

A History of the  
SUMMER SESSION  
CORNELL UNIVERSITY

*The First Seventy-five Years*  
1892-1966

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## FOREWORD

The inspiration to undertake preparation of this history was prompted by the knowledge that no prior record existed of this aspect of Cornell University's past. A conviction that such record would contribute significantly toward the total of Cornell's history added further motivation.

The uniqueness in origin, structure, and resultant administrative complexity which characterizes Cornell is reflected in the history of its Summer Session much the same as throughout all other aspects of the University's past and continuing development. This fact was sufficient guarantee that this undertaking would provide a fascinating endeavor.

Credit for assistance in the project belongs to several departments and numerous individuals within the University. Foremost in point of both priority and frequency has been the resources and staff of the University Archives. Records available there were supplemented by those in the offices of the University Counsel, the Director of Resident Instruction in the College of Agriculture, the University Comptroller, and the Summer Session. The office of University Announcements furnished copies of early Summer Session Announcements for reference and for duplication of several items in their original form. Advice on the mechanics of duplication was provided by the University printer. The initial typing of the manuscript was supported financially by a grant from the Humanities Research Grants Committee of the College of Arts and Sciences. This contribution was crucial and is acknowledged with sincere gratitude.

Several persons identified in various capacities with the Summer Sessions of the earlier years were kind enough to express interest in and anticipation of the proposed history. Often they offered information about practices used and events scheduled which they considered to be innovations occurring during their eras of Summer Session operation. However, the frequency with which investigation of the past revealed

unsuspected precedents suggests a paraphrasing of George Santayana's often quoted, trite phrase - 'Those who either are unaware of or have forgotten the past are condemned to repeat it'. To this past Summer Session Director, often mistaken about what was new and what merely repeated the past, it seems appropriate to recommend that this history become a mandatory reference for the administrative personnel of all future sessions.

The first Cornell Summer Session was administered by a committee approved by and representing the entire University Faculty. Seventy-five years later the Summer Session again was conducted as a University-wide operation administered by a single administrative unit. But during the interim there developed such variation and diversity of organization and administration that a comprehensible description of what took place requires clarification of the terminology used in referring to the various programs.

The references quoted which deal with these disparate programs contain such terms as: summer school, summer term, summer course(s), summer period, and summer session. During the earliest years, when only one approved summer program existed, these terms were used synonymously in referring to it. As programs began to increase and compete for identity, terminology tended to become indiscriminate among them. This circumstance was complicated further by inconsistency in whether or not terms were spelled with first letters capitalized.

Clarification has been sought in recording this history by adhering to the following pattern of terminology:

1. The term "Summer Session" (capitalized first letters) designates the University-authorized program. In quoted passages which refer to the Summer Session in any other terms, either the symbol "sic" or insertion of the correct terminology in brackets [ ] is used for clarification. Exception to this rule occurs within the period reported prior to 1898 during which the session was designated officially as the Summer School. Official use of the term "Summer Session" began that year.

2. The term "Summer School" (capitalized first letters) identifies a program in the summer other than the University-sponsored Summer Session (except during the period prior to 1898 referred to in 1.). Beginning in 1898 and from then on each Summer School program was identified with a unit of the University as its sponsoring or administrative



agency, e.g. Summer School of Agriculture, Summer School of Biology, etc.

3. The "Summer Term" in Agriculture and extended programs of other colleges in the summer are referred to briefly in the history and are included only because of their potential for conflict with the Summer Session.

4. Use of various terminology in reference to summer instruction without capitalization of first letters denotes a generic meaning without reference to any particular program.

Both the frequency and the breadth of detail of documentation appearing in this history is due to the fact that copies of the completed product would be desired for deposit in the University Archives where substantiation rightfully is at a premium. The hope is that such emphasis will not limit appeal of this history only to those persons whose primary concern is with the Summer Session per se.

Details of Cornell history as a whole, particularly those pertaining to its separate colleges, came to light which have not been reported previously outside the files in which they have been recorded. This is true especially for those units which developed and conducted their own summer programs. The College of Agriculture is cited most frequently in this connection but references to other units contributed details of comparable historical interest.

The potential reader is urged to examine the index at the end of the narrative for clues to those portions of Cornell history not reported elsewhere and thus unknown to him.

department of Entomology, and that the circular of information is in press."<sup>1</sup>

Announcement of further opportunity for study in the same summer appeared in the January 29 (sic) issue of the Era:

"A Summer School of Zoology is to be opened on July 7th under the auspices of the University and under the direction of Professor Wilder. The session is to continue six weeks. As with the summer school in Geology and the carrying out of plans here depends wholly upon whether or not a sufficient number of students wish to pursue the proposed course. The number to be admitted is limited to fifty. A very full circular can be obtained by applying to Professor Wilder. From a note to this circular we see that it is also proposed to start summer schools in Botany, Chemistry and Drawing. We quote the following from the circular:

'The Professor of Zoology in Cornell University proposes to conduct a summer school of Zoology under the auspices of the University, and with the aid of the following naturalists:

Professor W. S. Barnard - Protozoa, Worms, Radiates,  
Mollusks, and Molluscoids.  
Mr. J. H. Comstock - Insects and Crustacea.  
Dr. Elliott Coues - Birds.'

"Each instructor will have a competent assistant in the laboratory. Prof. Barnard lectured on Protozoa at the Anderson school in 1874, and on the Invertebrates generally at the summer school at Normal, Ill. in 1875. Mr. Comstock is instructor in Entomology at Cornell University and gave instructions in that subject in the schools at Peoria, Ill. in 1875. Dr. Coues is author of "Key to Birds of North America" and numerous other ornithological works and papers. The Director (Prof. Wilder) was connected with the Anderson (Penikese summer) school in 1873 and 1874 and with these or other schools, leads him to include the following features in the programme;---." <sup>2</sup> There followed a brief description of content.

Reference to the Anderson School prompts digression to examine its probable influence and more particularly that of its originator, Louis Agassiz, upon development of the concept of summer instruction at Cornell. The probability of such influence depends upon identifying Agassiz, the natural scientist, and his relationship with Cornell, and upon the brief history of the Anderson or Penikese Summer School as it was variously referred to.

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<sup>1</sup>The Cornell Era, January 14, 1876, pp. 103-104.

<sup>2</sup>Ibid, January 29, 1876, p. 119.

## ORIGINS

The first Cornell Summer Session began July 7, 1892, for a period of six weeks. This was only 24 years after the inaugural of the University itself.<sup>1</sup> Many of the circumstances making up the environment in which the University had its early growth also influenced the development of its Summer Session. Therefore it is essential that this historical account open with a chronology of those early events and administrative actions selected for their contribution to the background of the Summer Session.

The earliest references to summer study in any form at Cornell are found in The Cornell Era, the original news medium for the University, "printed and published every Friday by students of the Senior and Junior Classes."<sup>2</sup> The first such reference appeared in the issue of January 14, 1876, less than eight years after the inauguration of the University. On pages 103-104 is found the following:

"A summer school of Geology will be opened in July next, under the auspices of the University and under the supervision of Professor Theo. B. Comstock, provided a sufficient number of students wish to pursue this course of study. It is proposed to commence instruction early after July 4, and to extend it over six or seven weeks. A neatly printed pamphlet obtainable at the business office, or by addressing Prof. Comstock, gives all necessary information concerning the enterprise. According to the Announcement, the first and last quarters will be spent in the laboratory among the fine collection of fossils in possession of the University, with frequent excursions to neighboring glens noted for geological interest; the second and third quarters will be devoted to field work with headquarters in an encampment in a mountainous region chosen for its fitness in illustrating geological science. From the plan presented, the course promises to be pleasant as well as instructive, and will provide a rare chance for geological students to spend their vacation profitably and pleasantly. Professor Mr. \* J. H. Comstock informs us that a summer school will also be started in connection with the

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<sup>1</sup>On October 7, 1868

<sup>2</sup>Taken from the masthead of the publication.

\*Appointment to the rank of Assistant Professor was not granted until November 29, 1876. See Proceedings, Board of Trustees, 1865-1885, p. 142.



Though a renowned member of the Harvard University Faculty, Louis Agassiz was an enthusiastic friend of Cornell from the time of its founding and inauguration (on which occasion in October, 1868, he was a featured speaker) until his death in December, 1873. In the meantime he had accepted a Cornell appointment as non-resident lecturer with responsibility for delivering annually a course of lectures on various subjects in natural history. Suffice it to say that this association with Cornell brought him into close and frequent professional and personal contact with the natural scientists on the Cornell Faculty. In the use of his summers in travel and teaching in a wide range of institutions he frequently was joined by members of the Cornell staff.

It was during the winter of 1872-73 that Agassiz initiated the project which became known as the Penikese or Anderson Summer School of natural history. It was to be established somewhere on the coast of Massachusetts. His appeal for support of the project attracted the attention of a New York merchant by the name of John Anderson who promptly offered the island of Penikese, one of the Elizabeth Islands situated in Buzzard's Bay, and the sum of \$50,000 for carrying out the plan.<sup>1</sup>

Among the student body of the 1873 Penikese School was Prof. Wilder who later directed the Cornell summer course in Zoology in 1876 (see p. 2). The second summer of the Penikese School attracted additional Cornellians along with Wilder's return in an instructional role. However, lacking the dynamic influence of the Agassiz presence (he died in December, 1873) the school closed its doors forever at the end of the summer. But its influence lived on through Penikese 'alumni' who were sought to teach in summer schools widely distributed throughout the east, south and midwest. Included were members of the Cornell staff named previously and several whose names will appear in following pages of

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<sup>1</sup>Acknowledgement is hereby made of two sources of information for this reference to the Penikese School - 1. "Pre-Cornell and Early Cornell I, Agassiz and Cornell," Albert Hazen Wright; and 2. "Reprint of a Harvard Report," from a report to the President of the University by the officer in charge of the Harvard Summer School of Arts and Sciences, prepared by James Lee Love. In this report acknowledgement is made of the influence of Agassiz and the Penikese School in the origin of the Harvard Summer School which first was given official sanction by the Harvard Faculty in 1891.

this report. It seems not unreasonable to ascribe to Agassiz and his Penikese School a considerable share of credit for the inception of summer study at Cornell much as was the case at Harvard.

Returning again to the Cornell Era as the only source located for reference to the earliest summer instruction under Cornell auspices, the issue of February 16th, 1877, carried an announcement reproduced here in total not only for the uniqueness of the event but also to cite it as a forerunner for what in subsequent years tended to be considered as original attempts to extend Summer Session instruction beyond the boundaries of the University facilities.

#### "Tour of the Great Lakes"

"If sufficient encouragement be given (Prior to May 1, 1877), a summer school for teachers and others will be organized under the direction of Professor Comstock, now in charge of the geological department of the University. A steamer will be chartered for a period of four to six weeks, to be used solely for the purpose of the school on a trip from Buffalo, or Cleveland, along the south and west shores of Lakes Erie, Huron, and Superior, thence along the north and east shores of the same waters, visiting all important bays and islands on the way, touching frequently for inland excursions to the mines and other points of scientific interest. Numerous localities out of the regular line of travel will be included and some of the larger rivers will be ascended as far as practicable. If there be time, an opportunity will be afforded for the members of the school to examine the coasts of Georgian Bay, Green Bay and Lake Michigan. Professor Theo. B. Comstock will assume charge of the expedition and conduct the work performed in the department of geology. Competent instructors will be engaged to superintend the zoological and botanical work. Lectures have been promised by eminent specialists who will join the party at convenient points along the route. Dredgings will be made as often as desirable, and complete illustrative collections will be obtained of the geology, zoology, and botany of the region traversed. A portion of this material will be distributed among the pupils at the close of the tour. Local societies, colleges, academies, schools, teachers and others can secure collection stock. A limited number of shares is offered at the low rate of ten dollars each. With the fund thus obtained, additional collections will be made and distributed to shareholders in proportion to the amount of their stock. The object of the expedition is not to provide amusement and recreation for mere pleasure-seekers, but to do some good work in the direction of scientific instruction and investigation. The director would much prefer the abandonment of the scheme to any success not accompanied by benefit to education or science. The element of enjoyment will not, however, be



overlooked by any means. If it becomes necessary to make selections from the list of applicants, preference will be given to teachers and special students in natural science. The fee, including berth, board, instruction and traveling expenses connected with the steamer, will not exceed \$125 for thirty days, and \$3.50 for each additional day. It is understood that the trip shall not exceed thirty days, unless so decided by a majority vote of the pupils. Excursions upon land will be so arranged as to require the least possible expenditure, and no pupil will be required to join them. Prof. Comstock who has the expedition in charge, will probably be pleased to furnish further information concerning the trip to any one who may desire to go. Those of our students from the west who are in the habit of going home by way of the great lakes, have always found the trip a delightful one, and we have no doubt but this one will be equally as pleasant."<sup>1</sup>

A subsequent issue, April 27th, pp, 188 and 189 under the caption "Aquatic Summer School" continues the description of the program announced in February.

#### "Aquatic Summer School"

"The following new information regarding the summer school has been received: It has been arranged so that members can attend lectures and engage in laboratory work on the steamer in the three departments of study, attention being given to each branch according to the natural facilities afforded from day to day. The general programme will be posted several days in advance, special features being announced daily, with comments from the instructors directing attention to the main points to be observed on the route. Lectures will be given at suitable hours, with occasional evening lectures illustrated by the stereopticon. The party will consist very largely of teachers (including many ladies) and the Director is anxious to afford as much recreation to all concerned as may be consistent with the main objects of the excursion. On many accounts it is best that each member should give attention largely to one of the three subjects, and in all but the most special side-trips opportunity will be given for occupation in either branch. In brief, the plan of the Director may be stated thus: Nature supplies the material, the instructors are to furnish enthusiasm and experience, the progress of the pupils will depend upon individual zeal and ability. Nothing is promised which cannot be fulfilled, but there are numerous plans of the success of which there is very reasonable prospect. Reduced rates have been kindly offered by railroad officials along the roads thus far, without exception. All collections made by the pupils (aside from what may be classed "curiosities" or "mementos") will be carefully packed, labeled with the collectors' names and transported free of charge, to the starting point. Here they

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<sup>1</sup>The Cornell Era, Feb. 16, 1877, pp. 131-132.



will be assorted and delivered to members, not equally, but in proportion to the amount collected by each. In this way, active persons may obtain a fair representative set of the whole district. The only charge for this material delivered at the express office in Cleveland, will be an assessment to cover the cost of packing cases and preservatives, undescribed material or specimens of scientific interest, not duplicated from the special collections before the distribution is made.

"Special collections for individuals and public institutions are to be made by experienced collectors employed for this purpose alone. A set of the food fishes of Lake Superior will be procured for the use of the U. S. Fish Commission. An illustrated report on the Geology, Zoology and Botany of the region visited will be published, in which the results of the trip will be enumerated, due credit being given to all who shall have aided in the work of discovery. From seventy-five to one hundred or more persons can be comfortably accommodated. If there be not more than fifty applicants, it will be necessary to charter a smaller steamer, though good accommodations will be provided in any case. Judging from the large number of names recorded already, no difficulty is anticipated in securing enough members to warrant the use of a large steamer. The board furnished, and attendance upon passengers will be all that can be desired. Persons almost entirely ignorant of the Natural History branches may obtain much valuable training on this expedition, and no previous preparation is necessary; but as each member will receive instruction according to the amount of knowledge possessed, some acquaintance with one branch or more will be advantageous.

"It is impossible to give in detail all the plans adopted for the profit and convenience of members of this expedition, but the following may serve to indicate the general character of the undertaking. Starting from Cleveland or Detroit, July 7, the party will proceed directly, via Lake Huron, St. Mary's River to White Fish Bay, where several hours will probably be given to fishing and dredging. One or more days will be spent at the "Pictured Rock." From Marquette as many as may desire can go by special train through the iron region, stopping at Negannee, Ishpeming, Republic Mountain, Lake Michigamme, etc., meeting the steamer about sunset the next day, at L'Anse, sixty-three miles beyond Marquette. The copper region of the Keweenaw Peninsula will next be visited, much time being given to observation in the Portage Lake District. From Ashland, Wis., a trip by rail is proposed to the Penokie Iron Range, requiring the greater part of one day. After visiting Apostle Islands, the southern shore of Lake Superior will be followed to Duluth, from which point the falls of the St. Louis River may be reached by rail, (eighteen miles). Beyond Duluth, the course lies along the north shore, stoppages being made at Isle Royale, Silver Islet, Fort William, Neepigon Bay, and other places of interest, affording abundant opportunities for collecting and for visiting inland points. Special arrangements have been made for the benefit of those who

do not care to undertake all the land trips. If there be time, the coast of Georgian Bay will be included in the return trip. The Director alone is responsible for the general management of the expedition. He will also instruct in Geology. Mr. Byron D. Halsted, of the Bussey Institute, Harvard University, will conduct the work in Botany. Unexpected delay has occurred in the selection of a zoologist, but one of two or three excellent names is sure to be chosen soon. Mr. Fred E. Ives, of the University Photographic Laboratory has been engaged as Photographer. There will be an efficient corps of collecting specialists."<sup>1</sup>

A final item from the Cornell Era, June 13, 1879, p. 369, serves to illustrate the early use of summer time by members of the Cornell Faculty for teaching, in this instance, in a school under auspices other than Cornell. Examples of similar instances are recorded in the reference credited previously to Albert Hazen Wright (see p. 3).

"Summer School - We call attention of our readers to a notice made elsewhere of the Martha's Vineyard Summer School of Natural History. The Botanical Department is under the charge of Prof. W. R. Dudley, whose name is a sufficient guaranty of the character of the instruction. Terms, and all information may be obtained by addressing Prof. Dudley."<sup>2</sup>

It was not until 1884 that evidence of action of an official nature - Faculty legislation, Board of Trustees action, reports contained in the annual records of the University, and the like - was found concerning instruction in the summer. The foregoing examples reported in the Era obviously were conducted as private ventures of the various instructors. No doubt there were other instances, particularly during the interval between 1879 (see above) and 1884, which escaped this writer's attention. Perhaps it is further evidence of the private nature of these instructional endeavors that no record or other evidence was found of the attendance in the courses, the financial arrangements and outcomes, and even whether the plans made and announced were actually carried out.

A possible exception to designating 1884 as the first year in which official recognition was given to any matter relating to teaching in the summer may be implied in a resolution of the Executive Committee of the Board of Trustees on September 25, 1880 (see Trustee Records,

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<sup>1</sup>Ibid, April 27, 1877, pp. 188-189.

<sup>2</sup>Ibid, June 13, 1879, p. 369.



p. 194). "Resolved, that the salaries of Professors and Instructors be paid in nine equal monthly installments, beginning October 15th and ending June 15th, -----." <sup>1</sup> One might surmise a relationship between this action and a need for clarifying the freedom of the Faculty member to use his summer time as he chose, including summer teaching at Cornell or elsewhere, especially in regard to the financial terms of his employment.

It was in the annual meeting of the Board of Trustees of June 18, 1884, that "A communication from Prof. Comstock was presented on substituting work in Summer Vacation for Winter Term; also resolution of Agriculture Faculty thereon. Mr. White moved that the request be granted during coming year. On suggestion of Mr. Williams, without additional compensation, A motion to lay on the table, lost, and original motion carried." <sup>2</sup>

The date of this action suggests that it was to apply to the summer of 1885. This is corroborated in the report of the Department of Entomology in the University Register for the year 1884-1885, page 110, under the heading "Summer Course in Entomology," as follows:

"During the summer vacation a course of instruction will be given in entomology, including both laboratory and field work. Anyone not already a member of the University desiring to join this class should make application to the Professor of Entomology as early as June 10th. The attention of such persons is called to the rule respecting the admission of special students without examination, and to the fact that tuition is free to college graduates." <sup>3</sup>

Anna Botsford Comstock, wife of Professor (J. H.) Comstock added further verification of the 1885 date for this course in her autobiography from which she is quoted:

"In the summer of 1885 Mr. Comstock conducted his first summer term in entomology. He had sixteen students, several of them graduates, and he found his class most satisfactory. It was the beginning of the policy that made his work so

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<sup>1</sup> Cornell University Trustee Proceedings, 1865-85, September 25, 1880, pp. 194-195.

<sup>2</sup> Ibid, June 18, 1884, p. 150.

<sup>3</sup> Cornell University Register, 1884-1885, p. 110.

successful. It offered an opportunity for a graduate student to do a trimester's work<sup>1</sup> in the summer, and many came. His plan was to give two mornings each week to collecting and studying insects in the field and to spend the rest of the time in working up the material collected. As there were no other classes, these students gave all of their time to entomology. The varied environment of Ithaca affords a wide range of forms and summer is the best season for the study of insect life."<sup>2</sup>

The second summer offering of Comstock's course (1886) was recognized by the Executive Committee of the Board of Trustees, April 16, 1886 in a resolution here quoted: "Resolved, that in the Summer Course of Entomology, tuition be free to all graduate students, and to all students matriculated in any of the regular classes of the University. That to all other students be twenty-five dollars (\$25) per term. Carried."<sup>3</sup>

The waiving of the tuition charge for regularly matriculated students undoubtedly was due to the change in the scheduling of the course from the winter term, when the regular term tuition would cover any course elected, to the summer for which the collection of tuition would mean a duplicate charge.

The earliest example found of a special printed announcement of summer instruction was a reproduction in Mrs. Comstock's Autobiography. It had been used to promote Comstock's course for the 1886 summer and is reproduced on the following page as it appears in the book.

The 1885-86 edition of "The Register" included reference to the "Summer course in entomology and invertebrate zoology" among the course descriptions of the Department but under a separate heading of "Summer Vacation." The description follows:

"The laboratory and field work is arranged with reference

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<sup>1</sup>The University was operating on a three term year - fall, winter and spring - at that time.

<sup>2</sup>"The Comstocks of Cornell: An Autobiography" by Anna Botsford Comstock (Edited by Glenn W. Herrick and Ruby Green Smith), p. 150. Elsewhere Mrs. Comstock spoke of her husband's conviction that his course could be taught much more effectively in the summer than during the winter term.

<sup>3</sup>Cornell University Trustee Proceedings, 1885-1890, April 16, 1886, p. 46.



CORNELL UNIVERSITY  
DEPARTMENT OF ENTOMOLOGY AND  
GENERAL INVERTEBRATE ZOOLOGY.

Summer Course of 1886

The summer course in Entomology and General Invertebrate Zoology of Cornell University will begin Monday, June 21st, and continue ten weeks. The course will be given at the University and will comprise lectures, laboratory practice and field work.

The laboratory and field work will be arranged with reference to the needs and attainments of each student. After completing an elementary course in either general zoology or entomology the student may select some subject in systematic zoology, economic entomology, or insect anatomy for special investigation. It is planned to have the work of each student, as far as possible, an original investigation. The chief object of the course is to give training in methods of natural history work.

Members of this class will have free use of the library and all other privileges of students of the University. Tuition will be free to college graduates, and to undergraduates taking regular courses in this University; for all other persons the fee for the term will be \$25.

Those desiring to join the class should make application before June 10th. Address:

Professor J. H. Comstock, Ithaca, N.Y.

(Reproduced from "The Comstocks of Cornell: An Autobiography" by Anna Botsford Comstock, p. 155.)

to the needs and attainments of each student. After completing an elementary course in either general zoology or entomology, the student may select some subject in systematic zoology, economic entomology, or insect anatomy for special investigation. It is planned to have the work of each student, as far as possible, an original investigation. The chief object of the course is to give training in methods of natural history work. Any one not already a member of the University desiring to join this class should make application to Professor Comstock as early as June 10th."<sup>1</sup>

Professor Comstock's course was repeated in consecutive summers of 1887 through 1891 according to items in the University Registers for the respective years. In the issue for 1886-87 the year's calendar included for the first time the designation "Summer Course" in addition to the

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<sup>1</sup>The Register, Cornell University, 1885-1886, pp. 70-71.

regular Fall, Winter and Spring term periods. The only course listed was "Entomology and General Invertebrate Zoology" to begin June 20 and end August 26.

This designation of a 'Summer' period was continued in the calendar for the 1887-88 year. The dates for the course were June 25 - August 31. An additional course taught by Professor Comstock in the summer of 1889, June 24 to August 30, was "Practical Work in Apiary." No changes except dates were reported for the summer of 1890, but for the summer of 1891 there was the following new descriptive material:

"Only those students of this University who have taken courses 1 and 3 are admitted to course 6 (the Summer Course). Teachers and others desiring to take this course without previously attending the University, should state in their applications the amount of zoological work they have done. Registration for the course will close June 1st.

"The tuition fee for the summer course is \$25. Undergraduate students that have been members of the University during the preceding year, and graduate students that have been admitted by the Faculty as candidates for an advanced degree are excused from the payment of this fee."<sup>1</sup>

During this period when J. H. Comstock's course was persisting each summer with increasing official sanction and attention, there may have been other proposals of summer courses. Only one, however, gained official attention but with a negative response. The records reveal the following sequence of actions.

The minutes of the Executive Committee (of the Board of Trustees) meeting of January 18, 1887, include this item: "A communication from Instructor F. H. Morgan, in regard to continuing the Summer School in Chemistry, was, on motion, referred to the Committee on Applied Science, to report."<sup>2</sup> The following month, February 21, 1887, the minutes of the Executive Committee record the following: "The committee on Applied

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<sup>1</sup>The Register, Cornell University, 1889-90, p. 111.

<sup>2</sup>Cornell University Trustee Proceedings, 1885-1890, January 18, 1887, p. 107.



Science presented a communication from Instructor F. H. Morgan in regard to establishment of a Summer School of Science at C. U. On motion, Resolved, that in view of the difficulties of establishing such a school, this Committee deem it unwise to grant Mr. Morgan's request."<sup>1</sup>

The quotations above imply in the first instance that a summer course in Chemistry had been offered prior to 1887. The subsequent action denying the request would seem to refute such implication.

But the Department of Chemistry again in 1888 sought approval to offer instruction in the summer. Minutes of the Board of Trustees' Executive Committee for April 23, record the following: "A communication from Professors Caldwell and Newbury in regard to a summer school of Chemistry was, on motion, referred to the Committee on Departments of Applied Science, with instruction to report recommendations at the next meeting of this Committee." In the subsequent meeting of May 25, the Applied Sciences Committee reported adversely and its report was accepted and adopted by the Executive Committee.<sup>2</sup>

A final reference regarding efforts to gain approval for summer instruction in Chemistry is found in the Executive Committee minutes of a meeting held March 9, 1889. "The petition of sundry students requesting that provision be made for giving instruction in Chemistry during the coming summer was, on motion, referred to the President to investigate and report. Carried."<sup>3</sup> Search for a subsequent report of the President or for further action on the student petition was unproductive. The fact that the Department of Chemistry had become quite involved at this time with increase and improvement in its facilities, including relocation, may have caused it to become less interested in pressing for approval to engage in summer instruction.

During this period in Cornell history leading to the first Summer Session the concept of extending college teaching into the summer or "vacation period," as it frequently was referred to, not only was initiated but grew in acceptance. The early primary purpose was to serve persons,

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<sup>1</sup>Ibid., Feb. 21, 1887, p. 116.

<sup>2</sup>Ibid., April 27, 1888, p. 199 and May 25, 1888, p. 202.

<sup>3</sup>Ibid., March 9, 1889, p. 258.



particularly teachers, unable to attend classes in the academic year terms. The need and even the responsibility for affording opportunity to teachers from the schools of less than college grade to improve their competence was expressed early and often.

Gradually the feasibility of including regularly matriculated undergraduate and graduate students in summer courses was recognized. This tendency may well have been accelerated by the claim on the part of at least one instructor that his course could be taught better in the summer than in the regular year terms; therefore would be offered only in the summer for all students. Another possible reason for accepting the full-time student was the demand made by the students themselves. It was they who petitioned, though unsuccessfully, that a course in chemistry be offered in the summer.

Experience also was gained in planning and conducting summer instruction away from the campus and whatever limitations confinement to campus facilities would impose. This, among other possible reasons, brought about with increasing frequency the practice and policy of seeking official approval - faculty and/or administrative - for scheduling summer courses.

Such was the background leading to the first Cornell Summer Session.

## THE FORMATIVE YEARS

1892-1899

"The following petition was read to the Faculty -

'To the Executive Committee of the Board of Trustees of Cornell University: Gentlemen - The undersigned, professors and instructors in Cornell University, respectfully ask leave to use certain rooms and apparatus of the university during a part of the coming summer for the purpose of giving instruction in the following subjects:

Mathematics	Botany
Chemistry	Physical Culture
Philosophy	Classical Archaeology
The English, French, and German Languages	

'Your petitioners ask to have these courses announced in the name of the University and to give them under the general direction of the heads of the departments concerned, and subject to such regulations and restrictions as you may impose.

'In particular they wish to be held personally responsible for the use and care of University property, to pay the cost of the announcements, and to bear all other expenses that may occur; and they suggest, as a matter alike of security to the University and of convenience to themselves, that all tuition and laboratory fees be paid to the treasurer of the University.

'Without excluding other pupils, these courses are offered for the special benefit of teachers in the schools from which this University draws its patronage; and it is believed that, by reason of the more intimate relations so formed with the schools, and of the broader knowledge and better methods of instruction the teachers will acquire, the pupils of these schools will come here better prepared for their University work; and so a material advantage will result to the University.

