Near us there is a watering place where there are camping facilities. Faculty members and students as well camp for the summer at this place.

The point next discussed was the relation of the liquor question to social control in the Summer Session.
The Glimpse of Page 57

The difficulties come in the process of producing a
work and women students from the exterior view of the summer season.

Then we have to take care of women in homes, which are not only
with young men.

II. Opportunity of Recognition

At Wisconsin we have a rule to the effect that any woman
conspiring of women students must be turned over exclusively to the
money, with no one standing.

III. The Items of Information

If we may anticipate a change in the summer season from in the regular year

IV. Opportunity of Recognition

The many institutions have been in favor of
productive, being able to use them.

V. Opportunity of Recognition

We have few students in our first college last summer. It
that lots of school work with families come to the summer season.
and that they want to pay a large part of their expenses.
Summer season are better than to pay a large part of expenses.

VI. Opportunity of Recognition

The universita of a college on economy and the

VII. Opportunity of Recognition

We have very few that can work, but some were

A notion of some points of the fact that your institution

A year of some points of the fact that your institution

In Conclusion of Texas
Mr. Goodnight of Wisconsin.

This is our one big disciplinary problem. We have more trouble with it in the summer than in the winter. Students coming from other institutions bring their liquor with them. Then our own students feel that they cannot be outdone by these newcomers.

Mr. Elliff of Missouri.

Our trouble has been with one fraternity house which was left open without a chaperon.

Mr. Jordan of Cornell.

We have the same trouble that Mr. Goodnight mentioned.

Mr. Shipley of George Washington.

I would like to suggest that there should be a blacklist of undesirable students passed around among the institutions. Last year I required a telegram from the authorities in the college from which the student was coming to the effect that that college would be willing to take back the student, before I would take him here.

Mr. Chambers of Penn State.

Students from our own institutions must have the approval of the Dean of Men or the Dean of the college before entering. Students from other institutions cannot enter without the approval of the Deans of the college in which their work was taken.

Mr. Cose of Columbia.

I think that the number of cases of irregularity in this regard is so small that it is not a serious problem. There is also the question as to whether or not it is worth while to go to this trouble for a six weeks session.

Mr. Elliff of Missouri.

We have no difficulty with the liquor question because bootleggers are quickly run down and handled with extreme severity by the local civil authorities.

The next question discussed was the program of studies.

Mr. Jewell of Arkansas.

I have been questioning the giving of elementary foreign language in the Summer Session.

A show of hands revealed the fact that almost all Summer Sessions are giving elementary foreign language and that most Directors think that it is a very good thing.
Mr. Hanford of Harvard.

To limit the size of foreign language classes to twenty students. We then advise the students not to carry more than one course. The results are good, and seem to be meeting the approval of the instructors.

Mr. Elliff of Missouri.

Most of our students who take beginning foreign language are rather mature people who want the language as a part of the requirements for the advanced degrees.

A show of hands brought out the fact that several sessions offer the whole first year of Chemistry in the Summer Session.

Mr. Eby of Texas.

I would like to suggest the possibility of collecting statistics on the question of the extent to which courses are offered in the Summer Sessions which are not offered in the regular year.

The next question discussed was the utilization of afternoon hours for Summer Session classes.

It seemed to be the general agreement that in many cases this has to be done.

Attention was called to the report prepared by Mr. E. E. Lindley of Washington State College concerning afternoon classes.

Mr. Petry of Syracuse.

I think that afternoon classes must be discounted because less effective work is done in the afternoon hours.

Mr. Goodnight of Wisconsin.

One difficulty that I anticipate is how to get the proper classes scheduled for afternoon work. Departmental anatomy makes it seem necessary to schedule the weaker classes for afternoon work.

Mr. Foster of Iowa State College.

We have a schedule expert who is the final arbitrator in matters of dispute regarding the hours when classes shall be held.

At this point, Mr. Coss of Columbia read a request from the Institute of International Education for cooperation between that body and the Association of Summer Session Directors in the matter of employing foreign professors in Summer Session work.

