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# UNIVERSITY SUMMER SCHOOLS

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## UNIVERSITY SUMMER SCHOOLS.

By JAMES C. EGBERT.

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During the past 25 years a very significant change has taken place in the attitude of those in control of educational institutions toward the so-called summer season—specifically the months of July and August—as deserving a place in the academic year or calendar.

Formerly the extreme heat so common in many parts of the country was regarded as sufficient interference with study to justify the suspension of the activities familiar to other periods of the year. Beyond this there certainly existed a prevalent and widespread opinion that both pupils and teachers needed the relaxation which an interruption of academic duties furnished, and that this period should cover the two months of the warm season. In all probability this custom arose from the fact that the summer months were the busy time for the countryside and a period when young people were needed on the farm. The winter could readily be given over to educational work.

### ORIGIN OF THE SUMMER SCHOOL.

The recognition of the summer season for educational purposes may be traced to the organization of summer schools not directly connected with collegiate institutions. The summer schools at Chautauqua and at Marthas Vineyard, although combining recreational with educational exercises, were largely instrumental in producing a change in opinion as to the usefulness and feasibility of the summer for educational activity. Gradually the fact of the loss of valuable time due to an extended vacation period became clear to the eager student who was finding the years of collegiate study too numerous in view of the necessity of beginning one's chosen career at an earlier period. In like manner students, especially teachers, busily engaged during the winter on remunerative employment, came to regard the summer season as the time for study, of which they were deprived at other seasons of the year. This is the story of the origin of the summer school.

It is interesting to note that the universities were the first to see the importance of the use of the summer season as indicated by the experience of what we may term the "recreational summer school." Harvard University was probably the pioneer, for the courses offered by Dean Shaler were the first collegiate instruction assigned to the summer season. Other universities, notably Columbia University, soon after established summer courses, and, exceeding Harvard in the liberality of recognition of such courses as giving credit for the degrees, early made their summer instruction an integral part of the work of the year.

The idea, therefore, has had an ever-increasing acceptance in the universities of the country. It has spread more slowly, however, to other educational institutions, such as normal schools and other institutions under public control. Nevertheless, there is a general acceptance of the idea, and the custom may now be said to be prevalent, especially in the more important institutions, of learning. This is not true, however, of the secondary and elementary schools, as the practice varies widely in different communities. It is most unusual to find the graded schools following a winter program in the summer. One important reason for this is the eagerness of teachers to enter the university summer schools from which they would be excluded if their own graded schools were open as usual during this season.

The severity of summer weather does not permit school exercises which are familiar to the other seasons. In consequence, wherever elementary schools are open the program is very brief and the character less serious than is the custom at other times of the year. The modified program is appropriate for these summer public schools.

#### CLASSIFICATION OF SUMMER SCHOOLS.

When we attempt to classify summer schools we find great difficulty. Nevertheless, we may follow the usual classification of university and collegiate institutions, normal schools, schools independent of established educational institutions, and finally the secondary and elementary schools, which furnish education at public expense. Of these I have already referred to the graded and secondary schools. The so-called "independent schools" frequently offer summer sessions but only when there is a special demand and when this demand will furnish means for the maintenance of the school or for profit. Many preparatory schools are open in the summer so as to meet the needs of students who hope to pass entrance examinations in the fall. Normal schools in some States supported at public expense are open in summer, especially where the teachers need further professional instruction and are unable to attend the universities or to find in them the courses which they need.

We shall confine ourselves in this paper to a consideration of the educational activity in the summer of the universities and colleges.

Although the theory of summer instruction as appropriate and advantageous for universities and colleges is so widely accepted, nevertheless, the practice has not become universal. Some of our best-known colleges do not open their doors to the summer student. Among these we may mention Yale, Princeton, Vassar, Brown, and many others. They close their doors after commencement, not to open them until the fall term begins. This is the old-time view of the period when colleges are to be active. It is true that Yale tried the experiment for three years and then resolved to abandon the undertaking.