'It is a practical scheme of University Extension, by which the teachers themselves will be taught under University instructors, by University methods, with access to University libraries, museums, and laboratories, and that at the only time of the year when they are free from other pressing engagements. It follows the general plan so successful at Harvard.

'The City of Ithaca is a pleasant place of residence, the cost of living in the summer is small, and your petitioners believe that, when this scheme of instruction is well established and has become widely known, a very considerable body of teachers will gather here every year; and they are assured by heads of important departments that, when this body has once gathered, they will themselves be glad to join in the work of instruction.

Geo. W. Jones, assistant Professor of Mathematics  
 W. R. Orndorff, assistant Professor of Chemistry  
 O. F. Emerson, assistant Professor of Rhet. and Eng. Phil.  
 J. E. Creighton, Instructor in Sage School of Phil.  
 C. Van Klenze, Instructor in German  
 W. W. Rowlee, Instructor in Botany  
 E. Hitchcock, Jr., Professor of Phys. Cult. and Hygiene  
 Alfred Emerson, Associate Professor of Class. Archaeology"<sup>1</sup>

Thus was the first step taken in creating what became identified subsequently as the first Cornell University Summer Session.<sup>2</sup> The record of the March 11 meeting of the University Faculty contains the following evidence of its willingness to submit the petition, with modification, to the Board of Trustees:

"A Communication concerning the establishment of Summer Courses of study was read and after discussion the following was adopted:

"Resolved: That the communication be submitted to the Executive Committee [of the Board of Trustees] with the approval of the Faculty (with the exception of the clause running 'Your petitioners ask to have these courses announced in the name of the University and to give them under the general direction of the heads of the departments concerned.')

provided that the plan be regarded for the present as an experiment, and that the studies thus conducted be not treated as part of any regular University work."<sup>3</sup>

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<sup>1</sup>General Legislation Of The Faculty and Extracts From The Faculty Records, 1868-96, Oct. 1st, 1891 - March 11th, 1892, pp. 13-14.

<sup>2</sup>Note - for the first seven years the session was referred to as the 'Summer School.'

<sup>3</sup>General Legislation of the Faculty and Extracts From The Faculty Records, 1868-96, Oct. 1st, 1891 - March 11th, 1892, p. 14. Also, Faculty Record-D, Minutes of March 11th, 1892, p. 52.



The Executive Committee of the Board of Trustees in meeting of March 29, 1892, acted affirmatively on the petition:

"Moved and carried that the scheme for summer courses of study at Cornell, as presented by sundry Assistant Professors and Instructors and approved by the heads of Departments, and also by the General Faculty, be and the same is hereby approved upon condition that all business arrangements and details be made satisfactory to the President and Treasurer."<sup>1</sup>

The petitioners must have acted promptly in organizing and publicizing their program of courses. Following the March 29 approval they prepared and distributed the Announcement and completed all other arrangements necessary for opening the session on July 7. The cover page of the publication, the 'Corps of Instruction' listed on the inside of the cover, and the 'General Statement' descriptive of the session are reproduced here to indicate the manner in which this first summer session was announced. (See pp. 17 and 18.)

The remainder of the sixteen-page Announcement was devoted to the description and schedule of courses. A fee-charge was stated for each course in an amount varying from \$10 to \$20. Allowance was made for reduction of the fee if more than one course within a given discipline were elected. The cost per course among those within a discipline tended to vary on the basis of the number of hours of instruction per week in each. But this was not true for courses selected from more than one discipline. Since no course credit was assigned for any course the basis for variation in fee among courses is obscure. Probably this decision rested with each academic department and was made as part of departmental approval of courses to be offered.

No clear designation of a person or persons in charge of the session was in evidence. However, two circumstances point to Professor George W.

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<sup>1</sup>Proceedings of Trustees, Vol. 2, 1890-1895, March 29, 1892, p. 165.

SUMMER COURSES  
FOR  
TEACHERS  
AT  
CORNELL UNIVERSITY  
JULY 7—AUGUST 18  
1892  
ITHACA, NEW YORK

(actual dimensions)

## CORPS OF INSTRUCTION.

- EDWARD HITCHCOCK, Jr., A.M., M.D., Professor of Physical Culture and Hygiene, and Director of the Gymnasium.  
South Avenue.
- ALFRED EMERSON, Ph.D., Associate Professor of Classical Archæology, and Curator of the Museum of Casts.  
148 East Buffalo Street.
- GEORGE WILLIAM JONES, A.M., Assistant Professor of Mathematics.  
17 Stewart Avenue.
- WILLIAM RIDGELY ORNDORFF, A.B., Ph.D., Assistant Professor of General and Organic Chemistry.  
163 East Buffalo Street.
- OLIVER FARRAR EMERSON, A.M., Ph.D., Assistant Professor of Rhetoric and English Philology.  
39 Hazen Street.
- RICHARD FRANCIS NELLIGAN, Instructor in Gymnastics.  
96 East Seneca Street.
- HIRAM SAMUEL GUTSELL, B.P., A.M., Instructor in Drawing and Industrial Art.  
26 Hazen Street.
- WILLARD WINFIELD ROWLEE, B.L., Instructor in Botany.  
39 Hazen Street.
- JAMES EDWIN CREIGHTON, A.B., Instructor in Modern Philosophy.  
69 Huestis Street.
- WALKER GLAZIER RAPPLEYE, B.S., Instructor in Mathematics.  
154 East Seneca Street.
- SAMUEL J. SAUNDERS, A.B., Instructor in Physics.  
22 Lake Street.
- CAMILLO VON KLENZE, Ph.D., Instructor in German.  
35 Hazen Street.
- EMILE MONNIN CHAMOT, B.S., Instructor in Chemical Analysis.  
1 DeWitt Avenue.
- JOHN HENRY TANNER, B.S., Instructor in Mathematics.  
174 East State Street.
- ELLSWORTH D. WRIGHT, A.B., Private Tutor in Greek and Latin.  
18 Linn Street.

## GENERAL STATEMENT.

Courses of instruction are offered for the coming summer by professors and instructors of Cornell University, in the following subjects:

Botany;	Physics;	Greek; Latin;
Chemistry;	English;	Classical Archæology;
Mathematics;	French;	Drawing and Art;
Philosophy;	German;	Physical Training.

Without excluding others qualified to take up the work, these courses are offered for the special benefit of teachers. They afford a practical scheme of University extension, by which the teachers themselves will be taught under university instructors, by university methods, and with access to university libraries, museums, and laboratories.

The courses are open to women as well as to men, and the same facilities for work will be extended to these students as to the regular students of the university. Besides the courses more fully outlined below, every opportunity will be given for original research under the guidance and with the assistance of members of the instructing corps.

The city of Ithaca is easy of access, is delightfully situated in the beautiful lake country of central New York, and with its lake, hills, and glens is an attractive place of summer residence. The cost of living is also small, board and lodging being obtainable at from \$4 to \$6 a week.

For further information concerning the methods of instruction, as well as for a description of the buildings and general equipment of the university, the reader is referred to the University Register, copies of which may be had on application to the Registrar.

Inquiries regarding any of the summer courses should be addressed to those in charge of the several departments, who will gladly answer any questions; and arrangements for rooms and board may be made through Professor Jones.



Jones as having administrative responsibility in excess of others among the petitioning group. One is that his name headed the list of petitioners (p. 15). The other is his designation in the 'General Statement' as the person with whom arrangements for rooms and board were to be made (p. 18). Also, among the petitioners, Professor O. R. Orndorff served as their treasurer and prepared the financial report of the session. Presumably it was sent to the University Treasurer in conformity with the terms of the petition. Copy also was sent to Professor O. F. Emerson, identified as secretary of the petitioning group. (See Appendix I, p. 256)

Among the summer session precedents which had their beginnings in this first program was one revealed in an action taken by the Executive Committee of the Trustees: "On motion, Resolved, That the use of the Library Building be granted to the President and Professors of the Summer School on Saturday evening, July 30th. Carried."<sup>1</sup> Thus was precedent established for providing opportunity for the social participation of students as part of their summer program. This particular item of legislation also reveals the earliest use of the term 'Summer School' officially recorded. The session consistently had been referred to elsewhere as the period of 'Summer Courses', so stated on the cover of the Announcement.

Another item of interest historically is the statement within the reference to available courses that "Besides the courses more fully outlined below, every opportunity will be given for original research under the guidance and with the assistance of members of the instructing corps." (p. 18) The significance of this early concept of the opportunity for study in the summer lies in the fact that it has prevailed throughout the history of Summer Session at Cornell.

Oddly enough the Summer Course in Entomology, first offered by Professor Comstock in 1885 and continuously thereafter, was not included in the program of Summer Courses. Two reasons may account for this omission, namely, the precedence gained by Comstock's course through the seven prior summers, and the differing length of term - June 22 to August 31 - for which it was scheduled in 1892. The university calendar published in The Register for 1891-02, which included the summer of 1892,

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<sup>1</sup>Proceedings of Trustees, Vol. 2, 1890-1895, July 25, 1892, p. 210.

listed the dates of the Entomology course. But this issue of the Register was published too early in the year to include a calendar listing of the new 'Summer Courses' program.

Reference was made previously (p. 16) to the lack of any mention of academic credit for courses in this first summer session. This omission promptly resulted in student petitions to have credit granted retroactively. The minutes of the Faculty for the following October 14 meeting contained the item: "Petitions for credit for work done in the Summer School were laid on the table pending the solution of the question of the relation of the Summer School to the University."<sup>1</sup>

In this same meeting the Faculty initiated a two-pronged action toward resolving the question raised:

"The matter of the Summer School was then taken up and the following was voted:

"Resolved that in case a Summer School be established no member of the instructing force is to be responsible for the work of the School.

"The following was then adopted. Resolved that the matter of a summer school be submitted to a committee of five including the President as chairman, to report to the Faculty."<sup>2</sup>

Some urgency must have been felt about the matter inasmuch as the Faculty in its meeting one week later received and adopted the report of the Committee. The report contained the following recommendations:

"1. It is the belief of the Committee that the Summer School affords an opportunity to do marked service to the teachers of this and other states, and that the University should not neglect this means of cultivating closer relations with the preparatory schools.

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<sup>1</sup>Faculty Record - D, Minutes of October 14, 1892, p. 76. (This and all subsequent references to Faculty records in this section of the report are found in the files of the University Archives, #11/2/926).

<sup>2</sup>Ibid., p. 77.



"2. It is the opinion of the Committee that the work undertaken in the Summer School should be distinctly College or University work and not such as is done by preparatory schools; and that the courses offered should therefore correspond in grade to those of our own curriculum.

"3. Since certain subjects of the freshman year are also included in our entrance requirements, and since it should be the object of the Summer School to offer these subjects to teachers and advanced students and not to those studying for admission to the University, it was resolved by the Committee: - 'that in case of subjects included in the entrance requirements for the University, a previous knowledge of the subjects should be exacted; such knowledge to cover substantially the same ground as the entrance requirement.'

"4. Amendment added by the Faculty.

"Resolved that study pursued in the Summer School not be credited in hours required for graduation to candidates for the first degrees."<sup>1</sup>

Almost coincidentally the future of the Summer School was considered by the Executive Committee of the Board of Trustees as follows: "Moved and carried that a committee of three, of which the President and Chairman shall be members, be appointed to investigate and report as to the advisability of establishing a Summer School under the control of the University. The chair appointed Mr. Synnott a member of the committee."<sup>2</sup>

The fact that President Schurman was taking such a prominent part in these deliberations suggests his very keen interest in establishing the Summer School. This may account in part for the rapidity with which action was taken.

The next action, recorded in sequence, was taken by the University Faculty to amend an item of its minutes of October 14 (p. 20). "Resolved that in case it seem expedient to establish a Summer School, in the opinion of the Faculty no member of the body of instruction should be required to be responsible for the instruction in said school."<sup>3</sup> One can

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<sup>1</sup>Ibid., Minutes of Oct. 21, 1892, p. 79.

<sup>2</sup>Proceedings of Trustees, Vol. 2, 1890-95, Oct. 25, 1892, p. 225.

<sup>3</sup>Record-D, Minutes of Faculty, Oct. 28, 1892, p. 81.

only surmise what may have prompted this seemingly more temperate statement.

There intervened a period of about three weeks before further reference was made to the Summer School question and this only to record that President Schurman on November 18 "made a statement from a Special Committee of the Trustees concerning Summer School."<sup>1</sup> This obviously referred to the committee appointed by the Executive Committee on October 25.

The concluding action in this rapidly unfolding sequence was, appropriately, by the Executive Committee of the Trustees. It is quoted in full:

"The following was presented and on motion accepted and adopted:

"The committee to which was referred the question of establishing a Summer School, (see minutes Oct. 25, 1892) having considered the same, respectfully report in favor of the following resolutions:

"1. That a Summer School be established by the University.

"2. That, subject to such supervision as the Executive Committee may deem necessary, the management of the Summer School, both on its financial and educational sides, shall be in the hands of the teachers, who however, are instructed to arrange their curriculum in harmony with the policy formulated by the Faculty in its resolutions of October 21st, which have already been communicated to the Executive Committee.

J. G. Shurman,  
S. H. Synnott,  
H. W. Sage."<sup>2</sup>

The minutes of the University Faculty meeting of December 2, 1892, record the transmittal of the Executive Committee's resolutions approving the establishment of a Summer School.<sup>3</sup> The following week, December 9, the Faculty voted an amendment to a resolution enacted on October 21 (see "4. Amendment added by the Faculty.", page 21), as follows - "but this resolution is not intended to exclude from these studies persons actually engaged in teaching nor advanced students."<sup>4</sup> There must have been

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<sup>1</sup>Ibid., Minutes of November 18, 1892, p. 82.

<sup>2</sup>Proceedings of Trustees, Vol. 2, 1890-95, Nov. 22, 1892, p. 233.

<sup>3</sup>Faculty Record-D, Minutes of Dec. 2, 1892, p. 84.

<sup>4</sup>Ibid., Minutes of Dec. 9, 1892, p. 86.



some concern that the original wording would be interpreted as being too restrictive.

The earliest enrollment statistics found concerning the 1892 session were in the annual report of President Schurman to the Board of Trustees for the year 1892-93. Under the heading of Summer School, he reported:

"In the summer of 1892, courses of instruction (for which the Board granted the use of the necessary buildings and equipment), were offered by professors and instructors of the University. In all, 115 pupils were in attendance, of whom 85 were teachers or advanced students. Of the latter, 6 entered the University with advanced standing and 4 as graduate students, while 18 were undergraduates of Cornell or other universities. This venture was so successful that the Summer School was soon afterwards made an integral part of the university. It was stipulated, however, that the School should be exclusively for teachers and advanced students: Under no condition was it to prepare candidates for admission to the freshman class."<sup>1</sup>

President Schurman, in the same report, continued with reference to the 1893 session:

"The management of the School for the Summer of 1893 was entrusted to a faculty composed of such professors and instructors as chose to join in the enterprise. A session of six weeks was determined upon. When the School opened on July 6th the staff numbered 26, besides 1 fellow and 6 special assistants. Instruction was given to 19 classes in the following subjects with an attendance indicated by the figure in each case: Greek 6, Latin 11, German 14, French 8, English 12, Elocution 4, Philosophy 5, Pedagogy 10, Experimental Psychology 3, History 4, Political and Social Science 1, Mathematics 31, Physics 12, Chemistry 18, Botany 2, Physical Training 35. The aggregate attendance rose from 85 (exclusive of preparatory pupils) in 1892 to 142; and but for the attraction of the World's Fair to teachers the number would doubtless have been still larger. Of the 142 members of the School 67 were college graduates, holding degrees of all grades, from bachelor to doctor, and 15 were graduates of normal schools. On the list were 92 teachers, including many college professors and 15 advanced students of Cornell and other universities and colleges. In all 27 states and territories were represented.

"The results of the experiment justify its continuance.

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<sup>1</sup> President's Report to the Board of Trustees, 1892-93, p. 45

<sup>2</sup> Ibid., p. 45.

Allowing for nine names entered twice, 170 persons, most of them teachers, pursued studies here during the summer. The campus is an ideal spot for summer study; and when the existence of the Cornell Summer School becomes known to the teaching public it is not improbable that hundreds of students will flock here to enter it. This is the best and perhaps the only feasible scheme of university extension, - the instruction of teachers under university libraries, museums, and laboratories. Cornell University has unrivaled advantages for the work."<sup>1</sup>

Comparison of the published Announcements for the 1892 and 1893 summer programs reveals a considerable similarity in organization and content. Each listed the "Corps of Instruction," the list and description of courses, and included approximately the same items of information under the heading of "General Statement" but with some expansion for 1893. The 1893 session continued to be identified as "Summer Courses" with the addition of the phrase "of Instruction." The name "Summer School" was not used in the cover-page title of the session even though the legislation of both the Faculty and the Trustees during the interim between sessions contained the name consistently in planning for the 1893 session. The only use of the term within the Announcement was in the "General Statement" in several instances.

Historically it should be noted that the practice of including the summer program Announcement among the official announcements of the University was initiated in 1893. The cover page refers to the publication as a 'Cornell University Announcement'. A second innovation in 1893 was the published identification of administrative responsibility for the session. The inside page of the Announcement cover stated that the responsibility rested with two committees, one representing the Trustees and the other representing the instructional staff of the program. This particular administrative arrangement was not repeated but responsibility for administration continued to be identified in succeeding years. (See the following reproductions of front and back of the 1893 cover page.)

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<sup>1</sup>Ibid, p. 45.

CORNELL UNIVERSITY

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ANNOUNCEMENT

OF

Summer Courses of Instruction

FOR

Teachers and Advanced Students

JULY 6—AUGUST 16

1893

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ITHACA, NEW YORK

COMMITTEES IN CHARGE OF SUMMER COURSES

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FOR THE TRUSTEES.

JACOB GOULD SCHURMAN, *President of the University.*  
EMMONS L. WILLIAMS, *Treasurer.*

FOR THE CORPS OF INSTRUCTION.

\* GEORGE W. JONES, *Chairman,*  
O. P. EMERSON, *Secretary,*  
W. R. ORNDORFF, *Treasurer.*

The first opportunity for identifying the summer term in the annual calendar of the University occurred in the "Register" published in December, 1892. The full calendar covered the period inclusive of the Fall term of the year of publication and continuing through the Fall term of the year following. The 1892-93 edition included the following items under a heading "Summer Courses" for the summer of 1893:<sup>1</sup>

"June 21 Wed. Summer term in Entomology and Invertebrate Zoology begins.

"July 6 Thurs. Summer Courses begin.

"Aug. 16 Wed. Summer Courses (except in School of Law) end.

"Aug. 30 Wed. Summer Course in School of Law ends.<sup>2</sup>

"Aug. 30 Wed. Summer term in Entomology ends."

Following the summer of 1893 the attention of the Faculty and the Board of Trustees or its Executive Committee regarding the summer term centered largely around such academic matters as credit and its values, admission standards, and related items. The items dealt with, actions taken, and by whom are here reported in sequence.

The annual report of the Dean of the General Faculty to President Schurman for the year 1892-93 included comments on admission of applicants to advanced standing, particularly those coming from other institutions, and with deficiencies in preparation. Also, the report referred to cases of students who are either so much ahead or behind in their courses that extra hours of work would assist in correcting their irregularity toward degrees. Regarding the former the Dean said, "Such transfers, if occurring in the earlier years of the course, may often be made ad eundem, by the requisition of an additional amount of work during the remainder of the course. In other cases an additional year

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<sup>1</sup>The Register of Cornell University, 1892-93, p. 7 and pp. 163-168.

<sup>2</sup>The Summer Course in Law, which later became the Summer School of Law, never was identified with the Summer Session.



must be imposed; and the recognition of work done in our Summer School would afford a grateful opportunity for making up such deficiencies in time."<sup>1</sup>

The Dean's comment concerning students whose progress toward a degree was irregular included the following reference to summer study: "For this class [of student] the recognition of work satisfactorily accomplished in the Summer School, so that it might count towards a degree, would in many cases seem to be no improper concession."<sup>2</sup>

During the month of November, 1893, the Faculty in weekly meetings came to grips with the question of credit in the Summer School. In its meeting of November 10 the matter was discussed and made a special order for the next week. The record for the November 17 meeting included the following:

"The special order was then taken up and discussed in detail--

"Clause 1, A. was then adopted as follows:

"Regularly matriculated students of the University are allowed credit for work done in the Summer School in accordance with the following restrictions. Work in the Summer School may be allowed the same credit as the same amount and kind of work in the University; but no student shall be allowed credit for more than eight University hours in any Summer Session.

"Pending further discussion, it was resolved: That these resolutions be referred back to the Executive Com. of the Summer School<sup>3</sup> with instructions to formulate a plan for the more definite organization of the Summer School and its relationship to the Faculty and to the University, and to report such plan as an organic part of these resolutions."<sup>4</sup>

The instructions to the Executive Committee were followed promptly as indicated in the following minutes of the November 21 meeting of the

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<sup>1</sup>President's Reports to the Board of Trustees, 1892-93, Appendix II, p. 65.

<sup>2</sup>Ibid., p. 66.

<sup>3</sup>It was not until the publication of the Announcement of the 1894 Summer School that the appointment of such Committee was verified (p. 31).

<sup>4</sup>Faculty Record-D, Minutes of November 17, 1893, p. 120.

## Faculty:

"The special order was taken up and the report of the Exec. Com. of the Summer School was presented and adopted as follows:

"The Faculty votes to concur with the Faculty of the Summer School in recommending to the Board of Trustees that the direction of instruction in the Summer School be vested in the General Faculty.

"Clause 1, A [as upon page 120 (minutes of Nov. 17, see p. 27) then follows].

"B. Credit shall be given only for courses that have received the approval of the General Faculty.

"C. The proposed credit shall be based upon the regular University examinations held at the beginning of the Fall Term. In subjects in which no regular examinations are held at that time, special examinations may be given by the Departments concerned.

" [Clause] 2. Students of the Summer School not matriculated in the University may receive certificates of attendance and satisfactory work, duly signed by their instructors and by the President of the University."<sup>1</sup>

To complete the record of actions taken beyond those reported above, the Executive Committee of the Board of Trustees approved "the recommendation of the General Faculty and the Faculty of the Summer School that the direction of instruction in the Summer School be vested in the General Faculty."<sup>2</sup>

Evidence in support of the need for and timeliness of the actions taken concerning credit in the Summer School is found in the frequency with which petitions to the Faculty and the actions taken were reported in the Faculty minutes of the spring of 1894. The action taken in the meeting of June 15: "Petitions were disposed of including a number to

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<sup>1</sup> Faculty Record-D, Minutes of November 21, 1893, p. 121.

<sup>2</sup> Proceedings of Trustees, Vol. 2, 1890-1895, Dec. 12, 1893, p. 300.



take work in the Summer School were referred to the Committee on the Summer School with power,"<sup>1</sup> may be indicative of a developing willingness on the part of the Faculty to delegate partial authority in such matters. In earlier meetings the Faculty had referred some similar matters to its Committee on the Summer School<sup>2</sup> with instruction to report back.

The earliest recorded action of this Committee was reported in the minutes of the Faculty meeting of March 2, 1894, namely: "Report of the Standing Committee on the Summer School was received, and the courses of work as announced were approved."<sup>3</sup> Thus, the action taken earlier to vest the direction of the Summer School in the General Faculty was put into practice.

President Schurman took cognizance of what had been transpiring out of the experience of the 1892 and 1893 summer programs, when, under the heading of "The Summer School" in his annual report for 1893-94 he said:

"During the present year another step has been taken in bringing the Summer School into closer connection with the University. The Faculty voted that regularly matriculated students of the University might be allowed the same credit for work done in the Summer School as for the same amount and kind of work in the University, with a maximum limit of eight hours for one Summer Session. It appears from an examination of the standing of the students of the University who took work in the Summer School this session that a large proportion of them are among the best students in the University and only a very small proportion really poor."<sup>4</sup>

Although the 1893 summer program was approved to become, in the language of President Schurman, "an integral part of the University" (p. 25), the actions taken in getting it underway leave more than a trace

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<sup>1</sup>Faculty Record-D, Minutes of June 15, 1894, p. 151.

<sup>2</sup>This Committee, not to be confused with the Executive Committee of the Summer School (see p. 27 and following) was authorized by the Faculty as a Standing Committee on January 5, 1894 and its membership announced in the meeting of January 19. The members were: Professors Bennett, Caldwell, Burr, Bailey, and Emerson. Either or both of these two Committees may well have been the forerunner of what later became known as the Administrative Board of the Summer Session and is still operative.

<sup>3</sup>Faculty Records-D, March 2, 1894, p. 134

<sup>4</sup>President's Report to the Board of Trustees, 1893-94, p. 56.

of suspicion in retrospect that the whole idea was being viewed with some reservation. The Dean of the University Faculty, Horatio S. White, referred to this in his report to the President as recorded in the latter's annual report for the year 1894-95:

"In 1893 the direction of the instruction in the Summer School was vested in the Faculty (see Reports for 1892-93, pp. 45-46, 65, 73, 76, and 1893-94, pp. 56, 57) and a special faculty committee on the School was appointed. Credit for courses given in the School is at present based upon regular university examinations held at the beginning of the Fall term. Owing to certain obvious inconveniences in this system, the committee on the School recommended to the Faculty during the Spring term that hereafter University students in the Summer School shall have the privilege of taking examinations at the termination of the summer session in any subject pursued in the School in which the instructor is willing to give one, the mark for such examination to be subject to the approval of the head of the department in which the subject is taken. The Faculty, however, whose attitude towards the School has always been one of cautious conservatism, was not prepared to permit this privilege, and the resolution was lost."<sup>1</sup>

The Announcement of the 1894 school was the first to identify the session as 'The Summer School' on the cover (see p. 31). Size and arrangement of the publication were the same as in 1893. Administration of the School was vested in an Executive Committee, referred to earlier (see p. 27), the members of which were listed on the inside of the cover page (p. 31). The entire 'General Statement' is reproduced (p. 32) because of the succinct manner in which it presents pertinent background from the two previous summers and the legislation under which the 1894 session was to operate. Features introduced for the first time were: announcement of provisions for academic credit; the introduction of a registration fee and use of a registration card entitling 'recognition in the classes of the Summer School'.

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<sup>1</sup>Ibid., 1894-95, Appendix II, Report of the Dean of the General Faculty, p. 88.

CORNELL UNIVERSITY

ANNOUNCEMENT

OF

COURSES OF INSTRUCTION

IN

THE SUMMER SCHOOL,

FOR

Teachers and Advanced Students

JULY 6—AUGUST 16

1894

---

ITHACA, NEW YORK.

THE EXECUTIVE COMMITTEE.

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PROFESSOR CHARLES E. BENNETT, *Chairman.*

PROFESSOR O. F. EMERSON, *Secretary.*

PROFESSOR W. R. ORNDORFF, *Treasurer.*

PROFESSOR J. W. JENKS.

PROFESSOR GEORGE W. JONES.



### "GENERAL STATEMENT

"In the summer of 1892, courses of instruction were offered by professors and instructors of this University in Botany, Chemistry, Mathematics, Philosophy, Physics, English, French, German, and Drawing. In 1893 the Summer School was made an integral part of the University, and additional courses were given in Greek, Latin, Elocution, Pedagogy, History, Political and Social Science, Mechanical Drawing, Experimental Engineering, and Physical Training. The School has now been more completely organized, and for the summer of 1894 instruction is offered in the following subjects:

Greek,	Philosophy,	Geology,
Sanskrit,	Pedagogy,	Drawing and Art,
Latin,	Political Economy,	Mechanical Drawing and
German,	Mathematics,	Designing,
French,	Physics,	Architectural Drawing,
Spanish,	Chemistry,	Experimental Engineering,
English,	Botany,	Physical Training.

"The Summer School is open to women as well as to men, and the same facilities for work are extended to these students as to regular students of the University. Without excluding others qualified to take up the work these courses are offered for the special benefit of teachers. They afford an opportunity for teachers themselves to be taught under university instructors, by university methods, and with access to university libraries, museums, and laboratories.

"The Faculty of the University has passed the following resolutions:

1. Regularly matriculated students of the University are allowed credit for work done in the Summer School in accordance with the following restrictions:

a. Work in the Summer School may be allowed the same credit as the same amount and kind of work in the University; but no student shall be allowed credit for more than eight University hours in any summer session.

b. Credit shall be given only for courses that have received the approval of the General Faculty.

c. The proposed credit shall be based upon the regular University examinations held at the beginning of the fall term. In subjects in which no regular examinations are held at that time, special examinations may then be given by the departments concerned.

2. Students of the Summer School not matriculated in the University may receive certificates of attendance and satisfactory work, duly signed by their instructors and by the President of the University.

"Besides the courses more fully outlined below, every opportunity will be given for original research, under the guidance and with the assistance of members of the instructing corps. For such research unusual facilities are offered by the large working library of the University, and by the well equipped laboratories. But the time is so short, and the amount of work implied in each course is so great, that students are advised to confine their attention to one or two subjects.

"Inquiries regarding courses should be addressed to those in charge of the several departments. A description of the buildings and general equipment of the University may be found in the Register, copies of which will be sent on application to the Registrar.