A number of men signified to Mr. Coss their willingness to use foreign professors next summer.

An inquiry in connection with the discussion as to the
In matters of educational policy and practice, it is important to consider the role of institutions in promoting educational excellence. The concept of educational institutions as engines of social change is fundamental to our understanding of their role in society.

The importance of educational institutions cannot be overstated. They serve as the foundation for the development of a well-informed and capable citizenry. Educational institutions are also crucial in the dissemination of knowledge and the promotion of research.

In recent years, there has been a growing recognition of the need for educational institutions to adapt to the challenges of the 21st century. This includes the integration of technology in teaching and learning, the development of interdisciplinary programs, and the promotion of international collaboration.

It is clear that educational institutions have a significant impact on society. They not only prepare students for careers but also contribute to the improvement of society as a whole. Therefore, it is essential that educational institutions continue to innovate and adapt to the changing needs of society.

In conclusion, educational institutions play a critical role in the development of a society. They are essential in the transmission of knowledge and the promotion of social change. It is important that we continue to support and strengthen these institutions to ensure that they meet the needs of society.
length of the Summer Session showed that five institutions are on the regular quarter basis.

---

The next question discussed was that of migration in attendance for the A. H. Degree.

Mr. Schreager of Kansas.

I think this is a good idea, and one that should be encouraged.

Mr. Crosby of Pennsylvania.

My institution a year ago passed a regulation of the faculty forbidding migration for the A. H. Degree.

Mr. Schreager of Kansas.

In Kansas a graduate student with the A. B. Degree from the University of Kansas may get some of his work for the Master's Degree elsewhere with special approval in advance.

Mr. Goodnight of Wisconsin.

The philosophy of it is that so many students graduating from the small colleges want to get around from one institution to another and piece together a graduate degree. The institution feels that it cannot vouch for the student who has not had at least one year in the institution.

Mr. Chambers of Penn State.

In our institution, candidates for the Master's Degree must spend one year in residence, although they may present credits from other institutions.

---

The next question discussed was the matter of evening classes.

The question was raised as to whether or not technical courses are better attended when scheduled in the evening.

Mr. Coss of Columbia.

I find that 8:30 in the evening is the best time. Evening classes are best held for only two evenings a week.

A brief business session followed. A report was had from the nominating committee. The committee presented the following nominations:

President - Dr. Teller of Iowa.
Secretary - Dr. Memphis of Virginia

This latter nomination also carries with it the recommendation that Charlottesville, Virginia, be the next place for meeting.
The next question arises: "What if the institution were to cease to exist?"

"If the institution were to cease, what would happen?"

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"If the institution were to cease, what would happen?"
It was moved that the report be adopted. Motion seconded and passed.

The report of the Committee on Resolutions was next called for. Mr. Kraus of Michigan reported as follows:

"The first resolution to be presented by this committee has reference to a more permanent organization. Before I present this resolution, it might be well to make a statement relative to the development of this organization, because I believe there are only two here who were present at the organization meeting in Ann Arbor in 1917.

"It was in the summer of 1917 that it occurred to me that it would be well to get together a group of men who were dealing with Summer Session problems, and I wrote to Mr. Goodnight of Wisconsin and Mr. Bristol of Cornell to see if they would join me in a letter asking whether or not such a meeting would be considered advisable. I sent out this letter, and there was a very hearty response.

"The meeting was held at Ann Arbor, and there were fourteen institutions represented. It was agreed that the organization should be informal. There were certain principles decided upon at that time. The officers, it was understood, would rotate. There has been no permanent record kept so far as the proceedings are concerned. Two years ago it was decided to ask Mr. Weller to act as statistician, so that we have started upon the way of a regular organization. The group has met regularly each year, except for the year of 1918, when the unsettled conditions caused us to omit the meeting that year.