It is interesting to note, however, that a number of the most conservative colleges are establishing in the summer courses of lectures and forms of instruction which are not familiar to the winter student. Williams College conducted in the summer of 1921 a series of conferences on government in which a number of distinguished scholars and publicists took part. This experiment will be repeated in the summer of 1922. The conferences in general were open to the public although the round tables for more intimate discussions were restricted to registered members. It is understood that the expense does not fall upon the college but is met by the generosity of a private individual. Amherst College has been interested in the summer in the Amherst School for Workers. This is an endeavor to bring the industrial worker into close contact with the college. Bryn Mawr in like manner is conducting in the summer classes for working women clearly with the same intention which is responsible for the courses at Amherst. Thus these institutions are turning to the use of the summer season although as yet there is apparently no thought of giving regular courses similar to those of the academic year.

The reasons for hesitation on the part of many colleges in continuing their academic year into the summer are not very difficult to discover. There exists a natural anxiety as to the possibility of meeting the expense of such an experiment for the trustees of these institutions do not look with equanimity upon increasing the financial burdens of the academic year by losses incurred during the summer. This is a perfectly reasonable ground for hesitation as the tuition fees obtained in the smaller colleges would with difficulty, if at all, be made to cover the overhead expense and the cost of instruction. The larger universities can draw to their halls an unusual number of students and by the means of numbers care for the expense of summer instruction although in many cases the overhead charges must be met from the general university income.

Again there are many colleges located in sections where the weather is especially severe and debilitating. We must acknowledge that students will avoid those places where the heat becomes well-nigh unendurable and therefore interferes with their routine of study and attendance on lectures. Students do not shun in the winter country towns which are frequently overwhelmed by the snows and rigors of the season but will avoid the same localities which are made uncomfortable by the heat of summer.

This general impression that the debilitating character of the weather would interfere with the amount of study the student could undertake not only prevented the rapid development of summer schools but produced unwillingness on the part of the university authorities to recognize this period of study as worthy of academic credit. As the number of summer schools increased, this opinion changed and universities of standing accept credits obtained in summer terms, both of their own and of institutions in which they have confidence, in the same manner as during the academic year. We can appreciate best the position which summer schools have secured in university work when we note the readiness with which credit is granted, especially for the master's degree and at times for the degree of doctor of philosophy.

#### REGISTRATION.

The registration in these summer schools has been steadily increasing and in some instances has reached remarkable proportions. Thus, in 1921, Columbia reported 11,809; Chicago, 6,458; California, with its southern branch, 6,176; and Wisconsin, 4,547. These are the largest and are followed by Cornell with 2,739. We should expect to find Columbia and California on this list as being the largest universities in the country.

In the summer of 1917, because of the war, the summer schools uniformly experienced a large diminution in numbers. This will be seen in the table given below. In certain special instances the numbers were maintained or increased by the acceptance and enrollment of students who were preparing for service in the Army or Navy. This interruption in the growth of numbers was regarded by some with solicitude. Nevertheless, in the summer after the close of the war there was an immediate return to pre-war conditions and the yearly record showed increases as before.

In November, 1917, the administrative officers of summer schools meeting at the University of Michigan established an informal organization entitled, "The Association of Summer Session Directors." The invitation had been extended to all universities offering graduate courses in the summer. At this first meeting the following insti



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tutions were represented: Boston University, Columbia University, Cornell University, Dartmouth College, Harvard University, Indiana University, Iowa State College, New York University, Northwestern University, Ohio State University, Syracuse University, University of California, University of Chicago, University of Colorado, University of Illinois, University of Kansas, University of Michigan, University of Minnesota, University of Missouri, University of Montana, University of Alabama, University of Pennsylvania, University of Washington, and the University of Wisconsin. This list is given so as to indicate the principal institutions holding summer schools in the year 1917.

The following table indicates the enrollment of 1916, 1917, and 1921 of universities and colleges which sent representatives to the meetings of the association.