"In previous years addresses have been given before the School by the President and professors of the University, and similar addresses may be expected the coming summer.

"The city of Ithaca is easy of access, is delightfully situated in the beautiful lake country of central New York and with its lake, hills and glens is an attractive place of summer residence. In the words of Secretary Dewey in his last report to the Regents of the University of the State of New York, 'For those who wish to secure the facilities of a great university with wonderful scenery and the restfulness of the country, Cornell offers a combination probably unequalled.'

"The Sage College for Women, a spacious and well appointed dormitory on the University grounds, will be open during the session of the Summer School to women students and to gentlemen with their wives. The cost of living at Sage College varies from \$5 to \$6 a week, according to the location of room. For table-board alone, the charge is \$4 a week. The cost of living in private houses in Ithaca varies from \$4 to \$6 a week. Inquiries regarding board and rooms may be addressed to the Secretary of the Cornell University Christian Association, who has kindly consented to assist students in finding rooms and boarding places. Applications for board and rooms at Sage College should be sent to the manager, Mr. E. P. Gilbert.

"Barnes Hall, the building of the Christian Association, will also be open and at the service of students of the Summer School.

"At entrance students will enroll their names at the Office of the Registrar and pay their fees at the office of the Treasurer of the University. They are entitled to recognition in the classes of the Summer School only upon presentation of the registration card endorsed by the Treasurer. The fee for registration is one dollar; the fees for the several courses are given below."<sup>1</sup>

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<sup>1</sup>Reproduced from the 1894 Announcement.



To the administrators of Cornell Summer Sessions of a more recent period when a Preliminary Announcement came into vogue it may be a revelation to learn that such a means of promotion and publicity was used as early as 1894. This was a 4-page printed circular listing the courses available and distributed with the advice that the complete announcement would be sent as soon as available. No evidence was found of the reason for this innovation or of its effectiveness. The fact that the procedure was not continued until much later may suggest it was either a temporary emergency measure or that its continuation was not justified. (see p. 38)

The comparatively few actions concerning the Summer School taken by the University Faculty following the 1894 session may imply that operations were approaching some degree of stability. For the 1895 Summer School the Announcement carried no particularly significant changes from its predecessor. The cover page was a replica of that for the 1894 session other than change of dates. An Executive Committee of five members continued to be named, two of which were replacements for members of the previous year. A change in arrangement of the information provided was made by moving the General Statement to the back of the publication following the listing of courses. This change will not seem unusual to any past or present Summer Session Director to whom such variation or innovation is and presumably always has been an administrative prerogative consistent with a concept of the summer period as an opportunity for experimentation.

The variations in informational content of the 1895 publication compared with its predecessors were: presence of a statement of assurance that each course announced in the circular would be given without regard to the number of students applying for it (such practice did not long survive); increase in the prominence given to the extra-curricular program available to students; appearance for the first time of a rather wide-ranging statement of the advantages offered by the University Library; and, the initial announcement of an arrangement with the three railroads entering Ithaca at that time whereby students might purchase round-trip tickets at reduced rates good for three months.<sup>1</sup>

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<sup>1</sup>Note: Reference to the three railroads named on p. 19 of the Announcement. They were "the Lehigh Valley; the Delaware, Lackawanna and Western; [and] the Elmira, Cortland and Northern."



Other than naming the membership of its Committee on the Summer School for the year 1895-96, and receiving the announcement of courses for the following summer (which it referred to the Committee on University publications with power), no other actions relative to Summer School were taken by the University Faculty prior to 1896. Then, in its meeting of June 5, it acted to increase the amount of credit which would be allowed in a summer period. The action is quoted to reveal the implied limitations: "The Professor of Mathematics moved that university students doing work in the University Summer School may receive credit for ten hours of such work on passing the regular University examinations in the subjects taken. The motion was carried."<sup>1</sup>

The Announcement for the 1896 Summer School indicated only very minor deviations from past operation. The cover page was no different and the organization of content continued the format initiated in 1895. The Executive Committee was listed but had been reduced from five to three members. Announced for the first time was the office of a Secretary-Treasurer with David Fletcher Hoy as the incumbent. The manner of listing implied that he had no identity with the Summer School Executive Committee.

The outside of the back cover page of the Announcement was devoted to information announcing the Summer School of Law, even though that program was conducted independent of the University Summer School (see notation on p. 26). This practice was continued in the Announcements of Summer Schools for 1897 and 1898.

Two supplementary announcements were printed for the 1896 session, one to include two courses in English in the program and the other to replace two previously announced courses in French. In the first case no English courses had been listed in the complete Announcement. The French courses originally announced had been deleted due to the withdrawal of the Instructor from the University.

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<sup>1</sup> Faculty Record-D, Minutes of June 5, 1896, pp. 78-79. (Note - It appears evident that capitalization of the "U" in University is used only in reference to Cornell whereas the lower case denotes university 'level' or 'quality'.

The most notable change in the program of courses for the 1896 session was the absence of the comparatively sizeable offering in past summers by the Department of Physical Training. This Department had been represented each year, beginning in 1892, with courses for both men and women, including courses especially for teachers. It did not reappear in following summers.

The records available in reference to the summer of 1897 are cause for some suspicion that the pace of the development of the Summer School may have slackened. The Faculty had continued to authorize its Standing Committee on Summer School, staffed largely with experienced members of past years, but had taken no other action beyond the October 2, 1896 meeting when the appointments for 1897 were made. The most complete summary of the situation may be implied in President Schurman's report to the Board of Trustees for the year 1896-97 which included the term of the 1897 School. His report on the Summer School follows:

"The Summer School, including the Summer School of Law, registered this year 194 students as against 237 in 1895-96, 272 in 1894-95, and 290 in 1893-94. It seems probable that the time is now ripe for considering whether the Summer School, if it is to be maintained at all, should not be made an incorporate part of the University. Certainly it is a question which demands serious consideration. It is easy to see that there are difficulties in the way. Work in the Summer School must be voluntary on the part of Cornell professors. Should they choose to give work in the Summer School, they might either deprive themselves of needed rest, thus involving a breakdown from overwork, as has already occurred more than once, or at least impairing their teaching efficiency during the academic year, or they might deprive themselves of time which should be devoted by them to their own studies and investigations. Should they choose not to give work in the Summer School, it might be necessary for the University to engage professors from other institutions to give the instruction. This again might involve putting outsiders in charge of our laboratories. Since our professors of science are severally responsible for their laboratories, they might feel compelled by this consideration to remain, however unwillingly, and teach in the Summer School, although theoretically free not to do so. Over against all these objections, however, is the important work of training the actual teachers of this and other states, a work which, if it is done at all, must apparently be done in the summer."<sup>1</sup>

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<sup>1</sup> President's Report to the Board of Trustees, 1896-97, pp. 17 and 18.

In support of the seemingly pessimistic tone of the President is the contrast to be noted in the 1897 Summer School Announcement in comparison with those of prior years. The drastic change in cover-page format (see reproduction, p. 38) may not in itself be significant but the reduced space given to the usual items of information may be indicative of some degree of concern. No mention was made of the source of administrative responsibility for the session, although David Hoy was again named as Secretary-Treasurer, along with announcement of his office hours, as was done in 1896.

There was a series of actions taken in the Fall following the 1897 session beginning with the action of the Executive Committee of the Board of Trustees. These are quoted in sequence for the reader to reach his own conclusions about their significance in the absence of any record of the discussion which may have taken place.

Executive Committee: "On motion the President was requested to hold an advisory conference with the professors representing high school subjects, in regard to the Summer School."<sup>1</sup>

Executive Committee: "Resolved, That the teaching staff in the summer school shall be subject to the approval of the Executive Committee."<sup>2</sup>

Faculty Minutes: "For the Committee on Summer School, the Professor of Latin (Professor Bennett) recommended that the Faculty authorize university credit for work done in the courses to be offered in the Summer School the coming year [1898] with the exception of that offered by Mr. E. D. Shurter, for which no credit should be allowed."<sup>3</sup>

Executive Committee: "Moved and carried that no members of the instructing staff below the rank of Instructor, be permitted to give instruction in the Summer School, and subject to this exception the list of teachers submitted be approved."<sup>4</sup>

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<sup>1</sup>Proceedings of Trustees, Vol. 3, 1895-1900, Oct. 5, 1897, p. 152.

<sup>2</sup>Ibid., Oct. 12, 1897, p. 152.

<sup>3</sup>Faculty Records, 1896-1904, Minutes of Nov. 5, 1897, p. 41.

<sup>4</sup>Proceedings of Trustees, Vol. 3, 1895-1900, Nov. 9, 1897, p. 163.



Larger Circular will be sent as soon  
as issued.

## CORNELL UNIVERSITY.

### SUMMER COURSES.

(JULY 6—AUGUST 16, 1894.)

The following is a brief outline of courses offered in the Summer School for 1894. While not excluding others these courses are for the special benefit of teachers and advanced students. The same facilities for work are extended to those attending the summer courses as to regular students of the University, and besides the courses outlined below every opportunity will be given for original research.

Attention is also called to recent action of the Faculty, by which regularly matriculated students of the University may be allowed the same credit for work done in the Summer School as for the same amount and kind of work in the University; but no student may obtain credit for more than eight University hours in any summer session. Students of the Summer School not matriculated in the University may receive certificates of attendance and satisfactory work, signed by their instructors and by the President of the University.

In the announcements below "five hours," "three hours," etc., indicate the number of lectures or recitations given each week. In a five hour course the lectures are given on every day except Saturday; in a three hour course, on every other day.

#### GREEK AND SANSKRIT.—PROFESSOR BRISTOL.

1. Greek. The fundamental facts of inflection and syntax treated with reference to the needs of teachers. Readings from Lysias (or some other representative of Attic prose), and from Homer (or, if desired, from one of the Dramatists). Five hours.

2. Sanskrit. The elements of the grammar as given in Perry's Primer. Writing of Sanskrit. Reading in the Nala. Five hours.

#### LATIN.—PROFESSOR BENNETT.

1. Teachers' Training Course. Study of the evidences for the pronunciation of Latin. Hidden quantities. Consideration of case and mood constructions from the historical point of view. Discussion of the general purposes and methods of preparatory Latin study. Five hours.

2. Reading of Latin. The Captivi of Plautus and the Andria of Terence. Lectures on the history of Roman Comedy. Five hours.

#### GERMAN.—PROFESSOR HEWETT AND DR. RHOADES.

1. Elementary German, with special reference to teachers. Five hours. Dr. RHOADES.

2. Second Year German. The reading of Goethe's Hermann und Dorothea, illustrating the aims and methods of study in advanced German. Five hours. Professor HEWETT.

3. Reading of (a) Goethe's Iphigenie; (b) Schiller's Maria Stuart. Five hours. Dr. RHOADES.

4. Goethe's Faust; the history of the poem, and of the Faust legend; puppet plays. Five hours. Professor HEWETT.

CORNELL UNIVERSITY

## SUMMER SCHOOL

### ANNOUNCEMENT

OF

## COURSES OF INSTRUCTION

IN

GREEK .....	See page 4
LATIN .....	" " 5
GERMAN .....	" " 5
ROMANCE LANGUAGES .....	" " 6
ENGLISH .....	" " 7
ELOCUTION .....	" " 7
ECONOMICS .....	" " 8
MATHEMATICS .....	" " 8
PHYSICS .....	" " 9
CHEMISTRY .....	" " 11
BOTANY .....	" " 12
DRAWING AND ART .....	" " 13
MECHANICAL DRAWING AND DESIGNING .....	" " 14
EXPERIMENTAL ENGINEERING .....	" " 14

JULY 5—AUGUST 14

1897

ITHACA, NEW YORK

Whatever concern about the continuation of the Summer School that may have existed in 1897 seemed to begin to dissipate during the planning for and the operation of the 1898 session. The printed 1898 Announcement resumed the style and format of those for the three summers prior to 1897. No mention was made of where the administrative responsibility for the School was placed but this omission was not new. In view of what later was to become the manner of designating the administrative head of the School, the responsibility may have rested with Lucien August Wait, Professor of Mathematics, whose name appeared following that of President Schurman in the roster of the School's Faculty. The Secretary-Treasurer for the School was Adna Ferrin Weber replacing David Hoy who had served in the two previous summers.

During the Fall term following the 1898 Summer School there was an upsurge of activity by both Faculty and Trustees suggesting a revival of concern on behalf of the School's future. In the meeting of the full Board of Trustees on October 29, a motion was "carried that the entire subject of the Summer School be referred to the Executive Committee with power to act."<sup>1</sup> No record was found of discussion which may have been the basis of the action.

The Executive Committee acted without delay:

"The following resolutions were presented and adopted:

"1. That no more private summer schools be held in the University buildings."<sup>2</sup>

"2. That a Summer Session<sup>3</sup> of the University be established in the high school curriculum so far as is feasible.

"3. That the primary object of such Summer Session shall be to furnish instruction to teachers in high schools and academies; but that this end shall not exclude provision also for the instruction of college professors and university students and others who are qualified to take the instruction.

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<sup>1</sup>Proceedings of Trustees, Vol. 3, 1895-1900, Oct. 29, 1898, p. 266.

<sup>2</sup>It is not clear as to the prior practice which this sought to terminate. Examples of summer courses cited in the preceding section on 'Origins' were clearly in the category of 'private' or departmental undertakings but no evidence was found that more than one or possibly two continued to exist beyond 1892.

<sup>3</sup>The first official use of the term 'Summer Session'.

"4. The Summer Session shall not be used as a school to prepare students for entering the University.

"5. Instruction in the Summer Session shall be of the highest order and shall be in general in the hands of professors, not of the subordinate members of the Faculty.

"6. Appointments to the teaching staff of the Summer Session shall be made by the Board of Trustees or the Executive Committee on the nomination of the President and at such rate of compensation as may be established by the Trustees. But no member of the Instructing Staff of Cornell University shall be, either directly or indirectly, required to teach during the summer and vacancies may be filled by the appointments of professors from other universities and colleges, provided always that satisfactory arrangements shall be made regarding University property for which heads of departments are now held responsible."<sup>1</sup>

The following week the Executive Committee acted on three separate and unrelated matters which were historically significant:

"The following was adopted:

"Resolved, That the charge for tuition in the Summer Session be \$25, and that, as the Summer Session of the University is to be maintained from the fees of the students, no student is admitted without the payment of fees.

"Resolved, That Professor De Garmo be appointed Dean of the Faculty of the Summer Session of 1899, with charge of the administration of the Summer Session, and that for his services he receive a compensation of \$150.

"Resolved, That appointments be made to the Faculty of the Summer Session for 1899 as follows:"<sup>2</sup>

There follows a listing of the staff, by discipline, with salary for each. Thirteen were full Professors, three were Assistant Professors, and five were Instructors. Salaries ranged from \$350 for full Professors to a low of \$150 for full-time Instructors. Full-time Assistant Professors were to receive \$250. The list of staff is reproduced from the 1899 Announcement (p. 41). The total cost for the instructional item in the budget amounted to \$7,775.

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<sup>1</sup>Proceedings of Trustees, Vol. 3, 1895-1900, Vol. 8, Nov. 1st, 1898, p. 267.

<sup>2</sup>Ibid., Nov. 8, 1898, p. 272.



## SUMMER SESSION.

1899.

### FACULTY.

JACOB GOULD SCHURMAN, A.M., D.Sc., LL.D., President.  
 CHARLES DE GARMO, Ph.D., Dean of the Faculty, Professor of the Science and Art of Education.  
 THOMAS FREDERICK CRANE, A.M., Professor of the Romance Languages and Literatures.  
 ISAAC PHILLIPS ROBERTS, M.Agr., Professor of Agriculture in charge of Nature-Study on the Farm.  
 HORATIO STEVENS WHITE, A.B., Professor of the German Language and Literature.  
 JOHN HENRY COMSTOCK, B.S., Professor of Entomology, in charge of Nature-Study in Insect Life.  
 LIBERTY HYDE BAILLY, M.S., Professor of Horticulture in charge of Nature-Study in Plant Life.  
 JAMES MORGAN HART, A.M., J.U.D., Professor of Rhetoric and English Philosophy.  
 JEREMIAH WHIPPLE JENKS, A.M., Ph.D., Professor of Political Science.  
 LUCIEN AUGUSTUS WAIT, A.B., Professor of Mathematics.  
 GEORGE LINCOLN BURR, A.B., Professor of History.  
 CHARLES EDWIN BENNETT, A.B., Professor of Latin.  
 GEORGE WILLIAM JONES, A.M., Professor of Mathematics.  
 EDWARD BRADFORD TITCHENER, A.M., Ph.D., Sage Professor of Psychology.  
 GEORGE FRANCIS ATKINSON, Ph.B., Professor of Botany.  
 RALPH STOCKMAN TARR, B.S., Professor of Geology and Physical Geography.  
 GEORGE PRENTICE BRISTOL, A.M., Professor of Greek.  
 PIERRE AUGUSTINE FISH, B.S., D.Sc., D.V.S., Assistant Professor of Physiology.  
 FREDERICK CLARK PRESCOTT, A.B., Assistant Professor of Rhetoric.  
 ANNA BOTSFORD COMSTOCK, B.S., Assistant Professor of Zoology with reference to Nature-Study in Insect Life.

— 4 —

GLENN WASHINGTON HERRICK, B.S., in Agr., Assistant Professor of Zoology with reference to Nature-Study in Insect Life.  
 HIRAM SAMUEL GUTSELL, B.P., A.M., Instructor in Drawing and Industrial Art.  
 JOHN SIMPSON REID, Instructor in Mechanical Drawing and Designing.  
 FREDERICK JOHN ROGERS, M.S., Instructor in Physics.  
 FREDERICK LAWRENCE KORTRIGHT, D.Sc., Instructor in Chemistry.  
 JOHN SANFORD SHEARER, B.S., Instructor in Physics.  
 DANIEL ALEXANDER MURRAY, Ph.D., Instructor in Mathematics.  
 BLIN SILL CUSHMAN, B.S., Instructor in Chemistry.  
 THEODORE WHITTLESEY, A.B., Ph.D., Instructor in Chemistry.  
 CLARK SUTHERLAND NORTHUP, A.B., Ph.D., Instructor in English.  
 ISAAC MADISON BENTLEY, B.S., Ph.D., Instructor in Psychology.  
 HEINRICH RIES, A.M., Ph.D., Instructor in Geology.  
 JAMES WISEMAN, Foreman of the Machine Shop.  
 WILLIAM HENRY WOOD, Foreman in Wood Shop.  
 JAMES WHEAT GRANGER, Foreman in Forging.  
 JAMES EUGENE VANDERHOFF, Foreman in Foundry.  
 HEINRICH HASSELBRING, Assistant in Botany.

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(Author's note - see p. 19 for comparison with the Corps of Instruction for the 1892 Session)

The first resolution inaugurated the practice of charging a Summer Session tuition and at the same time declared that the Session was to be financially maintained from such sources of revenue. This replaced the previous practice of charging varying rates among summer courses. In the second action an administrative officer was placed in charge, and third, he would receive compensation for such service.

The selection of Professor De Garmo to be the administrative head of the session coincided with the introduction of the initial schedule of courses in the 'Science and Art of Education' to the program of instruction. De Garmo had only recently been appointed to the University Faculty as Professor of Education.

The statement (see p. 43) concerning the introduction of instructional opportunities in 'Science and Art of Education' is quoted in its entirety to evidence the further early development of extra-curricular activities for the benefit of students in the Summer Session. The schedule of weekly conferences was in addition to those opportunities of similar nature which carried over from the previous summers. Presumably the conferences had been arranged primarily for teachers and others interested in professional education, but obviously was open to anyone desiring to attend.

The summer of 1899 saw the inauguration of an addition to the program which was destined to become a part of Summer Session history. It was the course in Nature Study conducted under the auspices of the College of Agriculture (see p. 43). The significance of this event in the history of the Summer Session is two-fold: (1) it was presented for a special clientele of students and was to be self-contained; and (2) it was supported financially from state funds "for the extension of Agricultural knowledge."<sup>1</sup> This became a forerunner of a wide range of special programs which, over the years, were to have varying degrees of relationship with the administration of the Summer Session.

Before proceeding with further reference to the 1899 Announcement the following action of the University Faculty is inserted to assist in explaining an initial and rather lengthy reference to graduate study in

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<sup>1</sup>Summer Session Announcement, 1901, p. 20.



# SCIENCE AND ART OF EDUCATION.

A. The Philosophy of Education. Lectures, discussions, and readings. Daily ex. Sat., 10. *White 10.* Professor DEGARMO.

This course is founded upon the dual character of education. It will discuss the following topics: The bearing of social forces upon education. The doctrine of Interest. The scope and function of educative instruction. The doctrine of formal culture. The relative value of studies. The making of the curriculum. The correlation of studies. The laws governing rational methods of teaching in departments and individual branches, as founded upon general logic, the logic of sense perception and apperception.

B. History of Education. Lectures, discussions, and prescribed reading. M., W., F., 11. *White 10.* Professor DEGARMO.

This course will give a survey of the leading educational movements of the 18th and 19th centuries in education, including a special study of Rousseau, Pestolozzi, Froebel, Herbart, and the leaders of modern scientific education.

C. Educational Conferences. Debates upon formulated theses. Friday evening each week 8 p. m. *Barnes Hall.*

The plan for these conferences is as follows: A topic of live educational interest is selected for each evening. Upon this a chosen leader will present a series of written theses that he is prepared to maintain. After he has given a brief statement of the reasons for his position, a number of invited persons will participate in the debate upon the propositions submitted. The participation by the audience will take the form of questions, to be answered by the chosen speakers. A moderator will preside at each conference.

The following Conferences have been arranged for:

1. The Function of Child Study. President G. Stanley Hall, Clark University.
2. Quantitative Measurement of Educational Results. Secretary Melvil Dewey, New York State Board of Regents.
3. The Certification of College Graduates. President James M. Taylor, Vassar College.
4. Training for Citizenship. Professor E. J. James, University of Chicago.
5. Literature in the High School. Richard Hovey, Poet, Lecturer in Barnard College.
6. History in the High School (a discussion of the papers in the Fifth Year-Book of the National Herbart Society). Professor Frank M. McMurtry, Teachers' College, New York.

# NATURE-STUDY.

A course is offered in Nature-study in three departments: (1) Nature-study on the farm; (2) Nature-study in insect-life; (3) Nature-study in plant-life.

*The course is open to teachers in New York State free of tuition, since the work is supported by a state fund for the extension of agricultural knowledge. The three subjects comprise a full course, and persons who register for the course are required to devote their whole time to it. The instruction will consist of lectures, laboratory work, and field excursions. It is the purpose of the course to teach both the facts and the methods of serious Nature-study, with particular reference to fitting teachers to take up the work in their own schools. The vicinity of Ithaca is rich in animal and plant life and in entertaining scenery.*

The different subdivisions of the course in Nature-study cannot be taken separately, but the entire course must be taken.

A. On the Farm. One lecture per week, laboratory work and excursions. A study of the effect of tillage on plants and of food on the growth of animals: The composition and texture of soils: The natural features of beauty in rural life: Planting trees and shrubs according to natural methods. Monday, 9-5, *Morrill Hall.* Professor ROBERTS.

B. Insect Life. Lectures and field work on the habits of insects. Two lectures and one excursion each week. Professor COMSTOCK.

BB. Insect Life. Laboratory work in the methods of nature-study, available for secondary schools. Two days each week excepting time occupied by course B. W., F., 9-5, *White Hall.* Assistant Professor A. B. COMSTOCK and Assistant Professor HERRICK.

C. Plant Life. Lectures, laboratory work, and excursions, with special attention to the kinds, habits and characteristics of plants as they grow in the fields. T., Th., 9-5, *Morrill Hall.* Professor BAILLY.

For further information about Nature-Study and for "Teacher's Leaflets on Nature-Study," address COLLEGE OF AGRICULTURE, *Morrill Hall, Room 17, ITHACA, N. Y.*



the 'General Statement'. In its meeting of Feb. 3, 1899, the Dean reported the following resolution on behalf of the Committee on Graduate Work and Advanced Degrees:

"Resolved that credit in time for graduate work done in the summer session of the University, and properly credited by the Professor in charge of the subject concerned, be given on application, under the usual rules governing members of the Graduate Department: such credit in time to cover only the actual period of residence and attendance, and not to exceed one University year's allowance for the total amount of work so accomplished.' On motion the resolution was adopted, ayes 23, noes 6.<sup>1</sup>

The entire 'General Statement' of the 1899 Announcement is reproduced here (p. 45) to show the development of the Summer Session concept at Cornell within the eight-year period in such directions as scope, objectives, organization and administration, credit, manner of financing, and promotion. Comparison with the 'General Statement' in preceding Announcement points this up.<sup>2</sup>

Also reproduced is the Cover Page with its revised format substituting 'Summer Session' for 'Summer School', elimination of the reference to 'Teachers and Advanced Students', and inclusion of a sub-title - 'Circular of Information!.

To complete the record of actions of the University Faculty during this 'Formative Period' of the Summer Session was one which abolished its Committee on Summer School as a standing committee --- "inasmuch as the Summer School [sic] has now become a part of the University."<sup>3</sup> The reason stated for this action is further implication that the statements, made with such seeming enthusiasm in 1892 and immediately following,

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<sup>1</sup>Faculty Records, 1896-1904, Minutes of Feb. 3, 1899, p. 79.

<sup>2</sup>The first sentence refers to the fact that the academic year was divided into three terms at this time.

<sup>3</sup>Faculty Records, 1896-1904, Minutes of Oct. 6, 1899, p. 96.

## GENERAL STATEMENT.

It has been decided by the Trustees to enlarge the scope of the University by establishing a fourth, or Summer Session, to be held for six weeks during the months of July and August. The Summer Session of the University will entirely displace the system of volunteer summer courses heretofore offered. All professors and instructors, in and after 1899, are to be regularly appointed and paid by the University.

As will be seen from an examination of the courses offered, the larger proportion of them will be conducted by regular professors.

The principal object of the Summer Session is to furnish instruction to teachers in high schools and academies; but provision is at the same time made for the instruction of college professors, university students, and others who are qualified to join the classes.

Instruction is offered in all subjects which are embraced in the high school curriculum, including Manual Training and the elements of Nature-Study. Some courses suitable for graduate students are also provided.

Applications for admission to the graduate department of the University, and to candidacy for advanced degrees, are to be addressed primarily to the Dean of the University Faculty. Full details should be forwarded of the candidate's previous course of study, the degree desired, and the special preparation already had in the major and minor subjects to be pursued.

The applicant would naturally communicate also with the professors in whose departments he intends to study, as they must ultimately approve of his application.

Applicants who are duly admitted to candidacy for advanced degrees under the regular rules of the University Faculty, may receive such credit in time for graduate work done in the Summer Session, as may be determined by the appropriate committees of the University Faculty.

This credit in time is to cover only the actual period of residence and attendance, and is not to exceed one University year's allowance for the total amount of work so accomplished during various sessions.

Further information may be obtained by addressing the Registrar, Cornell University, Ithaca, N. Y.

## CORNELL UNIVERSITY

### ANNOUNCEMENT

OF

## COURSES OF INSTRUCTION

DURING THE

## SUMMER SESSION

TO BE HELD

JULY 5 TO AUGUST 16,

1899.

ALSO

## CIRCULAR OF INFORMATION.

---

ITHACA, N. Y.  
1899.

(actual dimensions)

about the Summer School being an integral part of the University, required the test of extended and recurring trial as a means of gaining validity.

It would be difficult to improve upon the summary and appraisal of this developmental period of the Cornell Summer Session which President Schurman included in his annual report to the Trustees for the year 1898-99. Therefore, the whole of his statement under the heading of 'Summer Session' is reproduced here together with supplementary passages from certain annual reports to the President which accompanied the latter's report as appendices.

"In the Summer of 1892 courses of instruction were offered by professors and instructors of the University in the following subjects: botany, chemistry, mathematics, philosophy, physics, English, French, German, drawing, and physical culture. One hundred and fifteen students were in attendance, of whom eighty-five were teachers or advanced students. The first Summer School had no connection with the University but was managed by a committee of instructors and the expenses met from the fees of students. This venture was so successful that the Summer School was henceforth made an integral part of the University, work done in the Summer School was credited to the University, and the names of instructors and students printed in the Register. The University exercised some control over the courses of instruction, but otherwise the management of the School was entirely unofficial.

"This state of things continued until 1898, when the Executive Committee, after a careful consideration of the facts, decided that no private summer schools should be held in the University buildings and established an official Summer Session, in which instruction should be offered in all subjects included in the high school curriculum, as far as possible, and should be of the highest grade, and, in general, in the hands of professors and not the subordinate members of the Faculty. It was further provided that appointments to the teaching staff should be made by the Board of Trustees or the Executive Committee on the nomination of the President, and at such rate of compensation as might be fixed by the Trustees. It was also decided that the primary object of the Summer Session was to furnish instruction to teachers in high schools and academies, and that it should not be used as a school to prepare students for entering the University, but that provision for the instruction of college professors, university students, and others qualified to take the instruction should not be excluded.