"The organization has, I think, served an excellent purpose. It is becoming recognized officially by the U. S. Bureau of Education. Greater interest is being taken in the meetings, so the Committee on Resolutions would like to present the following resolutions:

"That the president of this meeting be directed to appoint a committee of five members who shall proceed at once to draft a formal constitution for this body defining eligibility for membership, officers, and other regulations, the findings of this committee to become valid and be put into effect upon approval by two-thirds of the present members as listed in the current statistical reports (plus Clark University added last year)."

It was moved that this resolution be adopted. The motion was seconded and carried.

Mr. Kraus then read the second resolution, which recommended a vote of thanks to the officers and faculty of Indiana University and to Dean and Mrs. Smith for their hospitality in entertaining the meeting of Summer Session Directors. It was moved that this resolution be adopted. Seconded and adopted by a rising vote.

The meeting then proceeded to a discussion of other points in the program."
If no other person is present, the report of the Committee on Resolutions may be read:

"The report of the Committee on Resolutions is as follows:

The first resolution to be considered by the Committee was:

The adoption of a report recommending the establishment of a new faculty. After much discussion and debate, the Committee felt that the establishment of a new faculty would be in the best interest of the university.

The second resolution considered was:

The resolution to increase the budget for student activities. This resolution was passed with a unanimous vote.

The third resolution was:

The resolution to implement a new grading system. This resolution was met with mixed reactions, but was ultimately passed.

The Committee on Resolutions has concluded its work and recommends the adoption of the above resolutions.

"
The first point discussed was the opportunity for removal of conditions earned by students in Summer Session courses.

Mr. Buchner of Johns Hopkins.

No provision whatever is made in our institution for the removal of conditions earned by students in Summer Session.

Mr. Goodnight of Wisconsin.

Our institution has a rule that the condition can only be removed during the first semester in which the student is in residence after earning the condition.

Mr. Jordan of Cornell.

Cornell has abolished conditions entirely. Students either fail or are passed.

Mr. Hanford of Harvard.

Harvard has the same situation. I should also like to ask what provision is made for making up examinations which are missed?

Mr. Tufts of Chicago.

In our institution this is handled through the correspondence department. A student who cannot take a final examination makes arrangements with the correspondence department, and they in many cases arrange for the examination to be taken under the supervision of some trusted person. The student pays a fee of $5.00, which is given to the person who conducts the examination.

Mr. Buchner of Johns Hopkins.

We have similar arrangements, but charge no fees.

Mr. Goodnight of Wisconsin.

I should like to inquire what provision other institutions make for students who want to leave before final examinations? At Wisconsin no student may receive credit unless he stays and takes the final examination. He may, with the consent of the executive committee, take an "incomplete" in the work, and he may later remove this incomplete.

Mr. Jerell of Arkansas.

It is our rule that we do not allow anyone to leave early and receive credit when the final examination is missed. This forces upon us a particularly difficult situation, and has aroused considerable antagonism among the county superintendents of the State.

Mr. Tufts of Chicago.

My observation is that we have fewer students asking this
The site point for the opportunity for removal
of objectionable objects in common concern.

X. Remover or Taking Name

He preservation of objects in common concern for the
removal of objectionable objects in common concern.

X. Coordination of Taking

Can objection be made to the taking of the object
in objection. The object are not objectionable.

X. Coordination of Coordination

If objections are made to the objection of the object.

X. Coordination of Coordination

If objections are made to the objection of the object.

X. Coordination of Coordination

If objections are made to the objection of the object.

X. Coordination of Coordination

If objections are made to the objection of the object.
now than before.

Mr. Jordan of Cornell.

In the six weeks, there is some allowance for late registration.

Mr. Kraus of Michigan.

We always have a few cases where students must be allowed to get away before final examinations.

Mr. Walker of Iowa.

We will release the student and allow him proportional credit. We never allow full credit to a student who has missed the final examinations.

Mr. Eby of Texas.

We have trouble with students missing the final examinations because in many cases they must be in their classrooms within one day after the closing of the Summer Session.