*Enrollment of universities and colleges.*

Institutions	1916	1917	1921
Boston University	301	226	672
Columbia University	8,023	6,144	11,829
Cornell University	1,630	1,230	2,730
Dartmouth College	334	228	
Harvard University	1,044	771	2,022
Indiana University	1,121	950	1,645
Iowa State College	737	621	3,019
Johns Hopkins University			940
New York University	1,053	972	2,086
Northwestern University	446	437	1,422
Ohio State University	1,181	904	1,589
Syracuse University	367	343	715
University of California	2,975	2,970	4,330
Southern branch			1,846
University of Chicago	5,424	4,635	6,488
University of Colorado	833	771	2,308
University of Illinois	1,147	939	1,978
University of Kansas	816	739	1,395
University of Michigan	1,793	1,453	2,789
University of Minnesota	1,067	851	
University of Missouri	1,304	983	886
University of Montana	333	280	
University of Nebraska			1,653
University of Oklahoma	1,003	1,205	
University of Pennsylvania	1,045	859	1,788
University of Washington	1,398	1,213	1,900
University of Wisconsin	3,144	2,394	4,647
Total	39,427	32,981	69,978

LENGTH OF SESSION.

Regarding these institutions as representing the summer schools of the country, we may say at once that the important outstanding fact of the summer session of to-day is its accepted regularity as a part of university work. In fact, these schools have become integral parts of the extended academic year of university and collegiate education in the country. They form an added term. Thus there is an approach to the plan of academic year which brings it close to the calendar year.

Notwithstanding these facts, there are many inherent differences in the form, organization, and conduct of these schools which vary among themselves more widely than the parent institutions of which they form a part.

The first difference is that of length of period of the session or term. In this variation in the length of the session we can see pictured the different theories as to the character of the summer instruction. There are three types: First, the short intensive course with daily instruction and restricted programs; second, a similar plan, but combined with an attempt at approximation to the calendar of the academic year; and finally, a session arranged as a complete term, equivalent to those of the winter season as opposed to that of the summer.

In a list of 18 universities, 9 have a 6-week session, 3 have 8, 1 has 9, 1 has 11, and 1 has 8½ weeks for the general session and 11 for education and law. Another has 10 weeks for law, 8 for general courses, and 6 for medical courses. Two have two sections of the summer. Of these, 1 has 6 weeks in the first section and 5 in the second; the other has 6 weeks in each section respectively.

#### FINANCIAL CONDUCT AND FEES.

The financial conduct of summer schools is a matter of peculiar interest to the boards of trustees and regents who are responsible for the management of the funds and who are always anxious in the face of possible deficits.

In a group of 22 universities and colleges, 9 have summer schools which are self-supporting, while 13 are not. Of the former only 2 are State universities, while of the latter 2 are private institutions. In other words, private institutions must hesitate to establish summer schools which add to their financial difficulties. State universities, on the other hand, regard the matter in a totally different light, for legislatures are called upon to supply funds for the summer as for other parts of the academic year. In the latter case, although a fee is usually charged, it is purposely kept at a low figure, as there is no endeavor to make the school self-supporting. On the other hand, endowed institutions must arrange their summer expense and obtain suitable income so as to accomplish this result or there must be reliance on the general budget. Practice varies in the matter of overhead charges of the summer. Some universities charge this expense as a whole against the general budget of the university—others prorate the expense and endeavor to meet this amount from the income of the fees of this season. One university, endeavoring to reach an equitable adjustment, compares the expenses of overhead of the six weeks of the summer school with those of the following six weeks when no classes are held. The difference is charged against the