"The Summer Session was duly organized under the above general scheme by the appointment of Professor DeGarmo as Dean and the selection of a staff of instruction consisting for the most part of heads of departments and assistant professors. Provision was made for an extensive curriculum, part



of which, nature study, was supported by the state fund for the extension of agricultural knowledge, and open without expense to teachers from the State of New York. With this exception all students paid one fee which entitled them to enter all classes for which they were prepared.

"The Summer Session began on the 6th of July [the Announcement lists the date as July 5] and ended on the 16th of August. During this time four hundred and twenty-three students were registered, of whom one hundred and eleven pursued exclusively the courses in nature work. Of the entire number sixty were students regularly enrolled in the University and twenty-five had been previously connected with the University, leaving three hundred and thirty-eight new students, so to speak. There were three hundred and forty-four teachers and two hundred and thirty New York students in the Session. Leaving out the nature study, there were eight hundred and fifty registrations in the various courses, and four hundred and seventy-nine examination papers were handed in on the completion of the course. The subjects mostly pursued were: English, psychology, science and art of education, mathematics, and geology and physical geography. In addition to the regular courses of instruction education conferences were held each week at which topics of interest to teachers were discussed by distinguished educators invited to Ithaca for that purpose.

"There is little difference of opinion among all connected with the Session, whether pupils or instructors, as to the great success of the undertaking. Professor Bailey, on behalf of the nature study work says:

"It is the opinion of those who were intimately concerned with this work that it was one of the most useful and successful ventures in summer school teaching which the University has yet undertaken."

"...and the Dean of the Faculty of the Summer Session says in his report:

"The experience of this, the first Summer Session indicates that the work can be conducted without serious financial sacrifice, while it is perhaps the almost unanimous conviction of its professor and instructors that the work is well worth doing."

"With the experience gained this year the Summer Session can, if it is decided to continue it, be managed somewhat more economically, and the numbers in attendance will undoubtedly increase after the success of the first year. It will also be possible to settle wisely a number of questions which have arisen as to the relation between the work in nature study and other departments of the Summer Session, etc."<sup>1</sup>

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<sup>1</sup>Annual Reports of the President - 1898-99, pp. 24-26.

Dean DeGarmo, the first appointed administrative head of the Summer Session, in his annual report to the President said in part:

"There are not a few evidences that the Summer Session performs an important service, first to individuals, then to the cause of education, and finally to the University itself.

"Persons engaged largely in the routine duties of the school receive a new impetus for their work when they come in contact with the new educational forces, as they do at the University. While extending their scholarship somewhat, they attain new ideas, form new ideals, become imbued with new enthusiasms, and acquire fresh courage for the future. Nothing is more potent for good in education than courage, enthusiasm and alertness of mind in the teacher; for education is a sort of inspirational generation, the excellence of the offspring depending upon the mental energy of the parents. Summer work at the University, though it may appear to some as an added burden to an already overworked teacher, is in reality, when properly adjusted, a valuable recreation; for it is a change of work in a new environment, under new conditions of food, climate, society, and mental stimulus. To some extent, at least, the same is true for the University professors and instructors who devote a part of their vacation to teaching in the Summer Session.

"In so far as the University is enabled to contribute to the good of education and to that of individuals, it necessarily contributes in obvious ways to its own future."

Dean DeGarmo then concludes his report with the following under the heading "Future Attendance":

"The experience of this, the first [sic] Summer Session of the University, indicates that the work can be conducted without serious financial sacrifice, while it is perhaps the almost unanimous conviction of its professors and instructors that the work is well worth doing. Both the nature of the case and the experience of other institutions indicate that, after the Summer Sessions become well known, their attendance depends upon the number and value of the courses offered. At the University of Chicago the attendance at the Summer Session now about equals the attendance in the department of Arts and Sciences during the remainder of the year -- some sixteen hundred students. While perhaps but few city universities are so favorably situated for summer work as is Chicago, Cornell with her agreeable summer climate and unexcelled environment, together with her library, museums, laboratories, and other educational appliances would seem to possess every requisite for successful summer instruction. At the same time, the cost of board and tuition are so low that the teacher can work at Cornell cheaper than he can play at the summer resorts. In view of the foregoing, it would seem good policy not only to continue the Summer Session, but to enlarge year by year the number of courses offered.



"It is not probable that all Universities of the future will hold Summer Sessions, since many are debarred by conditions that they cannot control; but it is reasonably certain that summer courses will be offered by those that are favorably situated and that stand in intimate relations to public schools. On the other hand it is equally evident that the educational needs of the great body of teachers and the golden opportunities for study offered by our long vacations, will impel them to attend in increasing numbers those institutions whose doors are open in summer."<sup>1</sup>

Thus did the Summer Session at Cornell survive its inaugural experiences. For those readers who may have sensed some degree of discrepancy in the identification of the summer program of 1892 as the first in the history of the Session, they should recall that prior to 1899 the summer program was referred to as the Summer School. However, the clinching evidence remains to be revealed later in the fact that on the cover page of the Announcement for the summer of 1906 the sequence of Summer Sessions was identified for the first time by reference to that session as the 'Fifteenth'. The simple procedure of counting backwards identifies the summer of 1892 as the first in an unbroken series, even though recognized as such retroactively.

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<sup>1</sup> Ibid., Appendix XII, pp. LXIX-LXXIII.



## ACHIEVING STABILITY

1900-1910

To Terminate a period of Cornell Summer Session history referred to as 'Formative' and to label a succeeding period as one during which stability is to be achieved risks deception. To reduce that risk the reader is urged to bear in mind two conditions. On the one hand it seems evident that the previous period ended with a considerable degree of enthusiastic optimism on the part of the University Faculty, Administration, and Board of Trustees with which all acted to reaffirm and seemingly accept whole heartedly the concept of the Summer Session as an 'integral part' of the University's instructional program. It was as if the experiences of the previous eight years had convinced all concerned that the Summer Session was ready to become a fixture in the yearly calendar and only awaited being directed to that end.

The other condition to be born in mind is the very nature of summer sessions in general with their differences in objectives, student clientele and freedom of operation in comparison with the regular instructional terms in a college or university calendar year. These differences encourage or even necessitate that variation, experimentation, and innovation in program and operation be characteristics of summer sessions generally. Therefore, the label for the period ahead should be interpreted as a forecast of becoming established but with allowance for freedom to be flexible and to fluctuate from year to year.

Following the considerable amount of evidence recorded of official concern and activity regarding the Cornell Summer Session which marked the end of the previous period and set the stage for the future, there was a marked decline in such evidence during the early 1900's. What there was dealt largely with annual appointments and appropriations. Consequently the sources of information about the Session are limited largely to the published Announcements and annual reports of various University officials.

The Announcement for 1899, described earlier (p. 45), became the model for those which immediately followed. Those variations having some degree of historic significance are hereby noted.

An innovation in 1900 introduced the use of color in the printing of the cover page. This was limited to printing "Cornell University" in red ink, a practice repeated in 1901 but then discontinued until much later. The back cover of the 1900 Announcement carried a list of all departments and colleges of the University offering degrees. The degrees were named (see p. 52). This practice was continued for a number of years and apparently was the result of University Faculty action taken in its meeting of March 3, 1899. The Faculty Committee on Improvement of Official Publications recommended, and the Faculty approved, that the complete list of University units offering degrees be included in the Announcement of each college or department.

Also in the Announcement of the 1900 session appeared a unique feature obviously intended to attract students on the basis of appeals in addition to those based on educational values. It consisted of a tabular listing of five-year summaries of summer temperature at Ithaca, Saranac Lake, and Lake George, comparison of which showed Ithaca competing favorably with the two famed summer resorts of the state. (see p. 52.)

The Announcement for the summer of 1901 was the first to be identified as having been fully incorporated into the total series of University Official Announcements. The cover page listed its place among "The University Records" by "Series and Number," its publication schedule, and the record of its postal entry (see p. 54). This action, together with the listing of University college and departments on the back cover of the Announcement for 1900, as authorized in the action recommended by the same Committee, furnishes added evidence that Summer Session stability was accumulating.

After two prior summers in which the Nature Study program had been featured, the 1901 Announcement carried the statement that the courses had been discontinued and recommended that interested students take the regular courses in natural science included among regular departmental listings. The reason for discontinuance was not stated. (see p. 58)

The first use of a Summer Session application form as part of the

# CORNELL UNIVERSITY

ITHACA, N. Y.

## GRADUATE DEPARTMENT

Degrees, A.M., Ph.D., etc.

## ACADEMIC DEPARTMENT

Degree, A.B.

## COLLEGE OF LAW

Degree, LL.B.

## MEDICAL COLLEGE

Degree, M.D. New York City and Ithaca

## NEW YORK STATE VETERINARY COLLEGE

Degree, D.V.M.

## COLLEGE OF AGRICULTURE

Degree, B.S.A.

## NEW YORK STATE COLLEGE OF FORESTRY

Degree, B.S.F.

## COLLEGE OF ARCHITECTURE

Degree, B.Arch.

## COLLEGE OF CIVIL ENGINEERING

Degree, C.E.

## SIBLEY COLLEGE OF MECHANICAL ENGINEERING AND MECHANIC ARTS

Degree, M.E.

## ITHACA SUMMER WEATHER.

Ithaca weather is ideal for a summer resort. There is an abundance of clear, sunshiny weather, with summer temperatures comparing favorably with the summer conditions at the leading summer resorts in New York State.

While the afternoons are moderately warm, the forenoons are always comfortable, and the nights are delightfully cool and pleasant. There are but two or three nights during an Ithaca summer when covering is not required. The following table prepared by the United States Weather Bureau Office at Cornell University shows the comparison of the temperature and amount of sunshine at Ithaca as compared with the same conditions at Saranac Lake and Lake George, during the months of July and August, 1896 to 1899.

### ITHACA.

Year.	Average maximum temperatures.		Average minimum temperatures.		Number of cloudy days.	
	July.	August.	July.	August.	July.	August.
1896.....	80.2	80.1	61.6	59.5	11	3
1897.....	81.0	75.5	63.8	55.9	9	4
1898.....	84.6	79.4	62.8	62.4	0	9
1899.....	83.0	85.0	58.5	57.9	8	6

### SARANAC LAKE.

Year.	Average maximum temperatures.		Average minimum temperatures.		Number of cloudy days.	
	July.	August.	July.	August.	July.	August.
1896.....	79.9	77.2	55.7	53.8	7	1
1897.....	80.6	73.7	59.4	50.4	6	1
1898.....	81.3	76.9	54.9	55.4	3	10
1899.....	77.9	76.5	54.3	48.7	7	6

### LAKE GEORGE.

Year.	Average maximum temperatures.		Average minimum temperatures.		Number of cloudy days.	
	July.	August.	July.	August.	July.	August.
1897.....	79.3	75.5	62.5	55.0	14	8
1898.....	81.7	78.6	60.7	59.9	7	13
1899.....	80.8	80.8	59.7	58.2	11	8



Announcement occurred in 1902 (see p. 54). Whether a formal application form separate from the Announcement had ever been used is not known. This addition and another special feature page concerning the department of Science and Art of Education (see p. 58), presumably included for added appeal to teachers, increased the size of the Announcement to thirty-two pages. A general announcement of fee charges for laboratory work was introduced into the statement on tuition. Again in 1902 the Nature Study program which had such an auspicious start in 1899 was omitted but with the same reference to it as stated above for 1901.

A threat to the unbroken sequence of Summer Sessions occurred in the spring of 1903 when the University community suffered a serious epidemic of typhoid fever. The appointment of staff and approval of appropriations for the 1903 session had been completed during the previous fall, followed by the normal process and timing of getting an Announcement printed and ready for distribution, all prior to the outbreak of the disease. The seriousness of the epidemic was noted by the President in his annual report to the Board of Trustees in which he mentioned a death toll of 28 students among the approximate one-third of the student body affected. Most of these were male students from the majority of the male population who were forced to find living quarters off-campus for lack of University-operated male dormitory facilities. The contamination causing the epidemic was traced to the Ithaca City water supply which served the private homes where so many male students were living.<sup>1</sup>

The first official recognition of any effect of the epidemic upon the Summer Session is recorded in the minutes of the Board of Trustees on February 21, 1903: "The question of withdrawing the announcement of Summer Session for 1903 was on motion referred to the Executive Committee, with power."<sup>2</sup> No report of action resulting from the referral was found and apparently became unnecessary. The Announcement was distributed and the session was held.

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<sup>1</sup>President's Report, 1902-03, pp. 1 ff.

<sup>2</sup>Minutes of the Board of Trustees, Feb. 21, 1903, p. 260.

## INFORMAL REGISTRATION BLANK.

Students hoping to attend the Summer Session of Cornell University for 1902, are requested to fill out this blank and forward it to the Registrar at their early convenience. This application is not binding either as to attendance or as to choice of studies.

1. *Name in full*,-----
2. *Position, if teacher*,-----
3. *Address*,-----
4. *Studies desired*,-----

Send blank to THE REGISTRAR, Cornell University, Ithaca, N. Y.

SERIES I. NO. 3

THE UNIVERSITY RECORDS.

CORNELL UNIVERSITY

ANNOUNCEMENT

OF

COURSES OF INSTRUCTION

DURING THE

SUMMER SESSION

TO BE HELD

JULY 5 TO AUGUST 16,  
1901.

ALSO

CIRCULAR OF INFORMATION

ITHACA, NEW YORK  
PUBLISHED BY THE UNIVERSITY  
MARCH, 1902  
BI-MONTHLY

ENTERED AT THE POST OFFICE AT ITHACA, N. Y., AS SECOND-CLASS MATTER.

The financial consequences of the epidemic were noted in the report of the Committee on Appropriations of the Board of Trustees in October, 1903. Referring to the total appropriation for the University, the Committee reported that its task had been one of unusual difficulty and that the "typhoid epidemic made havoc of last year's budget."<sup>1</sup> From the remainder of the report and the Treasurer's calculations for the 1903 Summer Session it is evident that the Session failed to produce a favorable balance in contrast with previous years.

Enrollment in the 1903 session was affected by the epidemic in spite of an expanded program of courses compared with programs of previous summers. The Dean of the Summer Session Faculty referred to this in his report to the President. Noting a loss of 78 students under the enrollment for the preceding summer, he pointed out:

"There was a gain of forty-one in regular Cornell undergraduates, but a loss of 119 in the attendance from the outside. Both the gain and the loss are due to the effects of the typhoid epidemic of last winter. Some of the many undergraduates who lost work at that time took occasion to make it up during the Summer Session. On the other hand, the widely advertised severity of the epidemic caused a natural reluctance to a sojourn in Ithaca, even for a brief period."<sup>2</sup>

An illustration of freedom to innovate in summer session programming occurred in 1903. It was the addition of what Dean DeGarmo labeled "the school of geology and geography."<sup>3</sup> He commented on it in his report to the President as being "the chief departure from the customary courses of the Summer Session" in previous years. Actually it was not a separate 'school' but rather a unique arrangement of courses combined from the two disciplines of geology and geography, both of which had been represented separately in previous summers. The report of the venture, made by the Professor in charge, R. S. Tarr, at the Dean's request, is reproduced here as a prime example of the experimentation in programming which began in these

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<sup>1</sup>Ibid., Oct. 24, 1903, p. 348.

<sup>2</sup>President's Report, 1902-03, Appendix XIII, p. LXXXIII.

<sup>3</sup>Ibid., Appendix XIII, pp. LXXXIV and LXXXV.



early summers and has continued since.

"The summer school of geology and geography, while a failure in standpoint of numbers in attendance, is, I believe, to be considered a great success. Practically everyone who came from outside has said that he came with misgivings regarding the health conditions here, and many told of others who intended to come but who stayed away because of the typhoid epidemic.

"Our registration reached a total of 61 different students. Of these one was an assistant superintendent in a large city, four were normal school teachers of geography, 13 were high school teachers, 21 taught in the grades, mostly as principals, 18 are students. Quite a number of the students have a college degree and two of them have a Ph.D. The problem of teaching such a mixed class of students was the most serious one which confronted us and, in fact, was the object of the school itself. Practically every student in the school who came from outside has expressed to us a great satisfaction with the nature of the instruction, and almost all of them are exceedingly enthusiastic. I have heard no word of adverse criticism.

"Of these students 21 are taking nothing but geography and four others take practically no other work than geography. These people have been so pleased with the work that they have, throughout the six weeks, been in the habit of coming at eight o'clock in the morning, attending all the lectures till one, returning at two either for laboratory or field work, and working through till five or six. This has been done for five days of the week while on Saturday they have gone on long excursions. I had no idea that they would continue this strenuous work throughout the summer and the fact that they did is, I believe, the highest recommendation of the success of the school.

"The 61 students came from 17 different states, as follows: New York, 22; Pennsylvania, 17; Illinois, Wisconsin, and District of Columbia, two each; Indiana, Ohio, Maine, Maryland, Michigan, Massachusetts, Alabama, Georgia, Connecticut, Tennessee, and South Carolina, one each. This indicates a widespread interest in the school.

"While from these various standpoints the school is unquestionably a success, it must be pointed out that from the standpoint of finances it has not succeeded. In order that the exact condition from that point of view may be understood, I give you the following facts of registration.

## ATTENDANCE IN COURSES

Course	Teacher	Different Students
A (1)	Tarr	28
A (2)	Carney	8
A (3)	Tarr and Carney	23
B (1)	Brigham	23
B (2)	Matson	14
B (3)	Brigham and Matson	21
C	Brigham	23
D	Tarr	23
E	McMurry	16
F	McMurry	21
G (1)	Emerson	28
G (2)	Emerson	5
H	Whitbeck	19
I	Whitbeck	16
K	Tarr and Brigham	1

Transferred to hours of University credit this represents a total registration of 300 University hours. Allowing to each student the maximum number of hours of University credit (7) this represents the equivalent of 43 students. Therefore it is fair to draw the conclusion that about \$1,100 of tuition money has come from the students of geography.

"In view of what I have seen the present summer, and in spite of the fact that my own plan had been to withdraw from the school next summer, I so decidedly believe in the ultimate success of a school of this sort that I stand ready to attempt the experiment another year if the University will back me in the same way as this year. I do not feel that the school has had a fair trial. If another year the attendance did not pay expenses I should myself feel inclined to withdraw from the experiment. All of the faculty of the school are ready to come back another year and all feel that the school should be continued and that we have a chance to build up here a strong school of geography that will be of benefit to the University as a whole. There is no one of the courses that I should feel willing to omit another year and I should personally feel unwilling to enter into the work next year unless the school be continued on exactly the same basis as this last summer."<sup>1</sup>

The manner in which this 'school of geology and geography' was charted in the 1903 Announcement is reproduced on p. 58. The fact that it was not repeated in subsequent summers in the same form illustrates a point made earlier (p. 50) that such variations from summer to summer should not be interpreted as signs of weakness and instability of the

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<sup>1</sup>Ibid., Appendix XIII, pp. LXXXIV and LXXXV.

## SPECIAL ANNOUNCEMENT

CONCERNING THE

DEPARTMENT OF THE

# Science and Art of Education

FOR 1902-1903.

The work of this department has been materially enlarged, especially in its psychological aspects, by the appointment of Dr. GUY MONTROSE WHIPPLE as lecturer in the Science and Art of Education.

For further particulars address

Professor DEGARMO or Dr. WHIPPLE,  
Cornell University,  
Ithaca, N. Y.

### SCHEDULE OF COURSES IN GEOLOGY AND GEOGRAPHY.

	8-9	9-10	10-11	11-12	12-1	2-3	3-5
M.	Emerson G (1) Commercial Geography	Brigham B (1) Geology	Tarr A (1) Physical Geography	Brigham C Geography United States	McMurry E Home Geography	Tarr, Carney, Whitbeck and Mills A (3) Physical Geography Field Work	
T.	McMurry F Type Studies	Brigham B (1) Geology	Tarr A (1) Physical Geography	Tarr D Geography Europe	McMurry E Home Geography	Whitbeck H Class Room Problems	Carney A (2) Laboratory Physical Geography Matson, H (2) Laboratory Geology Emerson G (2) Laboratory Commercial Geography
W.	Emerson G (1) Commercial Geography	McMurry F Type Studies	Tarr A (1) Physical Geography	Brigham C Geography United States	McMurry E Home Geography	Brigham, Carney, Matson, and Mills B (3) Geology Field Work	
Th.	Emerson G (1) Commercial Geography	Brigham B (1) Geology	Tarr A (1) Physical Geography	Tarr D Geography Europe	McMurry E Home Geography	Whitbeck H Class Room Problems	Carney, A (2) Matson, H (2) Emerson, G (2)
F.	Emerson G (1) Commercial Geography	Brigham B (1) Geology	Tarr D Geography Europe	Brigham C Geography United States	McMurry E Type Studies	Whitbeck H Class Room Problems	Whitbeck, I Laboratory Methods for Grades
S.	All day excursions						

With the exception of certain of the laboratory courses, there is no conflict in the hours of the courses offered. This makes it possible for the students to select freely from the subjects that are offered. Care should be taken, however, not to undertake too large a number of lecture courses.



Summer Session. On the other hand, they are likely to be among the worthy traits of summer session programs.

Renewal of the Nature Study program within the Summer Session took place in 1903 after a two-year lapse. This reversal of its discontinuance as a part of the Summer Session in 1901, while in itself an evidence of how fluctuation in summer programming might be expected, was all the more marked by the manner in which it was announced. Previously it had been referred to as an autonomous program. Now it appeared under the department heading of Botany for which courses were classified under three sub-heads: 'Introductory Courses'; 'Nature Study Courses'; and 'Advanced Courses'. An explanatory statement accompanied the list of courses under 'Nature Study' to inform prospective students that such courses could be taken independent of the 'Introductory Courses'.

This same manner of announcing work in Nature Study was used in 1904, supplemented by two pages of space in the Announcement devoted to the most elaborate description of the courses yet provided. The emphasis given is illustrated by this quotation:

"Nature study will be given in the summer of 1904 under the general direction of Professor Bailey, aided by Mrs. Comstock [wife of J. H. Comstock], Professor Stanley Coulter of Purdue University, and others. The work will be so arranged as to coordinate closely with the Physiography and other outdoor subjects. The purpose of the instruction will be to enable teachers to prepare themselves for the practical handling of nature-study subjects in the schools; and the object of nature-study is understood to be to put the teacher and pupil into the sympathetic attitude towards their common and natural environment. The instruction will be pedagogical rather than information, using plants, animals, weather, as educational means. Full announcement of the instruction will be made separately."<sup>1</sup>

The summers of 1904 and 1905 seemed to mark a complete recovery from any anxiety resulting from the typhoid epidemic of 1903. Sessions continued both years at full scale and with only minor variations. The use of an Informal Registration Blank was discontinued in 1905. Professor DeGarmo's tenure as Dean of the Summer Faculty ended with the 1905

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<sup>1</sup>1904 Summer Session Announcement, p. 29. Author's note: No record was found of the separate 'announcement of the instruction' referred to in the quotation.

Session but he continued as a member of that Faculty.

The 1906 Session marked the start of George Prentice Bristol's tenure as Summer Session Director and the first use of this title to replace the title of Dean of the Faculty given to DeGarmo. A rather striking development in the appointment of Bristol was the marked increase in the administrative salary. Whereas DeGarmo had been receiving \$100 as Dean and \$400 for a full summer teaching load in Education, Bristol was appointed to receive \$500 as Director and continue as Professor of Greek at his former \$400 summer stipend. Professor Bristol had been teaching Greek in the Session for twelve years having joined the staff in 1894. That this increase in stipend for administrative duties was no temporary action is evidenced in looking ahead to succeeding summers when \$500 continued to be paid. However, his salary for instruction decreased, presumably due to reduction in his instructional assignment.

The Announcement for the 1906 session was the first to be identified in numerical sequence after fourteen consecutive summers of operation. In addition to denoting it as the 'Fifteenth Summer Session' there was dropped from the title the former reference to 'Course of Instruction' (see p. 61). The Announcement was increased in space to 48 pages to accommodate a wider offering of courses and to provide such new features as a calendar of summer events; an expanded 'General Statement'; a new section devoted to 'General Lectures. Musical Recitals. Readings.'; and a centerspread of four full-page pictures (Fall Creek Gorge, Ithaca Falls, the Reading Room of the University Library, and a view overlooking the campus with Cayuga Lake in the distance). An index to the Announcement and a map of the campus (see p. 61) were included for the first time.

Religious services each Sunday in Sage Chapel also were featured for the first time in 1906. The minister for the entire session, George William Knox, Professor in Union Theological Seminary, New York, was listed among the officers for the session under the names of President Schurman and Director Bristol and preceding the roster of the Faculty. He held the summer title of 'University Preacher'.

Following the 1906 session the Board of Trustees took the following action: "Resolved, that in the future no private schools of any kind be held in the University Buildings in the summer."<sup>1</sup> This marked the third

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<sup>1</sup>Trustee Proceedings, Jan. 22, 1907, p. 189.



CORNELL UNIVERSITY

## ANNOUNCEMENT

**OF**

## THE FIFTEENTH

# SUMMER SESSION

JULY 5 TO AUGUST 15

1906

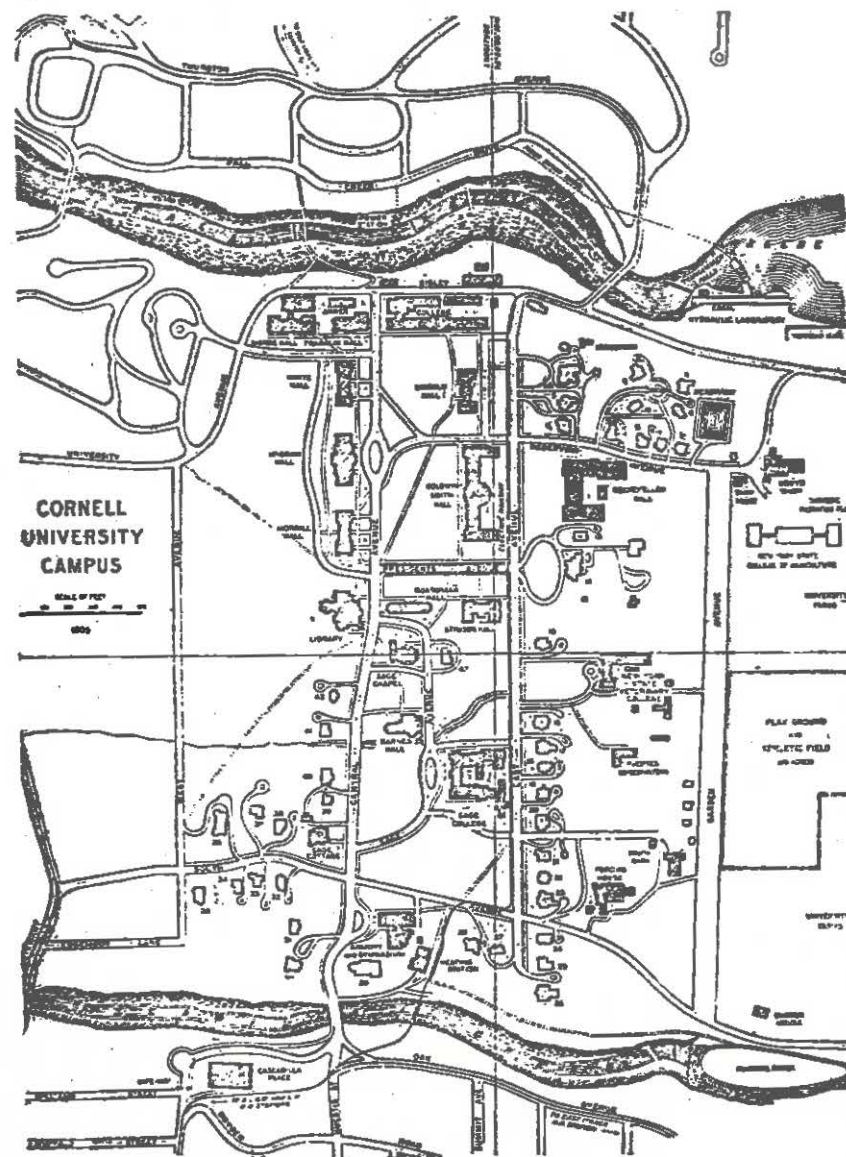
ITHACA, NEW YORK  
PUBLISHED BY THE UNIVERSITY  
MARCH, 1906  
BI-MONTHLY

Entered at the Post Office at Ithaca, N. Y., as second-class matter

(actual dimensions)

*Map of the University Campus.*

47





time in the fifteen years of Cornell Summer Sessions that such action had been taken. In the absence of any recorded discussion of the matter or of the nature and source of any related recommendation to the Board at the time, one can only speculate on the cause and the significance of the renewal of this prohibition. The last previous declaration by the Board in similar vein was in October, 1898, as a part of the legislation which set the stage for this second period of Summer Session operation. Since 1899 the only publicized summer instruction other than the authorized Summer Session had been J. H. Comstock's summer course in Entomology and Invertebrate Zoology, a Summer School in Law, a Civil Engineering summer course, and a summer term in Paleontology and Stratigraphic Geology.<sup>1</sup> Of these, the Law Summer School and the Civil Engineering course, both pre-dating 1899 in origin, had been recognized annually by the Board through appropriations and staff appointments. Comstock's course, first approved by his Department, the University Faculty, and the Board for the summer of 1885 (p. 8), had continued each summer up to and including 1904 but independent of the Summer Session. During this period it had varied in length of session from eight to ten weeks.