The next question discussed was residence requirements and residence credit for the period before regular opening and after close of the Summer Session.

Mr. Goodnight of Wisconsin.

We have certain pre-session and certain post-session work. If a student stays and works after the session is over, he may count it as residence work.

Mr. Jordan of Cornell.

We have an arrangement whereby graduate students may register under personal direction where they are working on their research problems. I should like to inquire if such individuals should be required to register in the Summer Session as a whole?

Mr. Buchner of Johns Hopkins.

Individual work in Biology is not under the Summer Session management.

Mr. Goodnight of Wisconsin.

We count such people as members of the Summer Session in all respects.

Mr. Jewell of Arkansas.

We have applications for this sort of work every year.

Mr. Goodnight of Wisconsin.

Such students register and pay a fee. The instructor is
allowed the fee which is paid by the student.

The next question considered was conditions under which classes are open to graduate and undergraduate students.

Mr. Crosby of Pennsylvania.

At Pennsylvania there is a tendency to reduce the number of mixed courses. Some departments do not welcome this tendency to cut out mixed courses, particularly the Departments of Political Science and Economics.

Mr. Tufts of Chicago.

There is a growing feeling in Chicago that we should define more sharply between the graduate and undergraduate work.

Mr. Grose of Northwestern.

At Northwestern we are doing all that is possible to limit the variety of classes which can get into any one course. Most graduate students, however, are in courses which are open also to Seniors.

Mr. Shipley of George Washington.

With us, a student may count only 1/3 of his work for the Master's Degree in courses which are also open to the undergraduates.

The next question discussed was the University High School in the Summer Session.

Mr. Crosby of Pennsylvania.

We run a vacation school which includes both the elementary and intermediate work as well as the high school. It is financially a loss to us, although beneficial to the educators. The tuition charged is low.

Mr. Goodnight of Wisconsin.

We run high school work in just a few branches. Tuition of $15.00 is charged for six weeks.

Mr. Buchner of Johns Hopkins.

In Baltimore the Summer Session for the children is really an experimental school, with the Board of School Commissioners of the city of Boston running the Summer Session. Only pupils who have previously made normal progress in school are admitted. We have more applicants than we can take care of. The schools are housed in the University plant. We try to do in eight weeks the next one-half year of school work for the particular child.

Mr. Hanford of Harvard.

We have a co-operative arrangement with the Cambridge schools.
in offering demonstration school work in the Summer Session. Each course is in charge of one of the professors of the School of Education or the College of Arts and Sciences. Then an experienced public school teacher conducts the class. Student fees are $10.00. This is very successful, although it does pay.

**Mr. Jewell of Arkansas.**

We operate the University high school during the summer.

**Mr. Sealock of Nebraska.**

We do the same. We charge tuition in the high school, but not in the grades.

**Mr. Eby of Texas.**

Texas has no high school during the long session. During the summer we run a demonstration school from the kindergarten to the eighth grade. No tuition is charged to the children.

**Mr. Buchner of Johns Hopkins.**

The size of our school is limited to 400 students. The School Board furnishes all supplies used, as well as transportation.

A show of hands brought out the fact that several institutions pay demonstration teachers from the Summer Session budget.

**Mr. Goodnight of Wisconsin** suggested a further discussion on the matter of Summer Session finances.

**Mr. Tufts of Chicago** inquired what arrangements were made for the time of the Director of the Summer Session.

It was decided to pass the question of remuneration around. The following list shows the additional remuneration received for directing Summer Session work:

<table>
<thead>
<tr>
<th>Name</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Didcott of Peabody</td>
<td>$400.00</td>
</tr>
<tr>
<td>Mr. Hanford of Harvard</td>
<td>$1000.00</td>
</tr>
<tr>
<td>Mr. Smith of Indiana</td>
<td>$300.00</td>
</tr>
<tr>
<td>Mr. Crosby of Pennsylvania</td>
<td>$1000.00</td>
</tr>
<tr>
<td>Mr. Grose of Northwestern</td>
<td>$1000.00</td>
</tr>
<tr>
<td>Mr. Shipley of Geo. Washington</td>
<td>$1000.00</td>
</tr>
<tr>
<td>Mr. Weller of Iowa</td>
<td>$3000.00</td>
</tr>
<tr>
<td>Mr. Eby of Texas</td>
<td>$750.00 plus $300.00 for assistant</td>
</tr>
<tr>
<td>Mr. Jewell of Arkansas</td>
<td>$500.00</td>
</tr>
<tr>
<td>Mr. Randolph of Clark</td>
<td>$400.00</td>
</tr>
<tr>
<td>Mr. Rice of Boston</td>
<td>$1000.00</td>
</tr>
<tr>
<td>Mr. Goodnight of Wisconsin</td>
<td>$2000.00</td>
</tr>
<tr>
<td>Mr. Jordan of Cornell</td>
<td>$500.00 plus one-half of teaching</td>
</tr>
<tr>
<td>Mr. Buchner of Johns Hopkins</td>
<td>$1200.00 load</td>
</tr>
</tbody>
</table>
The following table shows the additional remittance received for the attendance of the summer session:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct of Board of Regents</td>
<td>$5000</td>
</tr>
<tr>
<td>Chancellor of University</td>
<td>$2500</td>
</tr>
<tr>
<td>Chief of Libraries</td>
<td>$2000</td>
</tr>
<tr>
<td>Dean of Colleges</td>
<td>$1000</td>
</tr>
<tr>
<td>Dean of Proctorium</td>
<td>$1000</td>
</tr>
<tr>
<td>Dean of Trustees</td>
<td>$1000</td>
</tr>
<tr>
<td>Dean of Texas Academic</td>
<td>$5000</td>
</tr>
<tr>
<td>Dean of Texas General</td>
<td>$5000</td>
</tr>
<tr>
<td>Dean of Texas Hermitage</td>
<td>$5000</td>
</tr>
<tr>
<td>Dean of Texas Scientific</td>
<td>$5000</td>
</tr>
</tbody>
</table>

Total: $30,000
Mr. Foster of Iowa State and Mr. Tift of Chicago stated that their remuneration could not be put on a basis comparable to the above since their annual salary includes payment for duties as Summer Session Director.

President Crosby announced that the committee which was provided for under the resolution adopted to draw up the plan of permanent organization will take up the matter of petitions for membership.

The question was brought up for discussion of the success of running French, Spanish, and German houses during the Summer Session.

Mr. Chambers of Penn State.

We have a French house, which is run during part of the Summer Session. Students devote one-half time to the language. Last summer we had 75 in the French house. The Spanish house enrollment was not satisfactory.

Mr. Eby of Texas.

We have a Summer Session budget of $115,000. We charge no fees to students.

Mr. Hanford of Harvard.

To what extent do Summer Sessions have to pay for use of buildings and share of overhead?

(Northwestern does. George Washington does. Johns Hopkins does not.)

Another question I should like to raise is whether or not a refund is allowed on tuition fees where students drop the work before the end of the session.

Mr. Goodnight of Wisconsin.

We have a regular table of refunds which is in effect throughout the whole year; i.e., a student dropping a course at the end of the first month gets a certain per cent of his fees refunded; at the end of the second month a somewhat lower per cent, etc.

I should like to inquire to what extent fees are refunded in case of expulsion for disciplinary reasons?

A show of hands seemed to indicate that such was not the general practice.

It was agreed that even though Mr. Weller assumes the office
The decision was prudent no to mention the names and German personnel garrisoning the German Sea Sline.

On the grounds of being a guest,

The decision was prudent no to mention the names.

...e have a German garrison no to mention the names.

Garrison, garrison no to mention the names.

...does not go to mention the names.

Hoping for the best.

Another objection I have that no to mention the names.

To a certain extent no to mention the names.

In case of examination for significance relevance.

...general practice.

If we steer clear that every thought. 

... Bengal Government...