summer account. The largest institutions naturally show the largest amounts in the budgets assigned to the summer term, although the size of the institution is not always a determining factor. Taking the figures of 1919 we note that of 17 universities the budgets run from \$9,500 to \$132,000. Nine finished the season with a deficit running from \$600 to \$27,000. The remainder show a balance from \$1,000 to \$78,000. In preparing a budget careful consideration is given to the income side of the account which depends upon the system of tuition fees and to the method of compensation for instruction. There is no normal uniform system in the assigning of tuition fees. Here, again, the custom seems to follow the line of division between the State and private institutions. Of 23 universities, 16 have flat fees which are small in State universities, \$5 to \$25, but much larger in endowed institutions, \$40 to \$60. Only 6 set their fees on the basis of the unit, which varies from \$5 to \$10 and in one instance is \$16. One university charges \$3 for a single course. Eight follow the custom and adopt the amounts of the academic year. These are, however, on the unit basis. In some instances a definite university or overhead fee is charged. The whole tendency is toward an increased fee, following in this respect the action of universities in the past few years in raising their fees for the winter terms. In fact the summer fees are based on the same principle as controls during the academic year.

We may illustrate the variation in fees by referring to certain institutions which have important summer schools. Thus Columbia charges \$8 per point with a university fee of \$6. Cornell has a flat fee of \$40. Harvard has a flat fee of \$25. Syracuse charges \$5 per point. On the other hand, the University of California has a flat fee of \$25; the University of Illinois, \$12; the University of Kansas, \$10 for State residents, \$15 for nonresidents; the University of Michigan the flat fee of \$30, with special courses costing from \$30 to \$75. The University of Wisconsin has a rate of \$3 per week as a flat fee.

#### SALARIES OF PROFESSORS AND SELECTION OF STAFF.

The question of salaries is very important in the conduct of these schools in the summer. Even at this time, when the value of summer work is generally recognized, it would be exceedingly difficult to obtain from trustees the permission to continue and maintain them if the salaries were increased in such a manner as to cause a serious deficit. In the early history of this movement the salaries were not in proportion to those offered in the regular academic courses. They were in comparison quite small, but the amount of service required was likewise kept in proportion less than the normal. There is much variety in the different universities as to the system and schedule of salaries. A favorite method is to determine the summer salary

according to the grade or rank of the instructor. Another method is to offer a percentage of the salary of the year. The result is the same as a rule, for the grade thus ultimately determines the salary. A certain amount of freedom is claimed by those who control summer sessions in the assignment of compensation, particularly for those members of the staff called from other institutions. It is customary to regulate the salaries of those from other colleges on the system of rank held by the instructor in his home institution, but this is not uniformly observed. In studying this question of salaries, illustrations will again be helpful. Columbia assigns one-sixth of the annual salary. Hence a professor receives \$1,000; an associate professor, \$750; an assistant professor, \$500; an instructor, \$335; and an assistant, \$165. Harvard sets aside one-twelfth of the annual salary for one course, one-seventh for two courses. Indiana gives 17 per cent of the annual salary; the University of Kansas, one-sixth, with a maximum of \$500; the University of Michigan, determining from rank, gives \$850 to \$900 to those of the rank of professor, \$675 to associate professors, \$550 to assistant professors, and \$425 to instructors. Syracuse gives 14 per cent of the annual salary, with \$360 as a maximum for professors. Wisconsin gives 15 per cent of the annual salary, with \$600 as the maximum for the professorial positions. California varies the amounts according to rank and institution from which the instructors come. The salary of a professor may range from \$700 to \$400; that of an associate professor from \$600 to \$350; that of an assistant professor from \$400 to \$300. An instructor receives \$250 and an assistant, \$200. In general, the salaries of the universities in their summer schools range from a maximum of \$1,000 to a minimum of \$400 for professors, from \$750 to \$300 for associate professors, from \$500 to \$250 for assistant professors, from \$400 to \$180 for instructors, and from \$250 to \$100 for assistants. We may say in general that the endeavor is to approximate the salary rate of the year, although in some instances where a deficit must be avoided the amounts are less in proportion.