The Paleontology and Geology summer term was first announced in the year's calendar for the University published in the Register of 1900-01 to be offered in 1901. This was repeated in the calendars of the Register for the following two years, the length of term in each summer coinciding with that of Comstock's course. Since the calendar listing in the Register was the only evidence found of the possibility that this program had been given official recognition there is some basis for suspicion that the legislation in 1907 was directed toward it as well as any other surreptitious summer instruction which may have been taking place. At any rate all offerings in Entomology and Geology subsequent to the 1907 legislation became a part of the regular six-week Summer Session program.

Justification for what may seem to the reader to be an inordinant attention here to these early and repeated attempts to bring summer instruction under official jurisdiction is based upon the parallel with

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<sup>1</sup>Not to be confused with "the school of geology and geography" referred to on p. 55.

See Also Appendix II- "The Traveling Summer School of Agriculture."

similar situations it will recall in the experience of directors and others closely identified with Summer Sessions of a more modern era. Particularly as the University grew both in size and diversity the tendency seemed increasingly present for any unit of the University - departmental, college, or school - to look upon the summer period as one to be used freely for whatever instructional purpose might serve its own ends. Perhaps some consolation for Directors of Sessions of a more modern era will be found in the knowledge that the problem has a long history.

The 1908 Summer Session Announcement included a new item in its 'General Statement' identified as 'Statistics of Attendance' for the preceding summer. For purposes of providing basis for comparing growth in size and distribution of the student body during this period the following is quoted:

"The whole number enrolled in the Summer Session of 1907 was 755, representing 40 states and territories and 18 foreign countries. Of this number, 288 were students during the previous winter; 302 were persons engaged in teaching. Of these 22 were teachers in colleges, 17 in private schools, and 14 were supervisors or superintendents."<sup>1</sup>

The Summer Session Faculty had grown in size to a staff of 65 in 1908. Of these, 11 were recruited from outside the University. Three of the visiting staff were from other universities, one from a normal school, six were either teachers, supervisors, or superintendents from schools of less than college grade, and one was an author and artist. To accommodate the expanding list of 'Courses of Instruction', including 5 pages devoted to courses in 'Manual Training', the Announcement had grown to 56 pages.

Reference to the Nature Study program in any manner whatsoever was missing in the 1908 Announcement for the first year since the summer of its inauguration in 1899. No reason was found for the omission in either the 1908 session or in 1909 when it again was absent other than what may be implied from Director Bristol's annual report to the President following the 1910 Session (see p. 70).

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<sup>1</sup>Summer Session Announcement, 1908, p. 7. (For comparable data turn to p. 69.)

The next two years brought continued growth in enrollment, size of staff and scope of program. One addition in particular is noteworthy as evidence of an attempt to keep pace with developments in the secondary schools. Beginning in 1909 the Announcement contained a new entry of 'Industrial Education' which absorbed 'Manual Training' from previous summer programs and included specialized courses in Education relative to Industrial Education departments in local schools and at the state level.

The statement of purpose or objectives of the Summer Session had been altered and expanded from time to time since 1899, the last year for which mention of objectives has been made in this report (see p. 39). Assuming that comparison of Summer Session objectives from time to time may reflect to some extent both the direction and stability of its development, the statement in the 1910 Announcement is reproduced here.

#### "OBJECT OF THE SUMMER SESSION.

The primary object of the Summer Session is to advance education by helping those engaged in it. The instruction is adapted to the needs of the following classes:

I. Professors and teachers in colleges and schools, superintendents, and supervisors of special branches of instruction.

The announcements of the different departments show a wide range of work. This work is either advanced, and therefore suited for specialists who wish to pursue their individual study, or more elementary, and adapted to teachers who desire to start in a new field. In addition to the instruction of the class room, the University's libraries, laboratories, and shops are open for use. For superintendents and supervisors there are also courses in administration, and in general and special methods, besides lectures on educational philosophy and theory.

II. College Students in Cornell or other universities who wish to use some of the "long vacation." In the case of graduates some of the work offered may be counted toward an advanced degree. Undergraduates may anticipate work and thereby shorten their course, or may make up existing deficiencies. The conditions for receiving credit, and the amount which may be obtained, are stated below, pages, 10, 11.

III. Students entering the University and wishing to obtain advanced credit at entrance, or to complete the entrance requirements. It often happens that students have in June



more or less than the requirements for admission to college. The Summer Session affords them the opportunity either to add to their surplus and so, in some cases, to gain a year in time; or to make up their deficiency.

IV. All persons qualified to pursue with profit any course given, whether or not they are engaged in study or teaching."<sup>1</sup>

The emphasis on serving those engaged in Education still predominated but the classification of students was considerably broadened. One marked departure from earlier policy was the willingness to serve students entering the University or seeking to prepare themselves for doing so.

Actions of the University Faculty, approved by the Board of Trustees, on two matters of some significance as evidence of the establishment of the Summer Session on a more firm basis occurred in 1910. The first of these concerned the form of the Announcement and the recognition accorded it as an official publication of the University.

In the meeting of the Faculty on April 15, 1910 the Secretary presented, on behalf of the Faculty Committee on University Policy, a report containing the following selected items:

"2. On the subject of the official publications of the University the Committee begs leave to submit the following report and recommendations:

"(a) That greater uniformity in the official publication of the University is desirable;

"(b) That the University Register should be carefully revised;

"(c) That in this revision there should be retained in the Register only those matters which should constitute a permanent record of the University year, while all matters that are primarily of an informational nature and intended for prospective students should be incorporated into a separate general announcement, or circular of information, and that specific and detailed information, intended for actual students, should be included in the separate announcements of the individual college.

"The Committee therefore begs leave to recommend:

"(1) That all of the official publications of the University be combined into a uniform series called "The Official Publications

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<sup>1</sup> Summer Session Announcement, 1910, p. 8.

of Cornell University." In this group there should be included the annual Register, the general Circular of Information, the Announcements of the separate Colleges, the President's Report, and Illustrated Circular, The Announcement of the Summer Session, and such other pamphlets as may be officially authorized." [Items 2, 3, 4, and 5 which followed were unrelated specifically to Summer Session and are omitted.]

"It was voted that the recommendations of the Committee be adopted and that the Secretary be instructed to communicate to the Executive Committee of the Board of Trustees that part of the Committee's report which refers to the University Publication."<sup>1</sup>

In its meeting of May 13, 1910 the University Faculty was informed by communication from the Executive Committee that its recommendations regarding official publications had been adopted.<sup>2</sup> The Announcement of the 1910 Summer Session, the 19th annual, was the last of its kind in size, shape and general format. The subsequent change in 1911 apparently resulted from the Committee's report referred to above.

The second matter of concern was acted upon following the 1910 Summer Session and dealt with a subject faced in some degree by every Summer Session Director before and since its enactment. The item and the action taken are recorded in the Faculty Minutes:

"The Chairman of the Committee on Student Affairs, Professor Rowlee, recommended on behalf of that Committee that the following resolution be adopted and forwarded to the Board of Trustees for their approval and it was so voted.

"Resolved that jurisdiction over students between Commencement Day and registration of the first term in respect to any case involving conduct or discipline shall be vested in a Committee to consist of those members of the University Faculty Committee on Student Affairs who are in Ithaca at the time of the consideration of such case. During the Summer Session the Director of the Summer Session shall also be a member of the Committee hereby constituted, and in the absence from Ithaca of all members of the University Faculty Committee on Student Affairs shall have sole jurisdiction in any such case'. "<sup>3</sup>

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<sup>1</sup>University Faculty Records, April 15, 1910, p. 487.

<sup>2</sup>Ibid., May 13, 1910, p. 490.

<sup>3</sup>Ibid., Oct. 14, 1910, p. 501.

"A communication from the Executive Committee of the Board of Trustees reported the Trustee's approval of the extension of the jurisdiction of the Committee on Student Affairs to cover the period between Commencement and Registration Day."<sup>1</sup>

The review of this period of Summer Session history began with an observation that the official legislation and other action consisted largely of authorizing appropriations and approving appointments. The change in amount of yearly appropriation is now summarized as one evidence of growth and development and possibly a reflection of progress toward stability.

From the Treasurer's reports and the various Trustee records for the years named, there follows a tabulation of the appropriations beginning with the first for which record was found.

<u>Year</u>	<u>Total Appropriation</u>	<u>Year</u>	<u>Total Appropriation</u>
1899	\$ 9,410*	1905	\$18,650
1900	12,275**	1906	20,000
1901	11,000	1907	20,000
1902	12,500	1908	20,000
1903	16,500	1909	22,000
1904	18,425	1910	25,000 <sup>2</sup>

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\* Includes \$300 for "advertising."

\*\* Includes \$2200 appropriated separately for the Nature Study Program.

The Faculty appointments for 1899 revealed a salary schedule based upon academic rank whereby professors were paid \$350 and assistant professors \$250. Instructors and assistants were paid varying amounts within a range of \$75 to \$200. This scale continued up to and including the summer of 1901. In 1902 the salary schedule was increased by \$50 at each rank. This persisted through 1910.

With the exception of the session in 1903, all others had been financially solvent. The only intimation of any financial difficulties during the period, 1900 to 1910, other than in 1903, may be reflected in an item of the Trustees' Executive Committee minutes of February 4, 1908. It is quoted for its evidence of possible concern: "The matter of appointments to the staff of the Summer Session of 1908, was referred back to the President and Director of the Summer Session to consider the

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<sup>1</sup>Ibid., Nov. 11, 1910, p. 505.

<sup>2</sup>Note: Appropriation for the 75th Session, 1966, was \$725,000.



question of reduction of same. . . ."<sup>1</sup> The table of appropriations above shows no increase for the summer of 1908 over that for the preceeding two summers which may lend some credence to the suspicion of a less favorable financial standing at this point in the period.

On the whole the total experience of the Summer Session from 1900 through 1910 leads to the conclusion that it had become a stable operation if one grants the validity of the contention that a Summer Session must always be flexible in operation and have freedom to experiment. Credence is lent to this assessment by excerpts taken from the Director's annual report to the President following the 1910 Session.

In his fifth annual report, Director Bristol went to considerable length in reviewing progress made during the second half of this period in Summer Session operation which we have called Achieving Stability. Partly because his summary is a reflection of such achievement, and in part because he presents information about this period not found elsewhere we present excerpts liberally in concluding the review of the period.

He began by paying tribute to the Faculty of the 1910 Session which numbered 99, of whom 44 were of professorial grade and 76 belonged to the regular teaching force at Cornell, leaving 23 who were visiting members. Bristol had this to say about the staff as a whole:

"It is a pleasure to bear witness to the earnest and devoted service of all the teachers in the Summer Session. Those from other institutions do not fall behind the members of Cornell faculties in their interest in the work, or in their unselfish and devoted labor. In looking back over the session, which in the opinion of all connected with it has been a marked success, I cannot but feel that the success is due to the teachers, and to the enthusiasm which they have put into their work and have communicated to all who received their instruction."<sup>2</sup>

After commenting on the student body as being serious-minded and of earnest purpose the Director presented the following table of attendance:<sup>3</sup>

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<sup>1</sup>Board of Trustees Minutes, Feb. 4, 1908, p. 324.

<sup>2</sup>Report of the President, 1910, Appendix XIII, Report of the Director of the Summer Session, p. LXXVII.

<sup>3</sup>Ibid., p. LXXVIII.

## STATISTICS OF ATTENDANCE

	1905	1906	1907	1908	1909	1910
Teaching staff	58	62	68	71	79	99
Number of students	619	642	755	841	889	987
Cornell University students of previous year	294	225	288	372	375	387
Former Cornell students	59	85	92	84	116	130
Graduates of Cornell University	25	23	19	15	22	37
Graduates of other colleges	100	129	131	125	141	145
Non-graduates from other colleges	59	70	95	107	62	136
Teachers	218	263	302	294	331	377
Holding first degree only	111	133	123	173	153	164
Holding second degree	19	21	27	26	28	18
New York State	238	288	320	326	372	428
Outside New York State	381	354	435	515	517	559

Of the teachers in attendance there were engaged in teaching in:

Colleges	27	27	22	32	40	26
Normal Schools	12	15	18	12	15	15
High Schools	61	96	111	147	129	160
Grammar or Elementary Schools	93	95	120	82	131	134
Private Schools	5	26	17	8	11	3
Superintendence and Supervision	3	6	14	13	21	39

Bristol called special attention to the decrease in number of Cornell undergraduates in 1910 over that of previous years (not reported in the table above) and commented favorably on the fact that there had developed a tightening of admission standards to prevent students from enrolling whose performance in the regular terms was so poor that Summer Session attendance could not be used to reinstate them. He pointed out with satisfaction the increasing number of undergraduates attending from other colleges and the increase in number of teachers.

A new offering by the Department of Music received special attention from Director Bristol. This statement is quoted in full, partly because for many persons still at Cornell and in the Ithaca community it will recall acquaintance with members of the Music staff. Also it exemplifies a characteristic alertness of Summer Sessions of this period in particular in recognizing new directions of services needed and means of providing them.

"It has been a particular satisfaction to be able to offer this year a well considered and fully rounded out program of instruction in Public School Music. The work was laid out with Professor Dann in the winter, and wide publicity was given to the

plan among teachers and supervisors of music in the public schools of the country. Professor Dann has had associated with him Messrs. Thomas Tapper, H. B. Hilliard, Edward F. Johnston, and Miss Laura Bryant as instructors. They have given instruction in all the grades of music in the public schools from the kindergarten to the high school. The various branches of instruction are arranged so as to form a complete course of training for a supervisor or director of music in the schools of any city or state. The attendance has been large, the spirit one of remarkable enthusiasm and earnestness. The work has been severe, but none has shirked, and the results for the first year have been extremely gratifying. The work is no longer an experiment. Its success is assured, and we may expect a steady increase in numbers. Nearly all public school teachers are expected to have some training in music. The opportunities for obtaining such training of recognized high standard and quality have been few. It is no small service to education that we are rendering in establishing this work upon a firm foundation. Beyond the services rendered to the students in music, the presence here of so many musicians has added much to the pleasure of the session. Mr. Johnston, the University Organist, has given us a splendid series of recitals on the organ. We have had the kindly assistance at the Thursday evening recitals of Miss Butterfield, Mrs. Chamot, and Mrs. Atwater. On the last Thursday evening of the session, we had a varied program presented by the Department of Music, which included some fine chorus work. For the Sunday evening meeting on the campus, the hearty singing of the students of music, who volunteered to lead in the exercises, was an added pleasure."<sup>1</sup>

Earlier in the discussion of this period in Summer Session history the fluctuation in the offerings in Nature Study have been traced. Director Bristol referred to this matter in his annual report. His comments are quoted for the possible suggestion they contain of reasons for those fluctuations:

"After a lapse of two summers, we have this year revived the work in Nature Study, under the direction of Mr. Layton S. Hawkins, a member of the faculty of the State Normal School at Cortland. Mr. Hawkins is no stranger to Cornell or to our Summer Session. He has had close relations, both as a student and teacher, to our biological work in previous years. His work in the new field this year has been of the finest quality. He has known how to combine popular presentation of scientific truth with the attitude of a true student of science. He has avoided the two great dangers attending nature-study, -- that of making it practically identical with elementary zoology on the one hand, and of allowing it to drift off into mere gush on the other hand. There is a place, and an important place,

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<sup>1</sup>Ibid., p. LXXXIX.



in school work for nature-study rightly viewed and taught, but that it shall be rightly viewed and taught requires thoughtful and judicious preparation for its teaching."<sup>1</sup>

The report continues with emphasis on progress made in the instructional program such as introduction of courses in Speaking and Reading which drew such a large number of students that the staff was unable to serve them as fully as had been planned. New courses in Engineering were introduced with such favorable response that their continuation was assured. Expansion of the instruction in Industrial Education was noted, having been planned with the Chief of the Division of Trade Schools of the New York State Education Department.

The final two sections of Bristol's report are reproduced verbatim. The one on 'General Lectures and Entertainments' reveals the precedents established in this early period for such modern-day extracurricular programming as the annual Summer Session Lecture Series. The second quotation is a fitting ending to this section of the report and a hint of things to come.

#### "GENERAL LECTURES AND ENTERTAINMENTS

"It was a distinct advantage to all connected with the Summer Session this year [1910] to have the first public address given by the President of the University, and we are grateful to him for assuming this service in addition to the many cares and responsibilities of a busy time of the year. Our best students expressed their great pleasure at the opportunity of hearing him speak on education and of meeting him personally. The first of the regular lectures on Monday evenings was given by Principal William McAndrew, of the Washington Irving High School, New York City. As a member of this technical high school for girls, which has done much novel and remarkable work, Mr. McAndrew gave in his address, which was fully illustrated, many practical suggestions of great value. Mr. Lee S. Hammer, of the Russell Sage Foundation of Child Hygiene, gave the next lecture on "Playgrounds and Games for School Children." Mr. Hammer made a fine presentation of his work together with interesting views of what has been accomplished in various places. These lectures were followed by a series describing travel in remote countries. The first was by Dr. Fred W. Foxworthy, a graduate of the University, now connected

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<sup>1</sup>Ibid., p. LXXIX.

with the government scientific work in the Philippines, who gave a most instructive talk on "Borneo." Mr. Louis A. Fuertes gave an illustrated talk on "Yucatan," and delighted his audience as usual. Mr. Charles W. Furlong carried an interested audience with him on his travels in Terra del Fuego; Mr. O. D. Von Engeln gave us a delightful hour as he described the "Glacial District of Alaska." On one evening at the Sage Chapel, Dr. E. J. Bailey gave a pleasing reading of several poems with accompaniment on the violin by Dr. P. R. Pope, and on the organ by Mr. Edward F. Johnston. All of these gentlemen deserve most hearty thanks for their assistance. No less valuable were the talks of an informal character given to different groups of students: by Dr. Andrew D. White on the "Power of Music," and by Professors T. F. Crane and J. M. Hart on the "Study of Classic Literature." Professor Hiram Corson yielded to repeated requests and gave an evening of readings from English literature. It is needless to say that he had a crowded room and a most appreciative audience. Professor George L. Burr gave an address at one of the Sunday evening out-of-door meetings on "Cornell and Her Ideals," with which the large number of people present were much pleased.

#### "RETROSPECT AND OUTLOOK

"In studying the results of the work of five Summer Sessions, I see some mistakes, which we have, I believe, now succeeded in avoiding. Our experience shows pretty clearly that we have certain peculiar advantages for summer work here at Cornell. First, this is a favorable situation for living in mid-summer. While we have days of considerable heat, it is seldom that more than two or three such days come together, and almost without exception the nights are cool and comfortable. The great majority of our students live on East Hill and under favorable conditions for their physical comfort. This is particularly true of the women in Sage College and Cottage. Secondly, the situation of the University is particularly favorable for all forms of field work. The country in the immediate vicinity is remarkably rich in material for illustration and demonstration in botany, zoology, geography, and geology. The importance of this can hardly be overstated. It permits systematic and serious study to be combined with out-of-door exercise and a most healthful manner of living. A good deal of the book work required in courses which do not call for field work can be done (and a glance at the campus at any hour during the day will show that it is done) in the open air. In addition to study in the fields and forests near the University, excursions are made each year to points on Cayuga Lake, including the wonderfully rich marshes at its lower end; to the gorges at Taughannock and Enfield; to the peat bogs near McLean; to Watkins Glen; and to Niagara Falls. These excursions are taken by considerable numbers of our students who are not primarily interested in them as part of their work, but who welcome the opportunity of seeing these places of great natural beauty under the favorable conditions attending expert and scholarly guidance. The proximity of the George Junior Republic

and the State Reformatory at Elmira, and the opportunity of visiting some of the greatest industrial plants of the world at Buffalo, add greatly to the possibilities of our work.

"There is no place where all the kinds of work just mentioned can be done under better conditions than here at Cornell, and there are few, if any, where they can be done as well. Our large library, situated in the country, makes work of a literary, linguistic, and historical nature also possible. There are few libraries anywhere offering better facilities in these lines than our own, and I think it doubtful if there is another as good outside of our large cities. It is used every summer by a considerable number of scholars who take advantage of their vacation season to live in the country and to have at the same time the books needed for their work.

"There is another field in which, as yet, we have done nothing directly in the Summer Session. This is agriculture and the training of teachers for it. This duty is placed upon us by our relations to the state, primarily through the State College of Agriculture, and to its public educational interests. There are many problems of education which deal primarily, or even wholly, with social conditions in large cities. I do not feel that we are primarily interested in these problems, or are in a specially favored position to assist in their solution, but the problems of educational and social conditions in the smaller towns of the state, and in the strictly rural districts, we ought to attack without further delay. It is a large field and calls for our best efforts. Much of the necessary preparation for teaching the science of agriculture must be done in the summer, and it is the plain duty of the Summer Session to take up vigorously this matter. The State of New York has just changed by legislation the entire system of supervision and direction of our village and rural schools. A large number of district superintendents are to be chosen, and one qualification which they must possess is a knowledge of the teaching of the science of agriculture. We ought to give them the best and most efficient help in this direction. Without neglecting any department of instruction for which teachers wish to improve their own preparation, our peculiar work seems to be indicated by the considerations stated above. The organization of our School of Education means a vital relation between its work and that of the Summer Session, and this means a closer relation than ever before between the work of the Summer Session and that of the "regular" year. The experiences of the present year warrant the belief that this relation is steadily improving and that the Summer Session continues to gain friends and supporters.

Respectfully submitted,  
 GEORGE P. BRISTOL,  
 Director of the Summer Session."<sup>1</sup>

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<sup>1</sup> Ibid., p. LXXXIII.



## ADJUSTING TO DIVERSITY

1911-1920

Director Bristol's reference to the need for training in agriculture for secondary school teachers (see p. 73) proved to be prophetic for it was in 1911 that the College of Agriculture initiated the Summer School in Agriculture in response largely to the needs to which he had alluded. The significance of this action in Summer Session history was the separation which resulted between the School and the University Summer Session. Understanding this event and its place in Summer Session history is increased by a review of relevant history of the College of Agriculture.<sup>1</sup>

The College had been established by authority of the University Board of Trustees in 1888 through combining certain existing Departments of the University Faculty, viz., Agriculture, Veterinary Science, Agricultural Chemistry, Botany, Entomology, and Horticulture, as a unit with its own Dean.<sup>2</sup> However, the new College was unable to operate effectively as an administrative unit of the University due to retention of direct authority over all constituent Departments and their Faculty members by the President and the Trustees. The authorization had been preceded by the Hatch Act of 1887 which made Federal subsidy available to state colleges and universities offering education in agriculture, primarily to support experimental work in agriculture. While such support may have been a primary reason for the creation of the College by the Trustees, though with little autonomy, the subsidy provided a boost to the prestige of the total work in agricultural education and probably a basis for some

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<sup>1</sup>For a complete account of the early history of the College, see Coleman, G. P., *Education and Agriculture, A History of the New York State College of Agriculture*, Chapters III, IV, V, and VI.

<sup>2</sup>Bear in mind that this action took place four years before the first Summer Session was held.

envy within other parts of the University.

Liberty Hyde Bailey was brought to the Faculty at this time and, along with Dean Roberts, began to exert his dynamic leadership and influence in furthering an upsurge of the College in service to the people of New York State, particularly in rural areas. The Morrill Act of 1890 (Federal) and the Nixon Act (State) of the same period brought additional appropriations to the University for support of the program in agriculture both for extension teaching throughout the State and for on-campus or resident instruction. One negative effect of these appropriations from sources outside the University was the tendency of the Board of Trustees to use them as a reason for being less generous in its own appropriations for the new College.

Then, in 1896, the College of Agriculture, along with other Colleges of the University except Law, received a greater measure of autonomy whereby matters relating to the academic work of its students were to be considered by its own faculty. The Law College was omitted from this reorganization because, presumably, it had acquired such status when organized.

Professor Bailey became Director of the College of Agriculture in 1903, succeeding Dean Roberts. Largely through Bailey's leadership and the influence he and his Faculty had been exerting in the rural areas and among rural organizations and schools in the state, not overlooking promotion among state legislators, the College became the New York State College of Agriculture in 1906. This brought financial support from state funds and in consequence required acceptance of greater responsibility to the public which contributed the support. Thus began a diversity in organization and administration within Cornell University which would affect in varying degree all segments of its operation. The Summer Session was no exception if it were to function to represent both private and public sectors of the University.

Long before 1911, the concept and practice of providing instruction in the summer had developed among faculty members in departments which made up the College of Agriculture. Comstock offered summer courses before the College was organized (see p. 8). The courses making up the Nature Study program, which began in 1899 as part of the Summer Session, were supplied

by Departments of the College. Most of these earlier efforts had been administered by the Summer Session from the time of its organization in 1892. Even with the advent of the Summer School in Agriculture the Summer Session Announcement listed Nature Study and Home Economics<sup>1</sup> as part of the Summer Session program. This, however, was due to the printing of the Announcement prior to the organization of the Summer School. Both were transferred to the Agriculture program when the School got underway (see p. 79).

One other evidence of interest in summer instruction within the College of Agriculture prior to 1911 should be mentioned. It was the concern for creating a summer semester or term. While this demonstrated a positive attitude toward the use of the summer period for teaching, it may have served indirectly as a deterrent to earlier and more extensive college participation in the shorter six-week Summer Session.

The earliest reference to a summer semester is found in the minutes of the Faculty of Agriculture for November 5, 1908, which state that "Professor Weber brought before the Faculty, in the form of a motion, the question of utilizing the summer vacation as an alternative semester. This was referred to the Committee on Educational Policy."<sup>2</sup>

In a meeting the following month, without waiting for further action on the previous motion:

"Professor Warren presented the following proposed communications to the University Faculty:

"'1. The faculty of the College of Agriculture favors the division of the University year in four quarters, three of which shall constitute a year's work for professor or student, similar to the system now employed at the University of Chicago.

'This faculty requests that the University faculty consider this plan.

'And further recommends that if this plan cannot be adopted that the old three term system be adopted, leaving the adoption of a summer quarter for future consideration.

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<sup>1</sup>Home Economics had been established as a Department in the College of Agriculture in 1907 but was offering courses in the summer for the first time.

<sup>2</sup>Faculty Minutes, College of Agriculture, Volume II, 1908-1912, Nov. 5, 1908, p. 12.



"2. Owing to the fact that the summer is the best time for doing work in agriculture and to the further fact that many questions cannot be studied at any other time, the College of Agriculture requests the privilege of giving regular work during the summer which shall count as one-third of a year and requests that arrangements be made so that students may be regularly registered for such work, either as graduates or undergraduates.'

"It was moved and carried that these be referred to the Committee on Educational Policy."<sup>1</sup>

The resolutions introduced by Professors Weber and Warren were reported upon by the Agriculture Committee on Educational Policy in the January meeting of the College Faculty:

"The Committee on Educational Policy has had under consideration the resolution introduced by Professor Weber, regarding the utilizing of the summer vacation as an alternate semester, and referred to this Committee at a meeting held November 5th, 1908. Your committee recommends sending the following resolution to the University Faculty for its consideration:

"Resolved: That authority to offer a summer term for graduate students is granted to such departments of the University as may desire it; and that students taking a summer term may be relieved from residence during an equal period of the University year. But no graduate student shall receive credit for more than one year's residence during any twelve consecutive months, and work done during the summer term must be under the personal direction of the member of the committee having charge of the work.'

"Your committee has had under consideration also the resolution introduced by Professor Warren at the Meeting of December 3rd, 1908, regarding the establishment of a summer term for undergraduate students. It was found that to establish such a term would require a larger staff and more funds than are now available. We, therefore, recommend postponement of action on this resolution."<sup>2</sup>

The first resolution did not commit the College to any particular form in which to administer summer instruction and was specific in its reference to graduate students only. The second resolution, though directed

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<sup>1</sup>Ibid., Dec. 3, 1908, pp. 18 and 19.

<sup>2</sup>Ibid., Jan. 7, 1909, p. 25.

more specifically to the question of a summer term for the college, recommended postponement of action until a later time. This also postponed the threat of competition with the Summer Session.

However, the demand for agricultural preparation of teachers for the secondary school particularly those in rural areas, referred to by Director Bristol in 1910, was mounting. And, as he pointed out, the administrators and supervisors in such schools were being required to present some knowledge in the field of agriculture to become certified for their positions. This being a state-mandated requirement it was only natural that the State College of Agriculture be expected to supply the preparation, much of which must be provided in the summer as Bristol pointed out.

Once again, as had been the case with most of the innovations and developments in the growth of the Summer Session up to this period, it was service to teachers and other personnel of the schools of less than college grade that was of primary concern.

Authorization for the Summer School in Agriculture was made final in April, 1911, when the Board of Trustees took the following action:

"8. The following minutes of the meeting of the Committee on State Colleges held April 7, 1911, were presented and approved, appointments and appropriations made as recommended: [among items included was the following] "4. Recommended that there be established a Summer School in the State College of Agriculture and that those teaching therein be paid on the same scale as the teachers in the University Summer School [sic] . Same to be paid from special appropriation, now before the legislature, if passed, otherwise from the State Agricultural College Maintenance Appropriation."<sup>1</sup>

Another item in the minutes of this Board meeting, referred to here because of the significance it will have later, approved a recommendation that a chair of Rural Education be established in the State College of Agriculture.

It was imperative that preparations for the new Summer School in Agriculture proceed without delay to meet an opening date of July 6 identical with the opening of the University Summer Session. For the meeting of April 19 the minutes of the College of Agriculture Faculty

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<sup>1</sup>Board of Trustees Minutes, April 8, 1911, pp. 282-3.

contain the following record of a meeting of Heads of Departments:

"The meeting was called to consider questions in connection with the Summer School in Agriculture. The following points were informally agreed upon:

"1. That instruction in Home Economics should be transferred from the regular Summer Session to the Summer School in Agriculture and that its schedule should allow for election of other courses; also that students in other courses be allowed to elect some of the instruction in Home Economics.

"2. That election should be allowed between the courses in Agriculture and those in Nature-Study.

"3. That it is desirable that a course on Rural School Organization be given.

"4. That the general scheme for the Agriculture course as presented by the Committee be approved.

"5. The Director appointed Professor Hawkins, Miss McCloskey, Mrs. Comstock and Professor Warren a Committee to formulate the schedule for the Nature-Study course."<sup>1</sup>

Again in the May 3rd meeting of the same Faculty:

"Dean [sic] Bailey presented a brief statement concerning arrangements for the first Summer School in Agriculture."

"Professor Warren presented the following recommendation from the Committee having in charge the details of the Summer School program.

"Resolved that on the completion of the Agriculture group one unit in entrance Agriculture, or 6 hours of academic credit, be given to those persons who pass an examination for that purpose at the close of the Summer School. The Examination will not be open to students in the College of Agriculture above the Sophomore year."

"Professor Comstock moved the adoption of the resolution amended to read as follows:

"Resolved that on the completion of the Agriculture group one unit of entrance Agriculture be given to those persons who pass an examination for that purpose at the close of the Summer School."

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<sup>1</sup> Faculty Minutes, College of Agriculture, Volume II, 1908-1912, April 19, 1911, p. 258.



"The motion was carried."<sup>1</sup>

Finally, it remained for the Executive Committee of the Board of Trustees to anticipate and clarify the matter of tuition charges in a situation involving students eligible for free tuition as opposed to those not eligible and to provide for those who might register for courses in both the Agriculture Summer School and the University Summer Session. The action taken is quoted:

"14. On the recommendation of Directors Bailey and Bristol it was Resolved, that students from New York State registered and pursuing work in the Summer School of Agriculture, shall be charged \$15 for each course taken in the University Summer Session, that non-residents of New York State pay a fee of \$25 in the Summer School of Agriculture, and in case of non-residents of New York taking work in both Summer Sessions the tuition shall be credited in proportion to the amount of work done."<sup>2</sup>

It must have been the need for making distinctions in tuition charges among students in the two summer programs which became the primary cause of the creation of a Summer School in Agriculture separate from the University Summer Session. It is conceivable of course that the College of Agriculture Faculty and its friends may have allowed the fast-moving events in its recent history - availability of financial support from both federal and state sources and a growing intimate relationship with rural New York where interest in Cornell tended to center in the College of Agriculture - to foster an attitude of separateness from the rest of the University, including its Summer Session. But in the end and with little time available in which to reach decisions, it probably was the divergence between the two summer programs in budgetary and financial accounting matters that was decisive.

The 1911 University Summer Session seemed relatively unaffected by the simultaneous presence of the Agriculture Summer School. Its program had been planned and announced well in advance even of the authorization

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<sup>1</sup>Ibid., May 3, 1911, p. 4.

<sup>2</sup>Board of Trustees, Exec. Com. Minutes, May 9, 1911, p. 306.

of the Summer School and included the two items mentioned earlier - Nature Study and Home Economics - which subsequently were transferred to the Agriculture program (p. 79).

A more complete statement than formerly of the application of summer study to graduate study at Cornell was included in the 1911 Summer Session Announcement. It is quoted here in full to verify the similarity of policies then with those of today.

"In the Graduate School. Graduate work at Cornell is not expressed in terms of courses or hours. A graduate of any college whose requirements for a first degree are substantially equivalent to those for the first degree at Cornell may be admitted to resident study in the Graduate School. He may be admitted to candidacy for an advanced degree upon the recommendation of the professors under whom he proposed to work. The conferring of the degree itself does not depend primarily on the completion of any prescribed number of courses or of a fixed term of residence. It involves the writing of a thesis and the passing of a special final examination. The minimum period of residence for the master's degree is one academic year or its equivalent, and for the doctor's degree three years.

"Not all work done by a graduate student is graduate work in the strict sense of the term. Graduate work to be considered as work for a degree must be of advanced character in some field or department of knowledge.

"Graduate work toward an advanced degree may be done during the Summer Session under the following conditions: it must be done under the direction of a member of the Faculty of the Graduate School, after the student has entered the Graduate School and is admitted by the Dean of the School as a candidate for an advanced degree. The residence requirement for the master's degree may be satisfied by study during five Summer Sessions, or by study during one-half the academic year and in three Summer Sessions.

"The graduate work offered in the summer of 1911 may be learned from the departmental announcement. Not all departments offer graduate work.

"Any person wishing to become a candidate for an advanced degree and to study during the Summer Session should write to the professor whose work he expects to take, and also to the Dean of the Graduate School, asking for a blank form of application for admission to the Graduate School. It is much better to make these arrangements before coming to Ithaca, thus avoiding delay and interruption of study after the Summer Session has begun."<sup>1</sup>

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<sup>1</sup> Summer Session Announcement, 1911, p. 8.

The importance attached at the time to the establishment of the first Summer School in Agriculture is implied in the fact that its Announcement was printed as an Official University Publication using the same format as for all others of that year. By the way, this format was considerably changed from that of preceding years (see p. 83).

The calendar of the School followed closely that of the Summer Session as a guide for students. All students registered at the same hours and place, the only variation being that those in the Agriculture School were to report also to the Secretary of the College. Non-academic events in the calendar of the Summer Session were open to all students.

The Summer School lacked a Director named as such. In the list of Officers and Faculty named in the Announcement (see p. 86) the "Director of the College of Agriculture" and the "Secretary to the College" replaced the name of Director Bristol of the Summer Session. Whatever lack of harmony this might imply seemed to be contradicted by such evidence of cooperation as the frequency with which attention of students in the Summer School was called to the items of general information provided for students in the Summer Session.

The expressed purpose or object of this first Agriculture Summer School and the program planned to meet it assist in revealing differences with past University Summer Sessions and basis for the initial separation (see p. 86). Of the three 'groups' into which the courses were organized, group I. Agriculture consisted largely of those offered in the summer for the first time and designed for persons preparing to teach agriculture in the public schools. As might be expected in view of the initial scheduling of such courses and the absence of any certification requirement more stringent than a certificate of attendance and satisfactory performance in the work taken, the courses in this group carried no academic credit. Courses in the other two groups provided credit just as had been announced for them before they were transferred from the University Summer Session program. The nearest approach to credit for work completed in group I courses was the offer to grant one unit in entrance agriculture (for admission to the College) to those persons who passed an examination for that purpose at the close of the Summer School.

The reaction to this most marked diversion within the organization



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VOLUME II

NUMBER 7

ANNOUNCEMENT OF THE TWENTIETH  
SUMMER SESSION  
JULY 6-AUGUST 16  
1911

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# OFFICIAL PUBLICATIONS OF CORNELL UNIVERSITY

VOLUME II

NUMBER 13

NEW YORK STATE COLLEGE OF  
AGRICULTURE  
ANNOUNCEMENT OF THE FIRST  
SUMMER SCHOOL IN AGRICULTURE  
JULY 6--AUGUST 16  
1911

JULY 1, 1911  
PUBLISHED BY CORNELL UNIVERSITY  
ITHACA, NEW YORK

(page margins of 3/4" not shown)

and operation of summer instruction at Cornell since the start of the Summer Session in 1892 can best be sensed by examining the annual reports of those in charge at the time and official records of actions taken following the two sessions. Turning first to the annual report of Director Bristol for the 1911 Summer Session, his reference to the Summer School in Agriculture merits repeating in its entirety.

#### "THE SUMMER SCHOOL IN AGRICULTURE

"The State College of Agriculture held its first Summer School this year. At the outset it was planned to articulate the courses to be given in the State College closely with those of the regular Summer Session. In two departments work had already been announced as a part of the work in education of the College of Arts and Sciences, and as the courses in these two departments are given during the winter in the College of Agriculture it seemed best to continue that arrangement for the summer. Nature study and home economics were therefore taken over by the College of Agriculture and the work conducted at the College by members of the regular faculty and Professor L. S. Hawkins of the State Normal School at Cortland. Work in these two departments may fairly be considered as work in either the College of Agriculture or the College of Arts and Sciences as the prime motive is the instruction of public school teachers in these subjects.

"In the planning of instruction in agriculture proper the problem to be solved was somewhat peculiar. The State of New York has just put into operation a new system of supervision for all schools outside of cities and villages of 5,000 or more population. To carry on this work 204 district superintendents have been elected who will replace the 115 school commissioners throughout the state. Under the law all candidates for the new office must have certain educational qualifications, one of which is a knowledge of the teaching of agriculture prescribed by the State Department of Education. A qualifying examination for this purpose was fixed by the State Department for July 28, three weeks after the beginning of our summer work. Naturally, candidates who wished to prepare for that examination looked to the State College of Agriculture for instruction, and this fact was an important factor in determining the kind of instruction to be offered this summer. The faculty of the College decided to give some training in a large number of subjects and the work was planned to make this possible. About sixty students registered for this course, the majority of whom remained three weeks only. Another year it would seem a wiser educational policy to organize the work in agriculture more as other departments are now conducted. It would be far better for a teacher to take two or three courses of study continuing through six weeks, and do the work thoroughly, than to attempt a large number of subjects, of any one of which he

could get but a smattering in the time allowed.

"Our work in industrial education must be enlarged next year so as to include certain forms of manual training which touch closely the work of the teacher in an agricultural school or of agricultural subjects in a regular school."<sup>1</sup>

Director Bristol reported to the President also as Director of the School of Education in which capacity he referred to the Summer Session and the Agricultural School:

[Item] "7. It is very clear that the relations between the School of Education and the Summer Session must be close. This is emphasized more than ever now that we have begun the teaching of agriculture, as much of the work can be done better (for some subjects in fact only) in the summer." [Some irrelevant discussion is omitted. The report then continued.]

"It would be of great service if we could have some provision in the way of scholarships to assist public school teachers in taking advantage of our Summer Session. Those whose need is greatest are least able to afford attendance. Instruction in agriculture is now provided by state appropriation. This includes all work which is part of the curriculum of the State College of Agriculture. This makes the contrast between those teachers who receive free instruction and the others who pay tuition."<sup>2</sup>

The last paragraph in the report above not only calls attention to the basis for the principal divergence developing between the operation of the Summer Session and Summer School programs but also implies the question of whether they should continue as separate entities.

The earliest faculty action following the close of the two 1911 summer programs was taken by the Faculty of Agriculture. It recorded in its October meeting having received a communication from the 'Cornell Summer School Agricultural Association', an organization created from the student body of the first Summer School. The letter is quoted:

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<sup>1</sup>President's Report to the Trustees, 1911, Appendix XIII, pp. LXVII-LXVIII.

<sup>2</sup>Ibid., Appendix XII; p. LXVI.



## CORNELL UNIVERSITY, SUMMER SCHOOL IN AGRICULTURE, 1911

### OFFICERS

Jacob Gould Schurman, LL.D., President of the University.  
Liberty Hyde Bailey, LL.D., Director of the College of Agriculture.  
David Fletcher Hoy, M.S., Registrar of the University.  
Albert Russell Mann, B.S.A., Secretary to the College of Agriculture.

### FACULTY

The members of the faculty are, except when the contrary is indicated, regular members of the Cornell University staff of instruction.

Henry Hiram Wing, M.S. in Agr., Professor of Animal Husbandry.  
John Lemuel Stone, B.Agr., Professor of Farm Practice.  
James Edward Rice, B.S.A., Professor of Poultry Husbandry.  
George Walter Cavanaugh, B.S., Professor of Chemistry in its Relations with Agriculture.  
Elmer Otterbein Fippin, B.S.A., Professor of Soil Technology.  
George Frederick Warren, Ph.D., Professor of Farm Management and Farm Crops.  
Charles Scoon Wilson, A.B., M.S.A., Professor of Pomology.  
Wilford Murray Wilson, M.D., Professor of Meteorology (detailed by Weather Bureau, United States Department of Agriculture).  
Layton S. Hawkins, A.M., Head of Department of Science, State Normal School, Cortland.  
Merritt Wesley Harper, M.S., Assistant Professor of Animal Husbandry.  
Clarence Arthur Rogers, M.S.A., Assistant Professor of Poultry Husbandry.  
Paul J. White, A.B., M.S.A., Ph.D., Assistant Professor of Farm Crops.  
Glenn Washington Herrick, B.S.A., Assistant Professor of Economic Entomology.  
Harold Ellis Ross, B.S.A., M.S.A., Assistant Professor of Dairy Industry.  
Elmer Seth Savage, B.S.A., M.S.A., Assistant Professor of Animal Husbandry.  
Lewis Josephus Cross, B.A., Instructor in Agricultural Chemistry.  
Roy David Anthony, B.S. in Agr., Instructor in Pomology.  
Mortier Franklin Barrus, A.B., Instructor in Plant Pathology.  
Alice Gertrude McCloskey, A.B., Lecturer in Nature-Study.  
Flora Rose, B.S., M.A., Lecturer in Home Economics.  
Martha Van Rensselaer, A.B., Lecturer in Home Economics.  
Anna Botsford Comstock, B.S., Lecturer in Nature-Study.  
Harry O. Buckman, M.S.A., Assistant in Soil Technology.  
Ray Eugene Deuel, B.S. in Agr., Assistant in Animal Husbandry.  
Earl Whitney Benjamin, Assistant in Poultry Husbandry.  
Charles Edward Hunn, Gardener.

## CORNELL UNIVERSITY

### OBJECT OF THE SUMMER SCHOOL IN AGRICULTURE

The object of the Summer School in Agriculture is to train persons who desire to teach agriculture, including nature-study and home economics. The courses are open not only to teachers but also to other qualified persons who may wish to avail themselves of the opportunities offered.

Instruction is given in three groups of courses, in any one of which a person may spend all his time. Opportunity is provided for persons taking one of the groups to elect some work in one of the other groups.

1. **Agriculture.** In this group, instruction is offered in soils, agricultural chemistry, farm crops, animal husbandry, dairy industry, poultry husbandry, pomology, farm management, entomology, plant pathology, and meteorology.

2. **Nature-Study and Elementary Agriculture.** The subjects included in this group are the history development, and pedagogics of the nature-study idea; school gardens; field trips; collection, preparation, and preservation of materials; rural education; nature literature; and specific lessons in elementary agriculture and nature-study as outlined in the syllabus issued by the New York State Department of Education for 1911-12.

3. **Home Economics.** This group covers the general subjects of foods, human nutrition, principles of household economy, and household sanitation.

The Summer School in Agriculture is distinct from the regular Summer Session in Cornell University. Any of the courses in the regular University Summer Session, however, may be elected by qualified students registered in the Summer School in Agriculture. For a course thus elected by residents of New York State, a fee of \$15 will be charged; for two or more courses, a fee of \$25 will be charged. Announcements of the University Summer Session may be had on application to the Registrar, Cornell University.

### ADMISSION, ATTENDANCE, REGISTRATION

There is no examination for admission to the Summer School in Agriculture. Each person, however, must satisfy the instructor in charge of any course that he is qualified to pursue the work of the course. Any duly registered student in the Summer School in Agriculture may visit other classes than those for which he is specifically registered.

All students are required to register first at the office of the University Registrar in Morrill Hall. They may register on Wednesday, July 5, between 9 a. m. and 5 p. m., or on the day of their arrival, if they reach Ithaca later than July 5. Registration on July 5 is urged. No registration later than July 12 will be permitted. Class exercises begin at 8 a. m. Thursday, July 6. The Registrar's office is open from 9 a. m. to 4 p. m., every day, except Saturday, when it is closed at noon. Students will report at the office of the Secretary, College of Agriculture, room 122, Main Building, immediately after registering with the Registrar of the University.

### TUITION FEE

Tuition in the Summer School in Agriculture is free to residents of New York State. Non-residents will be charged a tuition fee of \$25, whether one subject or more be taken. This must be paid at the office of the Treasurer,

"August 15th, 1911.

"Director L. H. Bailey,  
College of Agriculture.

Dear Director Bailey:

The Cornell Summer School Agricultural Association, desiring to express their appreciation of the summer school in agriculture, adopted the following resolution at their organization meeting:

We, the members of the first Summer School of Agriculture at Cornell University, wish to express to Dean Bailey our appreciation of his efforts in establishing this first summer session of the New York State School of Agriculture; and to the many professors and instructors, who have given us such practical and efficient instruction, we offer our most sincere thanks.

H. M. Bowen,  
Secretary

Harper Sibley,  
President"<sup>1</sup>

Action was taken in the same meeting to refer the question of the organization of the Summer School in Agriculture to the Committee on Educational Policy for "consideration and report."<sup>2</sup>

The next reference to the Agriculture Summer School is found in the minutes of the College Faculty meeting for December, 1911, as part of a revival of discussion of a summer term in Agriculture. The total item is quoted to show the apparent dual interest of the Faculty in summer instruction.

"Professor Duggar presented the following communication from the Committee on Educational Policy:

"At a meeting of the Committee on Educational Policy Monday, December 4th, the following recommendations were adopted:

'1. Since it is understood that the majority of appointments in the College of Agriculture are now on a basis of nine months, the Committee on Educational Policy recommends that all new appointments of professors and instructors in the College of Agriculture be on a nine months basis, in harmony with the present practice of the University, and that beginning October 1st,

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<sup>1</sup> Minutes, Faculty of Agriculture, Volume II, 1908-1912, October 4, 1911, p. 195.

<sup>2</sup> Ibid.

1913 all professors and instructors in the College of Agriculture be on this basis; that if on the recommendation of the Director a professor or instructor is appointed for an additional period during the year the compensation for such work shall normally be at the same rate as the regular salary. It is not intended that this shall be construed as automatically to increase the salary of any man now appointed on a twelve month basis.

'2. It is recommended that in 1913 or sooner, if practicable, there be established in the College of Agriculture a third term of 12 weeks, and that no student be allowed more than 13 hours credit for work done in this term.

'3. It is recommended that in 1912 a summer session [sic] be held in the College of Agriculture to coincide in time with the summer session in the University and that it follow the general plan of the session held in the College of Agriculture last summer.

"It is the feeling of this committee that ultimately there should be some rule for limiting the number of consecutive terms devoted to the work.'

"Professor Lyon moved that consideration of the first and second recommendations be reserved for a special Faculty meeting to be called by the Director. Carried.

"On motion the third recommendation concerning 1912 Summer Session [sic] was adopted."<sup>1</sup>

Although the question of the summer term still remained unanswered, a continuation of the Summer School was authorized.

The second Summer School of Agriculture again was announced separately from that of the 1912 Summer Session. The publication date of its Announcement had to be delayed awaiting the approval of a budget for the School, a final act of the State Legislature before adjournment in the spring. Undoubtedly, the experience gained in the previous summer together with the additional time available for planning was reflected in the expansion in objectives (see p. 90) and in program to meet them. The most significant change from the standpoint of competition with the University Summer Session was the addition of objectives II and III for which two new groupings of credit courses were added to the program.

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<sup>1</sup>Minutes, Faculty of Agriculture, Volume II, 1908-12, Dec. 6, 1911, p. 201.



Provision was made in 1912 for students in the School to elect freely from among the five groupings of courses as well as to supplement offerings in agriculture with courses in the Summer Session. Tuition in the latter case was at the rate of \$25 for one or more courses regardless of whether the student was a resident of New York state. This was a change in policy from the previous year (see p. 80). The College added a limitation of seven hours per summer as the maximum amount of credit which a student could expect to receive toward a degree.

The program of the 1912 (University) Summer Session continued all of the features of the previous summer except for those courses which had been furnished by departments of the College of Agriculture. Evidence of the favorable response being accorded the program of the Music Department was its increase in scope in 1912 and the use of a separate announcement published as an Official Announcement in the University series (see p. 90).

A notable addition to the program was made in response to an item in the annual report of Professor Bristol as Director of the School of Education in 1911 in which he stated: "One other thing is much needed: a model and observation school during the session. We have already the elements of such a school in several departments. We shall, I think, ultimately be compelled to make further extensions in this direction."<sup>1</sup> This was initiated through a cooperative arrangement with the Ithaca Board of Education and Superintendent Boynton whereby the East Hill elementary school in Ithaca was used and staff recruited from the Ithaca school system, including Superintendent Boynton.

Director Bristol made special reference to this new feature in his annual report for 1912. After acknowledging the cooperation of the Superintendent and the Board of Education in making the opportunity possible, he concluded with the following statement: "The plan has supplied for our Summer Session a feature of much importance

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<sup>1</sup>President's Report to the Trustees, 1911, Appendix XII, pp. LXVI-LXVII.

## OBJECT AND SCOPE OF THE SUMMER SCHOOL IN AGRICULTURE

The primary object of the Summer School in Agriculture is to further agricultural education by aiding those engaged in it. The courses are arranged to meet the needs of the following classes:

- (1) Persons who desire to teach agriculture, including nature study, home economics, and entomology, or to pursue investigations in agriculture.
- (2) College students in Cornell or other universities who wish to use a part of the summer vacation for additional study or to make up deficiencies.
- (3) Students entering the University who desire to secure surplus credits at entrance or to secure credit in entrance agriculture.
- (4) All persons qualified to pursue any course given, whether or not they are engaged in study or in teaching. The courses will be serviceable for those who desire to put the training into immediate practical use on the farm, in the garden, or in the home.

To meet these several needs, the courses have been arranged in the following five groups:

**I. Agriculture.** In this group elementary instruction is offered in soils, animal husbandry, farm crops, economic entomology, poultry husbandry, vegetable gardening, meteorology, agricultural chemistry, dairying, farm management, plant diseases, pomology, farm mechanics, and floriculture. The instruction is adapted primarily for teachers, superintendents, and supervisors who desire to start in this field. Subjects in Agriculture required by the New York State Syllabus for Secondary Schools are covered in these courses.

**II. Agriculture.** In this group more advanced instruction is offered in agricultural chemistry, animal husbandry, farm crops, farm poultry, plant physiology, dairying, plant pathology, and soils, for college students and other persons desiring more extended training in one or more of these subjects. Subjects in this group and in the group preceding will be helpful to those who are already engaged in farming and who desire some special training.

**III. Nature Study and Elementary Agriculture.** General nature study, natural history methods, elementary agriculture, rural school education, school gardening, and textbook work in agriculture are included in this group. The work is intended primarily for teachers and superintendents, but is open to other qualified persons who desire a more intimate acquaintance with the out-of-doors. The courses cover the work in elementary agriculture and nature study as outlined in the New York State Syllabus.

**IV. Home Economics.** Courses in foods, human nutrition, home economics, household sanitation, and extension work are offered for teachers, college students and housekeepers.

**V. Entomology.** In this group special instruction is offered in general entomology, morphology and classification of insects, aquatic insects, economic entomology, insects and diseases, photography and lantern-slide making, systematic entomology, and special investigations, for teachers, college students, and investigators.

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# OFFICIAL PUBLICATIONS OF CORNELL UNIVERSITY

VOLUME III

NUMBER 3

## ANNOUNCEMENT OF COURSES FOR THE TRAINING OF TEACHERS AND SUPERVISORS OF MUSIC IN THE TWENTY-FIRST SUMMER SESSION JULY 6 TO AUGUST 16, 1912

FEBRUARY 1, 1912  
PUBLISHED BY CORNELL UNIVERSITY  
ITHACA, N. Y.

and points the way for future development in the work of education during the regular year."<sup>1</sup> This feature was not repeated in the summers to follow but it may have been a forerunner of similar cooperative arrangements with the Ithaca school system in the academic year terms as suggested by Director Bristol.

President Schurman, in his annual report for the period including the 1912 Summer Session, refers to both the University Summer Session and the Summer School in Agriculture in an informative and seemingly impartial manner. The report is indicative of apparent harmony between the two while at the same time implying bases for their separation. The table of registration analysis records the continued growth in summer instruction.

#### "SUMMER SESSION

"In the Summer Session 103 persons were engaged in giving instruction, of whom 80 were members of the regular teaching force of the University and 23 were invited from elsewhere. The number of students enrolled was 1,053, which is a slight increase over the enrollment of 1911. Of these students 599 were men and 454 women. The following table gives some interesting statistics regarding the Summer Session for the last three years:

	<u>1910</u>	<u>1911</u>	<u>1912</u>
Teaching staff	99	101	108
Number of students	987	1029	1053
Cornell University students of previous year	387	404	405
Former Cornell students	130	139	185
Graduates of Cornell University	37	28	34
Graduates of other colleges	145	185	172
Non-graduates from other colleges	136	129	137
Teachers	377	400	437
Holding first degree only	164	190	200
Holding second degree	18	23	26
New York State	428	424	467
Outside New York State	559	605	586

"In addition to the 1,053 students enrolled in the regular Summer Session, 223 were registered in the Summer School in Agriculture. This makes a total, excluding duplicates, of 1,264 persons pursuing study at Cornell University in the summer vacation.

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<sup>1</sup>Ibid., 1912, Appendix XIII, p. LXXIV.



The Observation School was a new feature of the year, about which details will be found in Director Bristol's report (Appendix XIII). The following extract from that report shows in a striking way the service which Cornell University can render especially by means of the Summer Session to teachers in this transitional period when the old traditions of education are being profoundly modified and the new programme has not yet established itself.

A new type of school is coming up in New York State and elsewhere. I do not mean the great trade schools of the cities, but the high school of the smaller town which is taking on vocational and industrial training. This new work takes the form of mechanic arts in towns where manufacturing interests are found and of agriculture in towns where this is the prevailing interest. The old curriculum must be and is being modified. It is of the highest importance that the teachers in the new subjects should be broad-minded men and women, not blind to the stable and continuing merits of the time-honored studies, and it is of equal importance that the teachers in the older subjects, and above all the principals of these schools, should be able to keep a true balance between the old and new. There are over four hundred high schools in the state of New York in small towns, and I think it is safe to say that the majority of them today are not giving the service they might give, and may reasonably be asked to give to their communities. It is important that the representatives of the older type of school should welcome these newer developments and try to harmonize both. A stubborn, unreasoning position cannot fail to invite or beget a spirit of hostility which may prove disastrous to the best interests of the school. I am glad to report that the leaders of our industrial education work have kept this attitude firmly. The true development of the schools just referred to has been a steady aim with them. No one could emphasize more strongly the need for solid general training than Professor Kimball and Mr. Dean. The University, and the Summer Session in particular because of the possibilities in it of reaching teachers direct from the field, has a splendid opportunity no less than a bounden duty to exercise its influence for the best solution of this problem in education."<sup>1</sup>

Following the summer of 1912 the tuition charge for the University Summer Session became an issue for the first time since 1898. The Executive Committee of the Board of Trustees acted in February of 1912, too late to affect the 1912 session, to increase tuition by \$5 for a total of \$30 for the session. This was followed with a related action in November to discontinue the practice of charging part tuition for part-time

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<sup>1</sup>President's Report 1911-12, p. 29.

study and charge the full fee of \$30 required of all registrants. Exceptions were made in the form of a refund for students compelled to withdraw. Also a provision was included that students registering after the first three weeks must pay two-thirds of the full tuition fee.

Possible clue to the reason and timing for the action on tuition reported above is found in the Proceedings of the Board of Trustees for January, 1913. In its meeting of January 18, a report was presented by a committee of the Board appointed on June 12th, 1912, "to make a digest of the income and expense of student instruction, and report their recommendation as to tuition required to make the income equal the running expenses,...." The study was University-wide and included a reference to the Summer Session in the report. The committee found "the Summer Session account (not charging against it any portion of the general University administration or maintenance expense) shows a deficit of about \$3,250."<sup>1</sup> It then recommended a tuition rate of \$40 and the Board adopted the recommendation.

This in turn prompted Director Bristol of the Summer Session to ask for a reconsideration of the action taken. His request was received and referred to a committee of the Board to investigate his estimate that continuation of a \$30 fee would cover the cost of instruction. This committee was unable to make a final report up to the time in the fall of 1913 when the Announcement of the 1914 Summer Session was being prepared. So the Board took the following action in October:

"Item 13. It appearing that the committee which was considering the matter of tuition in the Summer Session was not prepared to make final report, and after reading a communication from Mr. Edwards, the chairman of the committee, it was resolved that the tuition in the Summer Session of 1914, remain at \$30 as charged during the Session of 1913, and that the committee be requested to continue its consideration of the matter, and report its recommendation."<sup>2</sup>

To all persons reading this report who have had or are having responsibility for the Summer Session, especially for its fiscal or budgetary affairs, the actions reported above will be reminiscent on three counts -

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<sup>1</sup>Proceedings of the Board of Trustees, Minutes of the Exec. Com., Jan. 18, 1913, p. 112.