The question of the selection of the staff for summer session instruction is a different problem from that encountered in determining the permanent personnel of the university concerned. Universities uniformly draw their force of instructors for the summer from their own staffs, and when this is impossible they search for the best available material to fill the vacancies. In some institutions an endeavor was at first made to include summer instruction as part of the yearly duties of the incumbent. This theory has never been generally accepted. Of course, the perennial universities have an entirely different system whereby vacations are based on a plan of alternation. This is the well-known Chicago University plan. The fact that institutions do not regard summer instruction as part of the

academic service for which the annual salary is paid gives officers of instruction the opportunity to accept invitations for summer service elsewhere.

Other universities select one-half or one-third of the force from outside, as they regard the summer as an unusually favorable time when visiting professors may become part of the staff. The University of California follows a custom which is now well known and calls instructors from outside its own walls. There is much to be said in favor of this custom. Persistent and continuous service in one institution has objections which are generally recognized, and the arrangement made by some institutions for the exchange of professors is intended to obviate the difficulties which are inherent in an uninterrupted term of service. The summer courses offer an extraordinary opportunity for this change which is so desirable. The mutual acquaintance of scholars and teachers has been increased by this interchange in summer service. Again, some institutions use this time for testing those whom they are considering as possible permanent accessions to their staff.

#### ADMINISTRATION AND STUDIES.

In the matter of administration, the origin of the summer term and its early isolation and identity as a school or separate department have determined the form which this has assumed. The administrative head is a dean or director, who is given definite control under the president. In a number of instances the director has the assistance of a committee or administrative board of which he is a member or chairman. The director or dean is given, in some instances extraordinary power under the president and is recognized as a most important administrator, being a member *ex officio* of the highest university bodies. His functions are to arrange through the departments all details as to instructing force, to prepare the budget and plan of study and to select the courses offered. He is responsible for all publications and announcements, and for the distribution of the same. He presents the annual budget of the summer term to the trustees or regents, and is in every way the supreme administrative head of this part of the university work. The administration of the summer school is, therefore, very simple and does not call for any faculty action—the only approach to this being the committee or administrative board, which is a species of cabinet for the summer executive.

Finally, the range of studies and of courses in summer schools is a subject of peculiar interest and weight. Primarily there is evidently no intention to go below the freshman year in the general courses in the liberal arts and sciences. Nevertheless, many universities offer

courses in such subjects as English, mathematics, Latin, and certain modern languages—German, French, and Spanish,—which are preliminary to the freshman year and may even be classed as beginners' courses. These are not intended as a substitute for secondary school work, but are used by mature students and those who desire to complete an imperfect preparatory career. There is a distinct endeavor to prevent the summer schools in universities from becoming normal schools, although a large proportion of the student body consists of teachers of every grade and department. The summer is regarded as the time when teachers may come in contact with the subject matter in the college curriculum, and also with the more advanced treatment of subjects which belong to their own profession. It is for this reason that much attention is given to courses for graduate students, although it is frequently held that a summer session of 6 weeks does not give opportunity for individual investigation and research work. Notwithstanding this opinion, laboratory courses restricted in number and intensive in character can be distinctly valuable in the way of research. The continued and growing interest in graduate work in the universities in the summer and the general recognition which it is now receiving are clear evidence of its value. In general, summer courses of instruction are devoted principally to the liberal arts and sciences and to education. Commercial courses have an important place, and in a few institutions engineering and architecture are offered. Graduate courses are given in many of the larger summer schools at times set aside in separate departments or given in general with liberal arts courses.

Students in the summer very often seek this time for transfer to institutions different from those to which they owe first allegiance. Hence the geographical distribution is an interesting study. In certain large city universities, such as Chicago, Columbia, and Pennsylvania, the student body comes from all the States of the Union and from many foreign countries. State universities, however, as a rule serve the constituency of the State to which they belong. The exceptions among the State universities are California, Michigan, and Wisconsin, which have students from many other States and from foreign countries.

The principle of extension classes given at a distance from the parent university does not enter into summer instruction. Nevertheless, engineering camps and biological stations are often established at appropriate places. In some instances these are placed under the administration of the summer school. In other cases where they are not under such supervision they form special departments under general university control.