<sup>2</sup>Ibid., Oct. 18, 1913, p. 43.

first, the implication that Summer Session was expected to be financially self-supporting; second, the reference to that intangible cost factor made up of such general administrative costs as upkeep of facilities, non-academic personnel services, use of utilities, and general overhead; and third, the process by which resolution, usually temporary, is reached. What Summer Session Director at Cornell has not been confronted with 'making ends meet', being reminded of intangible general administrative costs, and being periodically on the defensive regarding tuition increase?

The concern over tuition in the Summer Session during this period in history had little if any direct effect on the Summer School in Agriculture, but the scrutiny within the University as a whole which prompted the actions reported above may have been responsible for the College Council's attention during the period to related matters affecting the School. In the meeting of the Board of Trustees on January 18, 1913, previously referred to (p. 93) the following actions of the Agricultural College Council were presented and approved (only pertinent items are reported):

"4. Recommended that the tuition fee for non-residents of New York in Agricultural College Summer School be the same as charged in the University Summer Session.

"7. That the Director of the College of Agriculture be authorized to use Ten Thousand Dollars (\$10,000) of the forthcoming State appropriation for the support of the 1913 Summer Session [sic] in the College of Agriculture.

"8. Recommended that the compensation of the Instructing Staff in the Agricultural College Summer Session [sic] be fixed upon the same basis as the University session.

"9. That Director Bailey in consultation with the President be authorized to engage a Professor of Rural Education for the 1913 Summer School in Agriculture."<sup>1</sup>

Both the University Summer Session and the Summer School in Agriculture were conducted simultaneously in 1913 as in the previous two years. There was some evidence that the two sessions were becoming more closely aligned. Director Bailey of the College of Agriculture, in March, 1913,

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<sup>1</sup>Ibid., Jan. 18, 1913, pp. 109-110. (Item 9 is included for future reference, see pp. 96 and 98.)



appointed a committee of six to perfect the plans for the Summer School. One month later, the committee reported that the announcement was in process of printing. This was an earlier date than formerly. The Announcement listed Director Bristol of the Summer Session among the Officers of the School. The course program was organized to serve three groups of students - I. Courses primarily for teachers in Elementary Schools; II. Courses primarily for teachers in High Schools; and III. Specialized College Courses (provided by fourteen Departments of the College in place of the five in 1912). In this respect the program resembled more nearly the program of the Summer Session in organization and level of instruction.

One particularly significant action taken by Director Bailey was the calling of a meeting of heads of College Departments in March, 1913, "to consider the advisability of merging the Summer School in Agriculture with the University Summer Session, so far as it can be done with the separate sources of funds."<sup>1</sup> A motion was made and unanimously carried that such merger is desirable.

It was not until the following January that the final action was taken to merge the two sessions. The Board of Trustees received from the Agricultural College Council a communication which stated: "The Director announced that arrangements had been made between the Director of the College of Agriculture and the Director of the University Summer Session to form a closer organization between the University Summer School [sic] and the Summer School in the College of Agriculture, to go into effect with the Summer School of 1914."<sup>2</sup>

The manner of the merger of the two programs was reflected in the Announcement of the Twenty-Third Summer Session (1914). There was a single set of officers for the session consisting of Jacob Gould Sherman [sic], President of the University, George Prentice Bristol, Director of the Summer Session, and David Fletcher Hoy, Registrar of the University. This had

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<sup>1</sup>Minutes, Faculty of Agriculture, Vol. III, 1912-16, March 19, 1913, p. 28.

<sup>2</sup>Proceedings of the Board of Trustees, Jan. 10, 1914, p. 71.

been the corps of Summer Session officers for seven years. The Faculty list contained the names of the total staff of instruction arranged alphabetically. A single set of objectives was stated which was identical with that of prior Summer Sessions. The statement about tuition included a paragraph devoted to courses taught in the College of Agriculture:

"Tuition in all subjects taught in the College of Agriculture is provided by the State of New York and is free to residents of this State. For all others the charge is the same as for other work, \$30. Free tuition does not include any instruction outside the College of Agriculture, nor are students receiving free tuition permitted to attend classes outside the College of Agriculture."<sup>1</sup>

The courses in the College of Agriculture were grouped together in the final 13 pages of the complete 72-page Announcement. However, a single index to the publication listed all items alphabetically. Under the heading for the courses in Agriculture was a brief list of rules and regulations applicable primarily to students registering for the College courses. Nowhere was any reference made to a Summer School in Agriculture even though in Faculty and other legislation such designation continued.

An earlier reference in this report was made to an authorization for Director Bailey to create the chair of Professor of Rural Education (see p. 78). Later he and the President were directed "to engage a Professor of Rural Education." (See p. 94.) Among the courses in Agriculture offered in the 1914 Summer Session were three courses in Rural Education including the one offered by George A. Works, the man 'engaged' to head the Department.

Just when the merger of the Summer Session and the Summer School programs gave promise of lessening the serious threat to the Summer Sessions' administrative dominance of summer instruction, another diversion and potential source of competition arose. The Summer Term in Agriculture began in 1914 after several years of promotion within the College Faculty reported previously, and prior discussion pro and con with the University Faculty and the Board of Trustees. The action which set the Term in

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<sup>1</sup> Summer Session Announcement, 1914, p. 7.

operation was taken by the College of Agriculture Faculty:

"Professor Mulford presented the following further report on behalf of the Committee on Educational Policy:

"' In a letter dated July 26, 1913, Director Bailey referred the matter of planning a summer term to the Committee on Educational Policy, for consideration and report to the Faculty of Agriculture.

"' The Committee on Educational Policy recommends the adoption of the following:

"'1. Instruction shall be given by the College of Agriculture during a summer term, equivalent to the present fall and spring terms.

"'2. The summer school of six weeks shall be continued on the present basis, independently of the summer term, just as the winter course is independent of the fall term.

"'3. All required courses, and all courses which are prerequisites to the fundamental work in other departments, shall be given in either the fall or spring term or both, even if they are repeated in the summer term.

"'4. No student shall be allowed to attend the summer term until the required courses of the freshman and sophomore years, or their equivalent, shall have been completed."<sup>1</sup>

Its first summer of operation was described by President Schurman in his annual report to the Trustees:

"The new summer term, which extends from June 8 to September 23, went into effect in 1914. The departments most interested in it are those having to do with the plant industries, including botany, plant breeding, plant pathology, pomology, soil technology, floriculture, vegetable gardening, and also entomology, biology, and poultry husbandry. It is expected that the work of the summer term will be in the main restricted to these departments, though other departments are free to offer courses if they so desire. A restriction on the attendance is that students are not admitted until they have fully satisfied the fundamental work required in the freshman and sophomore years of the regular curriculum in agriculture."<sup>2</sup>

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<sup>1</sup> Faculty Minutes, College of Agriculture, Volume III, Dec. 3, 1913, p. 71.

<sup>2</sup> President's Report to the Trustees, 1914, pp. 26-27.



The threat to the Summer Session this new development posed was in two directions - the competition for courses from Departments of the College which, due to staff limitations, would be hard-pressed to furnish courses for both a 12-week term and a 6-week session, and the competition for students, especially undergraduate and graduate degree candidates. The stated purpose of the Summer Term as found in its first official announcement identified the students contemplated to be served:

"The primary purpose of the summer term is to take advantage of the growing season in teaching certain subjects to students regularly enrolled in either graduate or undergraduate courses. The facilities of the College are available for graduate study throughout the summer. In addition, opportunity is provided for advanced students, teachers, and others, who are otherwise engaged during the regular school year, to have the advantage of a long period of special instruction."

The Announcement of the Twenty-Fourth Summer Session in 1915 continued the merger of the two six-week programs but with such distinguishing innovations as a separate listing of the instructional staff in agriculture, along with the agriculture courses, in the rear of the publication. Also, George Alan Works was named as being in charge of the Agriculture program. The printed Announcement referred to him as being in charge of "Summer Session [sic] in College of Agriculture." The announcement of his appointment, made to the College of Agriculture Faculty by Dean Galloway in the meeting of December 2, 1915, specified his duties as being: ". . . to have charge of the arrangement of courses, selection of persons to teach, and other administrative matters in connection with the six weeks Summer School in Agriculture, with the exception of registration, which should be handled through the Secretary's Office."<sup>1</sup>

The University Faculty, which seemingly had been relatively inattentive to the affairs of the Summer Session for some time, again became active. In a January, 1915, meeting the following resolution was introduced:

"Resolved: That the President be requested to appoint a committee to consider what should be the future policy and organization of the Summer School [sic], including the

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<sup>1</sup>President's Report to the Trustees, 1914, pp. 26-27.

question of extension of instruction during the summer, and to make recommendations to the Faculty.

"The Faculty voted to instruct the committee to request the Treasurer, Mr. Bostwick, and the Registrar, Mr. Hoy to sit with it.

"As such committee, the President appointed: Professors J. E. Creighton, Chairman [who had offered the resolution], J. P. Bristol, C. H. Hull, A. W. Brown, W. W. Rowlee, W. N. Barnard, J. G. Needham."<sup>1</sup>

In the March 10 meeting of the Faculty, chairman Creighton made a "report of progress." The next reference to the committee was in December 4, 1915, when the President announced to the Trustee Committee on General Administration that "he had invited the University Faculty Committee upon the future of the Summer Session to meet with the Trustees and the committee being present, its chairman, Dean Creighton, presented to the Trustees certain possibilities in connection with the summer session. A general discussion followed."<sup>2</sup>

It seems pertinent to bear in mind the background of events since 1911 concerning summer instruction which preceded these actions, especially in view of the absence of any clues to the concerns prompting the appointment of the committee. First there had been the establishment of a Summer Term in Agriculture with some associated pressure upon the University Faculty also to adopt a third term. The only immediately preceding action which may have been related to the original resolution and subsequent committee reports, was the action of the Committee on General Administration of the Board which, in January, 1916, resolved: "That all persons registering for the first time in the University Summer Session shall pay a registration fee of \$5. This fee bears no relation to the University matriculation fee."<sup>3</sup>

While this action was too late to be effective in the 1916 Summer

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<sup>1</sup>University Faculty Records, 1912-1917, Jan. 13, 1915, p. 657.

<sup>2</sup>Cornell University Trustee Proceedings, 1915-1916, December 4, 1915, p. 53.

<sup>3</sup>Board of Trustee's Minutes, January 15, 1916, p. 62.

Session, notice was carried in the Announcement that, beginning in 1917, it would "be charged each student entering the Summer Session for the first time." It is noteworthy that this charge was not made against students registering in the State College of Agriculture Summer Session.

The fact that the six-week summer program for the College of Agriculture was announced separately from that of the University Summer Session again in 1916 after having been combined in 1915, must have been due to uncontrollable circumstances rather than intent. Evidence in support of such conclusion is found in the designation of the Agriculture Announcement as a "supplement" and in the reference in the index of the University Summer Session Announcement to 'Agriculture' with a footnote stating: "It is probable that courses in the College of Agriculture, mainly for teachers, will be offered. In that case a supplementary announcement will be published. This may be had on application to the Secretary of the University."<sup>1</sup>

Other apparent evidences that the combination of the two programs begun in 1915 was not purposely interrupted in 1916 are noted in a special illustrated announcement printed to publicize the summer program of the State College Department of Botany, and in the listing of 'Officers' in the supplemental "Summer Session of the New York State College of Agriculture" Announcement. The Botany special publication was produced and distributed under the auspices of the Summer Session, and listed George F. Bristol as Director. The list of Officers in the supplementary Agriculture Announcement contained the names of President Sherman [sic], Dean Galloway (College of Agriculture), Director Bristol (University Summer Session), George A. Works (Professor of Rural Education), and Cornelius Betten (Professor, Secretary, and Registrar for the College) in that order.<sup>2</sup>

Whatever else may have contributed to the separation of the two Announcements in 1916, the printing date for the State College Announcement

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<sup>1</sup> Summer Session Announcement, 1916, Index.

<sup>2</sup> Summer School of Agriculture Announcement (supplementary), p. 3.



was much later than that for the University Summer Session Announcement. One might be justified in wondering if the reason for the delay might not be attributable in part to competition between the six-week program in Agriculture and the newly established sixteen-week Summer Term for claims on the ability of the Departments to provide and staff summer instruction.

For the following summer, 1917, the two six-week sessions again were merged within one Announcement. The Faculty of the College of Agriculture had sought to make more definite its statement about persons to whom the Agriculture session was open, particularly undergraduates. In a December meeting, 1916, it took the following action:

"On behalf of the Director of the Summer Session in Agriculture, Professor Tuttle,<sup>1</sup> presented the following resolution which was referred to the Committee on Educational Policy for report:

"That the Summer School [sic] in the College of Agriculture shall be open to the following persons:

'1. Teachers, superintendents, supervisors and others professionally engaged in educational work.

'2. Persons who have completed at least two years work in Cornell University or some other institution of equal standing."<sup>2</sup>

The Policy Committee recommended adoption of the resolution by the Faculty in its February, 1917 meeting, and such action was taken.

A new interpretation of the use of credit earned in the Summer Session was reflected in the 1917 Announcement. It was initiated by the University Faculty in June, 1916, which received a motion from Director Bristol -

"That the amount of credit for work done in a summer session be left to the several Faculties, but that no credit for a summer session shall

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<sup>1</sup>Professor Tuttle had replaced Professor Works as 'Director' for the one summer, although in the printed Announcement under the heading of 'Officers' for the session, Cornelius Betten, Secretary of the College was listed as "Professor in charge of the Summer Session in the College of Agriculture."

<sup>2</sup>Faculty Minutes, College of Agriculture, Volume IV, Dec. 6, 1916, pp. 19-20

exceed eight hours."<sup>1</sup> The matter was referred to a committee which reported back the following February recommending favorable action on Bristol's original motion.

The Announcement described the use of credit under the separate heading of: 'In the College of Arts and Sciences', 'In other Colleges of the University' and 'In the Graduate School'. Students in the separate Colleges of Cornell were directed to the description of a course to determine its credit value for degrees.

The summer of 1918 continued the programs of both the University Summer Session and the Summer Session in the College of Agriculture much as had been the case since the two were combined in 1915. It was the last year in a 13-year tenure as Director of the Summer Session for George Prentice Bristol. It also marked the return to the list of Officers of the College of Agriculture Summer Session of Professor George Works as being in charge of that session. Of significance in terms of appointment some years later to become Director of the Cornell Summer Session, the appointment of Loren C. Petry to the Staff of the College of Agriculture Summer Session was recorded. Professor Petry was appointed to teach Botany, coming from Syracuse University from which he was granted a leave of absence for the purpose. He also was Director of the Syracuse Summer Session and continued in that capacity by commuting between the two institutions.

A marked development in the Agriculture program was the growth in the scope of the program in Physical Education. From a single course in 1917 there had developed a four-year (summers only) program of courses leading to a Summer School certificate which met State requirements for teaching and supervising physical training in public schools as newly mandated by State law. One third of the space devoted to the total Agriculture Summer Session in the Announcement was taken up with description of the Physical Education program. (see p. 147)

World War I confronted the University and its Summer Session with need for decision about how it best could serve returning veterans.

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<sup>1</sup>Minutes of the University Faculty, June 5, 1916, p. 765

Discussion began in the University Faculty in the Fall of 1918, followed by Board of Trustee action of November 30, 1918, supporting a Faculty resolution - "That for the benefit of students returning from the Army and Navy and others who may desire to avail themselves of the opportunity, regular University work shall be continued in the summer of 1919, and it is referred to the special Faculties and to the University Faculty to fix the details of the curricula and the length of term."<sup>1</sup> In connection with this action the Faculty had recommended and the Board had concurred that a regular 'Third Term' should not be established but that a 'Summer Term' for the purpose of offering opportunities for advanced studies was desirable. For the College of Arts and Sciences this resulted in no more variation from past summers than an addition to the title of the Summer Session making it read as follows: (also see p. 114)

ANNOUNCEMENT OF THE TWENTY-EIGHTH SUMMER SESSION

AND THE

SUMMER TERM OF THE COLLEGE OF ARTS AND SCIENCES

July 5 - August 15, 1919

In the same meeting of the University Faculty reported above, additional action of importance for the Summer Session was taken. It was prompted by the resignation of Professor Bristol as Director, ending his tenure of 13 years in that position. But the action went well beyond recognition of that particular fact and is quoted in full for that reason. It resulted from the report of a committee appointed by President Schurman and announced to the Faculty early in its meeting of December 11.<sup>2</sup> The committee's report was presented by its chairman, R. M. Ogden, Professor of Education:

"At a meeting of the University Faculty, held Monday evening, November 25th, 1918, the President announced that owing to ill-health Professor Bristol had found it necessary to withdraw from the direction of the Summer Session. The Faculty

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<sup>1</sup> Minutes of the University Faculty, Dec. 11, 1918, p. 1015.

<sup>2</sup> Faculty Records, Oct. 1917 - June 1922, December 11, 1918, p. 1014.



thereupon empowered the President to name a Committee which should consider the future of the Summer Session, and recommend plans for its continuance.

'This Committee having been duly organized, and having deliberated upon the matters which it understood to be within its province, now submits its report in the form of the following recommendations:-

"I. The University Faculty hereby records its grateful appreciation of the untiring, unselfish, and efficient service rendered to the University by Professor Bristol throughout the many years during which the Summer Session has been under his able and sympathetic direction; it deeply regrets the occasion of his enforced retirement, and wishes him a speedy recovery to his normal health, and many more years of scholarly activity.

"II. In respect of the general purpose of the Summer Session the Committee recommends the retention of the three University Statutes relevant thereto, which read as follows:

"Article XIV.1. A Summer Session of the University is established in which instruction shall be offered as shall be duly authorized.

"2. The primary object of such Summer Session shall be to furnish instruction to teachers in high schools and academies, but this aim shall not exclude provision also for the instruction of college professors and university students and others who are qualified to take the instruction. But said session shall not be used as a school to prepare students for entering the University.

"3. Instruction in said Session shall be of University grade and in general shall be intrusted to professors and not to the subordinate members of the Faculty."

"III. The Committee recognizes that it is desirable to offer courses that are of especial interest and importance to teachers in the various subjects of their general and special equipment for their profession, and likewise courses appealing to other properly qualified persons for whom the Summer Session may make special provision, whether or not these persons are engaged in formal study or teaching. The Committee recommends, however, that no credit towards a college degree shall be given for courses that cannot be shown to fall clearly within the scope of the work offered in the regular sessions of the University with the approval of the several Colleges and Departments.

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<sup>1</sup> Faculty Records, Oct. 1917 - June 1922, December 11, 1918, p. 1014.

"IV. In accord with the resolutions already approved by the University Faculty, and by the Board of Trustees, with respect to wider opportunities and more ample provisions for advanced and graduate work during the summer, it is recommended that so far as may be feasible the Summer Session shall cooperate with the Graduate School in the promotion of advanced study and the advertisement of the same, with a view to increasing both the scope of this work and the number of properly qualified and interested persons who may enter the University during this season of the year for the purpose of advanced study and research.

"It is further recommended that the statements concerning graduate work now offered during the period of the Summer Session be correlated, and that adequate description be given of opportunities for graduate work in the Agricultural Third Term, and in the Agricultural Summer Term, as well as in the University Summer Session. Also that a material increase should be made in the graduate work offered by the various collegiate departments now represented in the Summer Session, particularly in the matter of work offered to candidates for the degree of Master of Arts.

"V. As to the administration of the Summer Session, the Committee recommends that there be established an Administrative Board of the Summer Session to consist of five members which shall be responsible for its work. The Chairman and the Secretary of this Board shall be appointed by the Board of Trustees on the nomination of the President from the members of the University Faculty. Of the three other members, one shall be the Dean of the Graduate School; one shall be the Dean of the College of Arts and Sciences; and the third shall be appointed by the President to represent the interests of the professional colleges. The Chairman and the Secretary shall constitute the Executive Committee of the Administrative Board.

"VI. Finally, the Committee recommends such amendments to the Statutes of the University as may be necessary to give validity to the foregoing proposals, and to carry them into effect.

(Signed).....A. W. Browne  
 J. E. Creighton  
 C. L. Durham  
 R. C. Gibbs  
 D. S. Kimball  
 B. S. Monroe  
 V. Snyder  
 F. Thilly  
 R. M. Ogden, Chairman.'

"The Professor of Economics, Professor Usher, moved the adoption of the report exclusive of paragraph five, and the motion was carried. The Professor of Education, Professor Ogden, moved the adoption of paragraph five, and the motion was carried. The report was thereupon adopted as a whole.

"The Professor of American History, Professor Hull, in reference to the foregoing report, moved the adoption of the following motion, and it was so voted:

"Resolved that, in the revised plan of the Summer Session, nothing may impair the liberty which the members of this Faculty now have of deciding freely, each for himself, when offered the opportunity to teach in the Summer Session, whether or not he will do so."<sup>1</sup>

Notable items of the report are the reaffirmation of the earliest University Statutes relative to the purpose of the Summer Session (p. 104); continued emphasis on quality of courses comparable with those offered in the regular-year sessions, with special attention to promotion of advanced study and research; and a recommendation for creation of an Administrative Board for the Summer Session, including specification of its membership. This last item initiated the formal establishment of an administrative agency which has continued up to and including present day operation even with close adherence to the representation of its membership.

The Faculty recommended approval of its December 11 action by the University Board of Trustees and this was granted the following week.<sup>2</sup> Also in that same Trustee meeting the Committee on General Administration of the Board resolved: "that for the session of 1919 Professor R. M. Ogden be appointed chairman of the Summer Session Committee [Administrative Board] and Professor B. S. Monroe secretary, each at a salary of \$250."<sup>3</sup> The first recorded action of the newly created Board is found in the minutes of the Board of Trustees:

"11. At the request of the Administrative Board of the Summer Session, the appropriation for the 1919 session was increased to \$35,000."<sup>4</sup>

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<sup>1</sup>Ibid., pp. 1018-1020.

<sup>2</sup>Cornell University Trustee Proceedings and Reports, 1918-1919, Committee on General Administration, Dec. 14, 1918, p. 498.

<sup>3</sup>Ibid., p. 499.

<sup>4</sup>Ibid., Jan. 4, 1919, p. 503.



The first annual report of the Administrative Board to the President was made following the 1919 Session. It is quoted here in total for its clarity in referring to and reviewing the developments of the particular period, with particular attention to the divergence caused by accommodation to the influence of the first World War.

## "APPENDIX XII

### "REPORT OF THE ADMINISTRATIVE BOARD OF THE SUMMER SESSION

"To the President of the University:

SIR: As the Administrative Board of the Summer Session we have the honor to submit the following report of the twenty-eighth Summer Session, July 5 to August 15, 1919.

"Owing to illness in the autumn of 1918, Professor George P. Bristol withdrew from the directorship of the Summer Session, a position which he had admirably filled during thirteen years of untiring and efficient service. The University Faculty thereupon empowered the President to name a committee to consider the future of the Summer Session and to recommend plans for its continuance. This committee of nine members presented on December 11, 1918 a report which the Faculty adopted and which, with slight modifications, the Committee on General Administration of the Board of Trustees on December 14 in turn adopted for the Summer Session of 1919. In conformity with this action and by appointments thereby authorized, the Summer Session has been carried on by an Administrative Board of five members: Professor J. E. Creighton as Dean of the Graduate School, Professor Frank Thilly as Dean of the College of Arts and Sciences, Professor D. S. Kimball, representing the professional colleges, Professor R. M. Ogden, chairman of the Board, and Professor B. S. Monroe, secretary, the chairman and the secretary constituting the Board's executive committee.

"Subsequently the General Committee of the Trustees directed that in the summer of 1919 there be combined with the established Summer Session a special concurrent summer term in the College of Arts and Sciences, and made provision for such additional courses of instruction as might in consequence be feasible.

"As in the past, the courses given in the six weeks' Summer School of Agriculture have been under the direction of Dean Mann of the College of Agriculture, the details of arrangement being in the hands of Professor George A. Works. (see p. 109)

"The teaching staff in the Summer Session, including 57 in the Summer School of Agriculture, numbered 169. The total enroll-

ment of students was 2174, distributed as follows:

Summer Session, including Summer Term in Arts and Sciences . . . . .	1357
Summer Session and Graduate School. . . . .	73
Summer Session and Sibley College . . . . .	243
Summer Session and Civil Engineering. . . . .	85
Summer Session and Architecture . . . . .	11
Summer Session and Medicine . . . . .	2
Summer Session of Agriculture . . . . .	403
Total . . . . .	2174

"In addition, there were enrolled in various schools and colleges 372 students who did not register in the Summer Session; whence a grand total of 2546 persons pursuing work at the University during the course of the summer.

"A large enrollment was expected in consequence of the return of students from Government service and of the opportunities which the University made possible by summer terms in all the colleges. The increase was most marked in French, English, History and Economics, Mathematics, Chemistry, Geology and Geography, and in Music. The larger registration was thus in some measure due to circumstances that will not recur; yet the increasing attendance of teachers, of students from other colleges, especially those in which there are no summer terms, and of Cornell students who wish to make some scholastic use of the long vacation, gives promise of the usual growth that has attended the Summer Session in normal years. For such growth the Administrative Board is making provision in its plans for 1920. In thus estimating the prospects of the Summer Session, with a conviction, still not felt in some quarters, of the importance of the work done in the summer months both in courses for secondary teachers and in graduate as well as in undergraduate study; and with a sense of the advantages to the University in drawing to it serious students even for a short period, the Board is adhering as far as is feasible to the provisions of the Statutes that, on the one hand, "the primary object of such Summer Session shall be to furnish instruction to teachers in high schools and academies" without excluding instruction for "university students and others who are qualified;" and that, on the other hand "instruction in the Summer Session shall be of university grade and in general shall be entrusted to professors and not to subordinate members of the Faculty." Furthermore, in accordance with resolutions approved by the University Faculty and by the Board of Trustees with reference to more ample opportunities for graduate work during the summer, the Summer Session is co-operating with the Graduate School in promotion of advanced study, aiming to increase both the scope of the work on the part of the various collegiate departments and the number of properly qualified persons who may enter the University during the summer for advanced study and research. Special notice of summer opportunities for graduate study and of the University's facilities for independent investigation was given in a

circular issued by the Graduate School in March, 1919.

"Throughout the Summer Session services were held each Sunday in the chapel by preachers invited to the University on the Dean Sage Foundation. Such services had been only occasional in previous summers. The Monday evening lectures, all well attended, were opened by the President of the University and continued by Dr. Henry Van Dyke of Princeton, Dr. Newell Dwight Hillis of Brooklyn, the Rev. Gilbert Reid, lately returned from China, Dr. Samuel S. Marquis of Detroit, and Professor Raymond G. Gettell of Amherst College. There were, besides, the usual departmental talks and conferences, musical recitals and concerts, and excursions conducted by the Department of Geography. At the close of instruction examinations for teachers' certificates were held by the State Department of Education. Though perhaps not properly within the scope of this report, it may be stated as a matter of record that, since the various colleges were carrying special terms, the activities of the campus, except for athletics and student publications, were, during July and August, substantially those of the academic year.

"We have met with few difficulties of administration. Inheriting the organization of Professor Bristol, profiting by his advice and that of the Registrar, and enjoying the good will and helpfulness of the teaching staff, we have found the direction of the Summer Session by no means irksome."<sup>1</sup>

The Administrative Board was reappointed for 1920 with stipends for the two Executive Committee members, Ogden, chairman, and Monroe, secretary increased to \$350 each. Also George Alan Works was again named to be 'in charge' of the Summer School in Agriculture after a lapse of one year. No one had been designated in this capacity in 1919.

Two developments of more than passing import were recorded during the two final years of this ten-year period. One concerned the attention given to the presence of undergraduate women students of Cornell and other colleges, attending the Summer Session. In 1919 the Announcement stated for the first time that it was the "expectation" that they would live in the Residential Halls (Sage College, Prudence Risley Hall, and Cascadilla Hall) "or in other approved lodgings." Related to this requirement was the appointment to the Summer Session staff of a 'Warden' for Prudence Risley Hall, at a salary of \$100 and home. For the following summer an increase in attendance of undergraduate women was anticipated by the appointment of two 'Wardens' and the assignment of one to Cascadilla Hall. Each continued to receive a stipend of \$100 and home.

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<sup>1</sup>President's Report to the Trustees, 1920, Appendix XII, pp. LIV-LV.



The second development was the announcement in 1920 of the availability of medical services for students in the Summer Session. This innovation is important historically because it introduced a service which later became a significant cost item in Summer Session budgeting. The manner in which such service was first provided was described in the 1920 Announcement:

"The Cornell Infirmary is the former mansion of the late Henry Williams Sage, for many years chairman of the Board of Trustees of the University. At his death in 1897, his sons, Dean and William Henry Sage, endowed it and gave it to the University for a students' Infirmary as a memorial to their father. In 1912 a modern fireproof addition was erected with a capacity of sixty-two beds.

"The Infirmary, which is in charge of an experienced superintendent, is thoroughly equipped in every way, and is open throughout the University year. It provides suitable rooms, food, and nursing for sick students. It has no medical staff; students employ their own physicians among practitioners in Ithaca or elsewhere.