## RECREATIONAL WORK.

With the desire to make summer instruction popular and to induce students in a perfectly reasonable way to use this time of year for study, officers in charge of summer schools have felt that it was appropriate to give entertainments, concerts, and plays for which the season is particularly adapted. These exercises not only give suitable relaxation but prevent the interference by other outside influences which particularly in a great city serve to distract the attention of those who are unfamiliar with their surroundings and the allurements associated therewith. In an endeavor to check any unfortunate tendency from the giving of these plays and entertainments, those in charge have insisted upon the intellectual character of these exercises. Hence lectures of a more popular type, recitals, and concerts have been employed for this purpose. Excursions which are announced in many summer school circulars are likewise due to the opportunity which the summer season offers for such attractive variation in the usual program. In this season, particularly in the larger cities, opportunity is afforded to study economic and social problems through excursions and visits to factories, philanthropic institutions, and places of historic interest. These being of an educational character have been regarded as of considerable value both as intellectual exercises and recreational activities. Naturally, no interference with class exercises is allowed, but these excursions are treated as supplementary to the ordinary courses of instruction. The same restraint is observed in regard to purely social events, which seem particularly desired by students of the summer season. In all these entertainments, excursions, and social events we see the substitute for the extra curricular activity which has so large a part in the academic year. Of course athletic contests and exercises are quite uncommon in the summer. The advantage of this is so fully appreciated that other extra curricular activity will not be allowed to interrupt the studious habits of the students of the summer term.

## APPRECIATION OF SUMMER SCHOOLS.

Summer schools and summer sessions form, therefore, a distinct part of university organization in this country. We can see in their origin, which we may regard as a mark of progress in the development of university education, the working of the forces which have tended to shorten the period hitherto devoted to cultural studies and also as a concomitant idea the employing of the entire year by higher institutions of learning. These same forces are responsible for the peculiar system of yearly activity on an alternate term basis, as at Chicago, and for the combined courses which, as at Columbia, enable a student to count as one of his collegiate years the first year devoted

to professional study. A very clever substitute for the summer term of a length similar to that of the winter season was found in the short term of six or eight weeks and the limited and intensive program which gives the student daily contact with the instructor and daily recitation and lecture hours. This short intensive summer term is responsible for the theory which many now hold that our collegiate study would be much more thorough and the results more satisfactory were the intensive restricted plan used in the normal college year. At all events the deleterious effects which are attributed to the elective system, which enables a student to form heterogeneous combinations, would be avoided by the system now employed in the schools which have short terms with intensive restricted programs.

As has been shown above, summer study is largely confined to the courses which form part of the liberal arts and sciences as given in the usual collegiate career. Professional schools in many universities have not as yet afforded opportunity for study in the summer. The professional schools of education are an exception. They have the largest number of students, exceeding in many instances the enrollment in the arts and sciences. Law schools are offering courses which count for their degrees, and in some institutions schools of medicine and dentistry are following the example of the schools of law. Short courses for practitioners in medicine and dentistry are found in some instances in the early summer and even in the usual summer term, although serious difficulties are encountered in the conduct of medical schools in warm weather, particularly in the dissecting rooms of the department of anatomy.

Notwithstanding the hesitation which is shown by some professional schools and accepting the objections which are presented by the colleges largely influenced by tradition, the development of summer educational work has been such as to indicate that it is not improbable that colleges in general will feel the necessity of adopting some form of summer term. The idleness of valuable educational plants and equipment and the need of making shorter the traditional collegiate career are influences which will certainly press in the direction of the summer term. It is probable that this will not duplicate the terms of the winter season in arrangement and classification of studies. The institution itself, however, will not be completely abandoned by instructors and students as at present, but will serve a useful purpose throughout the year in the way of accomplishing the object for which it exists. The summer school belongs to the modern days and its organization and existence have brought many suggestions and progressive ideas into the conduct of university and collegiate education.