"Students in the University Summer Session and in the Summer School in Agriculture have all the privileges of admission to the Infirmary. They pay no fee in advance, but are liable for regular charges for services rendered."<sup>1</sup>

Looking two years ahead to the summer of 1922 found additional medical service announced under the heading "Physical Examinations and Medical Advice." It was described in the Announcement as follows:

"The medical advisers observe regular office hours, daily 10-12 a.m., at their respective offices in the gymnasium for men and in Sage College for women.

"In cases of illness or indisposition which involves absence from classes even for one day, students are expected to report either in person, by telephone, or by messenger to the medical advisers' office. For the convenience of the medical advisers such illness should be reported early in the day. Students who are indisposed but still able to attend classes should consult the medical advisers immediately in order that advice may be given and diagnosis of incipient diseases may be made promptly. Any student failing to report as soon as possible to the medical advisers any contagious or infectious disease will be regarded as guilty of a serious breach of discipline.

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<sup>1</sup> Summer Session Announcement, 1920, p. 11.

"No charge is made for the services of the medical advisers.

"A student may at any time be requested to withdraw from the University if, in the opinion of the University authorities, the condition of his health is such as to make it unwise for him to remain."<sup>1</sup>

This ten-year period in Summer Session history (1911-1920) came to an end with the College of Agriculture Summer Term as the principle variant from the Summer Session's jurisdiction over summer instruction. But the future of the Summer Term seemed to be a cause for concern within the Faculty of the College. In the October, 1919, meeting of the College Faculty, the Committee on Educational Policy was instructed on recommendation of the Dean - "to review the experience of the college in the conduct of the summer term, inquiring especially as to its character, value, and the measure of success attained, and to make such report and recommendations concerning its modifications and continuance as its investigations warrants. In this connection, attention should be called to the effect on the educational welfare of the college resulting from the rotating system of service of teachers, necessitated by maintenance of the summer term."<sup>2</sup>

The apparent response to the Faculty's instruction came in the meeting of March 3, 1920. The minutes record this item: "The Committee on Educational Policy further recommended that the departments arrange courses to be given in the third term (summer) for the three periods already adopted by the faculty. On motion this recommendation was adopted."<sup>3</sup>

One additional source of evidence of the extent and manner in which the Summer Session was adjusting to the challenges to its dominance over the administration of summer instruction in Cornell during the ten-year period may be reflected in the growth in appropriations for its operations. The Summer Session of 1910 operated on a budget of \$25,000. The budget approved for 1920 amounted to \$40,000. This was exclusive of the budget

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<sup>1</sup>Summer Session Announcement, 1922, p. 13. Purposely reported here for the sake of continuity though applying to a subsequent period in history.

<sup>2</sup>Faculty Minutes, College of Agriculture, Volume V, Oct. 4, 1919, pp. 8 and 9.

<sup>3</sup>Ibid., March 3, 1920, p. 25.

for the Summer School in Agriculture. The latter's State-supported appropriation amounted to \$10,000.

Before proceeding to the next period in history attention should be called to the formation of an Association of Summer Session Deans and Directors in 1917 of which Cornell University became a member institution. This deserves attention at this point in history not only because of the coincidence of its birth date but also on account of Cornell's involvement. The following is quoted from a copy of a report of the meeting in which organization of the Association was initiated.

"The first meeting of administrative officers of Summer Schools was held in the University of Michigan, November 23 and 24, 1917. The invitation had been sent to all Universities offering graduate courses in the Summer School.

A. H. Rice, Director	Boston University
J. C. Egbert, Director	Columbia University
G. P. Bristol, Director	Cornell University
J. L. McConaughy, Director	Dartmouth College
K. G. W. Webster, Director	Harvard University
W. D. Howe, Director	Indiana University
G. M. Wilson, Professor	Iowa State College
E. F. Buchner, Director	Johns Hopkins University
J. E. Lough, Director	New York University
C. S. Marsh, Registrar	Northwestern University
M. B. Evans, Director	Ohio State University
M. E. Smith, Director	Syracuse University
W. M. Hart, Dean	University of California
R. D. Salisbury, Dean	University of Chicago
M. G. Derham, Director	University of Colorado
K. C. Babcock, Dean	University of Illinois
F. J. Kelly, Director	University of Kansas
E. H. Kraus, Dean	University of Michigan
L. D. Coffman, Dean	University of Minnesota
J. D. Ellioff, Director	University of Missouri
J. P. Rowe, Director	University of Montana
A. Avery, Chancellor	University of Nebraska
W. W. Phelan, Director	University of Oklahoma
H. L. Crosby, Director	University of Pennsylvania
F. E. Bolton, Director	University of Washington
S. H. Goodnight, Director	University of Wisconsin

"The following institutions were represented at this first meeting:



A. H. Rice, Director	Boston University
J. C. Egbert, Director	Columbia University
K. G. T. Webster, Director	Harvard University
W. D. Howe, Director	Indiana University
J. E. Lough, Director	New York University
C. S. Marsh, Registrar	Northwestern University
M. B. Evans, Director	Ohio State University
M. E. Smith, Director	Syracuse University
R. D. Salisbury, Dean	University of Chicago
K. C. Babcock, Dean	University of Illinois
F. J. Kelly, Director	University of Kansas
E. H. Kraus, Dean	University of Michigan
L. D. Coffman, Dean	University of Minnesota
S. H. Goodnight, Director	University of Wisconsin

"Professor Kraus was elected Chairman of the meeting and Professor Lough, Secretary. Fourteen topics were suggested for discussion. It was voted that these topics be considered in the order given on the program and that the discussion be "round table" and informal. These topics were subsequently sent to all administrative officers of Summer Sessions on the original list. The report will include all of the returns received to date. (The delay in issuing this report is due largely to procrastination in sending in replies to the questionnaire.)

"All present at the Ann Arbor meeting felt that these informal discussions were of great practical value and that a similar meeting should be held next year. On the invitations of Columbia University and New York University, New York City will be the place of the 1918 meeting. It is hoped that every institution will be represented. Bulletins, circulars, statistics and questionnaires will be issued from time to time. May replies come in promptly!"<sup>1</sup>

Cornell was represented in the first meeting of the Association in New York City following its formation at the University of Michigan and maintained membership each year since. No member institution stood to gain more from its membership than Cornell for two reasons. In the first place the purpose of the Association as stated in its Constitution: ". . . of considering matters of common interest relating to the University summer session, particularly with regard to graduate study."<sup>2</sup> was parti-

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<sup>1</sup>Taken from copy of the original report of the first meeting now on file in the Summer Session Office of Columbia University.

<sup>2</sup>Taken from the Association's Constitution adopted in 1925, on file in the office of the Cornell Summer Session.

cularly applicable to the Cornell Summer Session where graduate level study was a traditional emphasis. Furthermore, Cornell was in a unique position for profiting from the deliberations in both the annual meetings and interim communications by reason of its dual role in being both privately and publicly supported. A glance at the original membership reveals an equal division between institutions having private support and those supported from public funds. As a "hybrid," Cornell not only could contribute to but profit from discussion of problems and experiences approached from either point of view. References will be made later to instances in which the Cornell Summer Session made use of Association membership as a resource in solving problems.

This organization has continued over the years with relatively little increase in membership which, in 1969, was less than fifty institutions, with allowance made for those dropping out and their replacements.

# CORNELL UNIVERSITY OFFICIAL PUBLICATION

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## ANNOUNCEMENT OF THE TWENTY-EIGHTH SUMMER SESSION *and of the* SUMMER TERM OF THE COLLEGE OF ARTS AND SCIENCES JULY 5--AUGUST 15 1919

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## DIVERSITY CONTINUES

1921-1934

This period in the history of the Summer Session opened with only the Summer (Third) Term in the College of Agriculture operating to offer any potentially effective competition with the University Summer Session as the primary agency for administration of summer instruction. The College of Agriculture Summer School, while continuing to operate as a semi-autonomous unit of the Summer Session, looked to the Summer Session for principal administration, retaining only a fiscal or budgetary autonomy due to the source of its financial support and accountability for it.

Other Colleges of the University had offered summer instruction in the past and some continued to do so, notably the School of Law, and the Colleges of Engineering and Architecture. The Law School Summer Session began in 1893, immediately following the start of the University Summer Session, but it, like the others, had been approved by the Board of Trustees to operate for a clientele and under terms unlike those of the University Summer Session. At no time in the past had any conflict or evidence of competition with the University Session been manifest.<sup>1</sup>

Such was the setting for the thirtieth annual Summer Session in 1921. The planning got underway with the action of the Board of Trustees in continuing the previous year's Administrative Board "to consist of Chairman and Secretary to be nominated by the President and to receive a salary of \$500 each and the Deans of the Graduate School, the College of Arts and Sciences and the College of Engineering, ex-officio, and that the matter of appropriation for the expenses of the school be postponed until the next meeting."<sup>2</sup>

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<sup>1</sup>See also p. 138.

<sup>2</sup>Cornell University Trustee Proceedings and Reports, 1920-21, Committee on General Administration, Oct. 2, 1920, p. 43.



Two changes in the financial operation of the Summer Session took place for the 1921 session. The scale of salaries for the instructional staff was increased to \$500 for Professors; \$400 for Assistant Professors; and \$300 for instructors. At the same time an increase in tuition was voted which established the tuition at \$40 for the summer. The registration fee of \$5 which had been charged in preceding years to each student entering the Summer Session for the first time was discontinued.

A further action of the Board of Trustees taken in the meeting in which the above actions were recorded merits quoting:

"8. The Summer Session being established as an integral part of the University's educational program it is hereby ruled that the policy on which it had heretofore been conducted be continued; that the session should be conducted as far as practicable with a view to making the same self-supporting, with due consideration of the overhead and other expense to the University for the maintenance of the Summer Session."<sup>1</sup>

Here again reference to two recurring themes was reported: Summer Session as an integral part of the instructional program; and the expectation that Summer Session was to be self-supporting, with the added implication that overhead costs of a general nature should be taken into account.

The new tuition rate was made applicable in the Summer School in Agriculture for students non-resident in New York State and for those resident students registering in the School and electing additional work in the University Summer Session. Apparently the increased tuition income in 1921 made feasible a further increase in the salary scale for the instructional staff in 1922, raising to \$600 the salaries for those of Professorial rank; \$450 for Assistant Professor, but leaving Instructors at \$300.

Evidence that the enrollment of undergraduate women in the Summer Session was increasing is found in action taken by the Trustee Committee on General Administration looking forward to the 1922 session. Further expansion in housing facilities and in supervisory staff is implied in

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<sup>1</sup>Ibid., Dec. 4, 1920, p. 72.

the following appointment record:

"Miss Gertrude H. Nye to be Warden of Prudence Risley [Hall] and the two University Houses adjacent; Miss Grace Seely to be Warden of Sage College with the three cottages, including 7 South Avenue; Miss Emily Hickman to be Warden of Cascadilla Hall, including the second dining room; each at a salary of \$150 and home during the session. It is further understood that an adjustment will be made in housing five additional women to be appointed with the approval of the Wardens who will serve as chaperones in the five University cottages."<sup>1</sup>

No mention has been made for some time in this report of the development over the years of the extra-curricular program in the Summer Session. The statement under the headings of "Lectures, Musical Recitals, Excursions" in the Announcement for the 1922 Summer Session is quoted to illustrate the extent to which the Summer Session was attempting to serve its students in this regard at this period in its history:

"In addition to the regular class-room work there will be public lectures on Monday evenings.

"There are also lectures of general interest each week in connection with the various departments. Notice of these will be given in the University Calendar.

"Organ recitals will be given on Tuesday evenings in the Sage Chapel and on Sunday evenings in Bailey Hall.

"A piano lecture-recital will be given each week by Mr. Ernest R. Kroeger.

"Two University concerts by distinguished artists will be given during the Summer Session. Tickets for these concerts may be had at reduced prices by all students.

"Wednesday evenings are devoted to the departmental conferences, which are open to all interested. Notices of these will be given from week to week.

"In connection with the work of several departments excursions are made to many points of interest. Some of these are open to all members of the Summer Session. Notable for their attractiveness are the excursions to Watkins Glen and to Niagara Falls."<sup>2</sup>

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<sup>1</sup> Ibid., 1921-22, January 7, 1922, p. 317.

<sup>2</sup> Summer Session Announcement, 1922, p. 14.

The question of continuance of the twelve-week Summer Term in Agriculture, last referred to for the year 1919 (see p. 115) was revived in a meeting of the College of Agriculture Faculty following the summer of 1922. After general discussion of the matter it was referred to the Faculty Committee on Educational Policy for report.<sup>1</sup>

The Committee responded with a detailed report quoted here in full because of the implications contained therein of the competition this Summer Term had provided for the Summer School in Agriculture in particular and the University Summer Session in general.

"Report of Committee on Educational Policy relative to the Third Term, to be presented at the regular meeting of the faculty December 6, 1922."

"The question of the continuance of the Summer Term was referred to the Committee on Educational Policy at the regular meeting of the faculty on October 4, 1922. The Committee has taken up the matter through its members with the various departments concerned and has held several meetings for discussion of the subject.

"A Brief survey of the history of the Third Term seems desirable. It was inaugurated in 1914. In 1919 the Committee on Educational Policy made a series of recommendations relative to it. The more important of these were, in brief, that the Third Term be continued on trial for at least three years; that admission be broadened somewhat; that departments be urged to offer as many courses as possible in the Third Term and that departments be encouraged to arrange programs of related courses giving opportunity to students to make intensive study along special lines. It was an appeal to take the most complete advantage of this term.

"The period of three years has now been passed. The record of attendance in the Summer Term is as follows:

Report of attendance in Third Term

	<u>Undergraduate</u>	<u>Graduate</u>
1913-14	41	No record
1914-15	108	86
1915-16	140	122
1916-17	43	65
1917-18	54	40
1918-19	97	67
1919-20	39	65
1920-21	72	76
1921-22	39	85

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<sup>1</sup>Faculty Minutes, College of Agriculture, Oct. 4, 1922, p. 122.



"The record of undergraduate attendance in general indicates that they do not take advantage of the Third Term. The record, however, of graduate students since war time shows an increase.

"With respect to the number of courses offered there were 48 courses listed in 1914; from 72-77 courses in the years 1915 to 1919 and for the past three years the record shows 52, 52, and 34 courses respectively. The record particularly in 1922 shows a very decided falling off in number of courses offered, which may be correlated with the number of students in attendance or with the general attitude of departments toward the use of the Third Term. Furthermore, the average class numbers seven in the Summer Term as contrasted with 25 to 27 in the regular term. With due consideration of the facts it did not seem that the continuance of the third term as such was advisable. The Committee therefore recommends that the Summer Term be discontinued.

"It is evident from observation of the number of graduate students receiving instruction that there is a loss involved for certain departments such as Rural Education in its work with teachers during the Summer Term. That department together with Rural Social Organization and Farm Economics have given instruction to numerous graduate students. There has also been developed advanced courses of study in Botany and Biology, of which advantage has been taken by graduate students. Some provision should be made that effective work of this character may be continued. The Committee therefore recommends that departments be urged to increase their offerings in the Summer Session by adding courses designed primarily for teachers and by including schedules of advanced courses for graduate students.

"Discontinuance of the Summer Term involves certain readjustments since provision was previously made to enable departments to give Third Term work. The Committee therefore recommends that departments be requested at once to consider their teaching schedules for the next year so that the necessary readjustments in periods of service and in funds may be made.

"Respectfully submitted.

s/Samuel N. Spring  
Chairman."<sup>1</sup>

The minutes of the meeting in which the report was submitted and ordered to be filed carried the following recommendations of the Committee:

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<sup>1</sup> Ibid., Volume V, Dec. 6, 1922, pp. 204-206.

"1. That the Faculty recommend to the University Board of Trustees that the third term be discontinued.

"2. That Departments be urged to increase their offerings in the summer session by adding courses designed primarily for teachers and by including schedules of advanced courses for graduate students.

"3. That departments be requested at once to consider their teaching schedules for the next year so that the necessary readjustments in periods of service and funds may be made.

"On motion, these recommendations were adopted."<sup>1</sup>

The Board of Trustees, in its meeting the following January 20, voted to discontinue the third (summer) term and so notified the Agriculture Faculty in its meeting of March 7, 1923.

No sooner had the Agriculture Summer Term been discontinued than a new form of diversion or variation in organization of summer instruction was introduced. In the summer of 1923 a Summer School of Biology was inaugurated which the Board of Trustees had authorized the President "to arrange to establish at an expense not exceeding \$2000."<sup>2</sup>

The reason for this apparent diversity of organization and potential for competition for the resources of the University in providing summer instruction is not clear in any recorded actions of either of the Faculties concerned or of the Trustees. The program of the School consisted of courses from the Departments of Histology and Embryology, Plant Pathology, Botany, Plant Breeding, Bacteriology, Entomology, and Zoology. The teaching staff and the courses represented both the College of Agriculture and the College of Arts and Sciences. Some members of the staff held joint membership in both Faculties.

A separate announcement of the new school was published as another Official Publication of the University using the same cover-page format as for all other Official Announcements.<sup>3</sup> However, in addition to and in

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<sup>1</sup>Ibid., p. 202.

<sup>2</sup>Cornell University Trustee Proceedings and Reports, 1922-23, Jan. 20, 1923, p. 546.

<sup>3</sup>See page 155.

contrast with the manner in which the Summer School in Agriculture came into existence in 1911 (see p. 78), the School of Biology was identified in the 1923 Announcement of the University Summer Session, being accorded the same manner of recognition as that received then by the Summer School in Agriculture.

The relationship of the three summer programs, particularly from the standpoint of administration, is implied through examination of statements made in the announcements of their particular programs. The introductory statement under the title "Summer School of Biology" is particularly revealing - "Under the auspices of the Summer Session of Cornell University and of the Summer School of the New York State College of Agriculture."<sup>1</sup> This is further emphasized by the statement - "Students attending the School of Biology must register both in the Summer Session and in the Summer School of Agriculture, paying however but one tuition fee."<sup>2</sup>

The complexity in regard to tuition which had arisen is best brought out by quoting from the statement in the 1923 Summer Session Announcement as it related to the three programs.

"The single tuition fee, with the exceptions noted below, for the entire Summer Session, whether one course or more is taken, is \$40.

"Instruction in the Summer School of Agriculture is free to students registered therein who have been residents of the State for at least one year. For all others the tuition is the same as for other work, \$40. Free tuition does not include instruction in the Summer School of Biology or any instruction outside the College of Agriculture, nor are students receiving free tuition permitted to attend classes outside the College of Agriculture.

"Students in the Summer School of Agriculture are required to pay an incidental fee of ten dollars. This fee is included in the forty dollars paid for tuition.

"Persons taking courses in the Summer School of Agriculture and in any department of the Summer Session [University] must register in both the Summer School and the Summer Session, paying however, only one tuition fee."<sup>3</sup>

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<sup>1</sup> Summer Session Announcement, 1923, p. 51.

<sup>2</sup> Ibid., p. 51.

<sup>3</sup> Ibid., p. 9



Returning to other evidences of relationships among the three programs, no person or persons were identified as being in charge of the Summer School in Biology. Officers for the Summer School of Agriculture were listed with but one member named as being "in charge of the Summer School" serving presumably under the direction of the Chairman of the Administrative Board of the Summer Session. Since all three programs were included in the complete Summer Session Announcement, for which the Administrative Board was responsible, it seems entirely plausible that primary administrative responsibility rested with the Board for all three.

The only evidence found in printed form of the reason for the establishment of the Summer School of Biology is the statement in its description under the title of 'General Plans and Aims':

"The Summer School of Biology was organized to provide instruction of the highest grade in zoology, botany and allied subjects. All the regular facilities of the University are at the disposal of the student, and as far as possible the staff has been restricted to members of regular professorial rank in the University. The courses offered are, for the most part, those given during the regular academic year condensed into a period of six weeks, but not abridged. The work is particularly planned to meet the needs of teachers and graduate students who wish to know, in addition to the subject matter, something of the methods and sources of teaching; but undergraduates also, if sufficiently prepared, will find the courses adapted to their needs. Intensive rather than extensive work is necessarily expected of each student, as the courses are comprehensive."<sup>1</sup>

There follows a statement of the advantages provided by both the University facilities and the Ithaca environment for study of Biology, along with a comprehensive explanation of the application of credit toward satisfying graduate degree requirements. Further implication that the emphasis upon advanced study may have prompted separate identity for the School came at the end of the Announcement. Under the heading of 'Research' there were named a number of professors in residence during the summer who were available to supervise students engaged in research. These were senior staff members, all in addition to the instructing staff for the School.

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<sup>1</sup>Ibid., p. 51.

Additional information about the establishment of the Summer School of Biology and the reason for doing so was furnished by still living members (in 1969) of the School's early Faculty (see below). All were in general agreement with a statement made by Professor Loren Petry,<sup>1</sup> one of the group who responded.

"The courses offered in the early years of the Summer School of Agriculture were predominantly of undergraduate character. Graduate students were having difficulty in making an acceptable schedule. The Biologists, both Botanists and Zoologists, on the faculties in Agriculture and Arts and Sciences, were dissatisfied with this and sought permission to set up a Summer School of Biology, arrange their own curriculum, and operate on the tuition fees taken in.

"They issued a special announcement, did their own mailing, and obtained an enrollment of able graduate students. The tuition received was divided on an agreed upon formula. The salaries resulting were below those in the other summer sessions of the University, but the quality of the work done was good and the faculty of the School continued to serve."

Petry was not a member of the original faculty of the school but served on it off and on during the years following his appointment to the Cornell Faculty in 1925 (p. 102) and until the School was discontinued nearly ten years later. He assisted in much of the routine work of advertising, program organization, and managing such details as registration under the direction of Professor Wiegand, Head of the Department of Botany, who was prominent in the establishment of the School.

#### Faculty - 1923 Summer School of Biology

Howard Adelman, Instr. An. Hist. and Embryology	Oskar A. Johannsen, Entomology
James C. Bradley, Entomology	Benjamin F. Kingsbury, An. Hist. and Embryology
Otis F. Curtis, Botany	Robert Matheson, Ento.
Frank Dickson, Instr. in Pl. Path.	Walter C. Muenscher, Instr. in Botany
Arthur J. Eames, Botany	Hugh D. Reed, Zoology
Harry M. Fitzpatrick, P. Path.	Frank B. Wann, Instr. in Bot.
Allen C. Fraser, Pl. Breeding	Herbert H. Whetzel, Plant Path.
William A. Hagan, Pathology and Bact.	Karl McK. Wiegand, Botany
Rufus R. Humphrey, Instr. in An. Hist. and Embryology	Albert H. Wright, Zoology <sup>2</sup>

<sup>1</sup>Deceased the following year.

<sup>2</sup>Summer Session Announcement, 1923, p. 51.

A personnel change in the Administrative Board of the Summer Session was made preparatory to the planning of the 1924 session. The recommendation of Board Chairman, R. M. Ogden, Professor of Education, to the University Faculty that a sixth member be added to the Board to represent the interests of the Professional Colleges,<sup>1</sup> was adopted and referred to the Board of Trustees. The Board in turn reported to the Faculty that a sixth member would be appointed by the President. In the same communication the Board announced that Riverda H. Jordan, Professor of Education, had been appointed Chairman [of the Board] and Director of the Summer Session and that B. S. Monroe, Assistant Professor of English, was continued as Secretary.<sup>2</sup>

The minutes of the University Faculty meeting of Dec. 12, 1923, state that: "By request of the Dean, the President's reference (in his communication to the Faculty, dated November 1, 1923) to the appointment of Professor George A. Works as an additional member of the Administrative Board of the Summer Session was made a matter of record in the minutes of today's meeting."<sup>3</sup>

In the meantime Professor R. M. Ogden had been named Dean of the College of Arts and Sciences in which capacity he remained a member of the Board, ex-officio, as did Dean Kimball of the College of Engineering, also now ex-officio, with Professor Works replacing him as representative for the Professional Colleges. It probably was no mere coincidence that Professor Works also was in charge of the Summer School of Agriculture.

The Summer Session in Law (see p. 115) was described in the Announcement of the University Summer Session for the first time in 1923. It was a very abbreviated statement inasmuch as the Law School program had its own announcement among the Official Publications of the University. The mention of the Law Summer Session in the Summer Session Announcement continued annually through 1933 after which the Dean of the Law School

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<sup>1</sup>Minutes of the University Faculty, Oct. 10, 1923, p. 1336.

<sup>2</sup>Ibid., Nov. 14, 1923, p. 1338.

<sup>3</sup>Ibid., Dec. 12, 1923, p. 1345.



recommended to the Board of Trustees that the summer program be discontinued subject to future action by the Trustees.<sup>1</sup>

The search for evidence of the relationship between the University Summer Session and the Summer Session in Law provided nothing to indicate their having any concerns in common, administrative or otherwise. In fact the total history of the Summer Session in Law indicated its total independence of any other summer instruction in the University. Its purpose, clientele, and, throughout most of its history, the length of sessions and dates of opening and closing each summer, were at variance with those of the University Summer Session. Why it received occasional attention within the Summer Session Announcement could not be ascertained.

Two actions of the University Faculty during this particular period warrant reporting for their possible relationship to later developments. In a meeting in October, 1924, Professor Woodruff of the Law College introduced a resolution: "Resolved, that the Committee on University Policy be directed to investigate and report upon any needed changes relating in any way to the Summer Session."<sup>2</sup> The resolution was adopted.

The following January the President reported to the Faculty for the University Policy Committee, pursuant to the Faculty's resolution of October 15, "that the Committee had taken under consideration the question of improving conditions in the Summer Session and informed the Faculty that a complete report on this matter would be submitted to the Faculty for its consideration at a later date."<sup>3</sup>

In the meantime, the President had presented a report of the 1924 Summer Session to the Trustee Committee on General Administration which in turn had referred it to a committee consisting of the President, the Chairman of the Committee on General Administration, and the Chairman of the Finance Committee with power to act on the appropriation for the 1925 Summer Session. Whatever may have been the relationship, if any,

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<sup>1</sup> Cornell University Trustee Proceedings and Reports, 1933-34, November 11, 1933, p. 936.

<sup>2</sup> Minutes of the University Faculty, Oct. 15, 1924, p. 1382.

<sup>3</sup> Ibid., Jan. 14, 1925, p. 1390.

among these actions, a change in policy resulted. It was voted that there-  
after the report of the Summer Session, with general recommendations for  
the next year be referred to the Budget Committee for examination and  
recommendation before being submitted to the Trustees.<sup>1</sup> So far as is  
known this procedure with regard to the annual Summer Session budget con-  
tinued from then on.

A further increase in the tuition rate was authorized for the Summer  
Session of 1925. The language in which the authorization was couched  
not only was new but referred to a policy which persisted from then on:  
"4. The President reported that under the authority granted him the fee  
tuition for the University Summer Session, the Summer Session [sic] in  
Agriculture and the Summer Session [sic] in Biology had been fixed at  
\$50."<sup>2</sup> Henceforth changes in the tuition were possible through Presiden-  
tial action alone.

The Announcement of the 1925 Summer Session contained the first  
special reference to 'Conduct and Scholarship' in the summer as the  
opening item under 'General Information'. It is quoted here in full to  
reveal its similarity with the policy in succeeding summers:

"The Summer Session is conducted under the same general  
regulations concerning conduct and scholarship as apply  
during the academic year. For this reason students are re-  
quested to familiarize themselves with dormitory and other  
rules, and to abide by them. The officers of the University  
also reserve the right to cancel the registration of any  
student at any time for neglect of scholastic duties. The  
rules governing student conduct are:

"A student is expected to show both within and with-  
out the University unfailing respect for order, morality,  
personal honor, and the rights of others. The authority  
to administer this rule and to impose penalties for its  
violation is vested in the University Committee on Student

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<sup>1</sup> Cornell University Trustee Proceedings and Reports, 1924-25,  
November 1, 1924, p. 973.

<sup>2</sup> Cornell University Trustee Proceedings and Reports, 1924-25,  
April 4, 1925, p. 1033.

Affairs. The rule is considered as applicable at all times, in all places, to all students of the University if, in the opinion of the Committee on Student Affairs, his presence is not conducive to the University's best interests."<sup>1</sup>

Policy with regard to permitting members of the University academic staff to attend classes in the Summer Session received official attention for the first time in 1926. In June of that year the Board of Trustees approved a recommendation from the Administrative Board of the Summer Session:

"That a member of the instructing staff of the University be admitted as a visitor, without charge, to a course given in the Summer Session provided, (1) the professor in charge of the course makes a written statement that the facilities for giving the course will not be overtaxed; (2) under no circumstances, either at the close of the Summer Session or at any future time, shall residence credit be given for such attendance on a course as a visitor."<sup>2</sup>

Further potential for fragmentation or, in some cases, proliferation of the resources of the University for administration of summer instruction took place in the two years 1927 and 1928. The first of these developments, three in number, occurred in 1927 following the formation of a new Division of the University structure identified as the 'University Division of Education' as authorized by the Board of Trustees in February, 1926. The printed Announcement of the Summer Session for 1927 devoted separate identity and space to a summer program of the new Division of the same manner as for other programs such as the Summer School of Biology and the Summer School of Agriculture. An Administrative Committee was identified which included George Alan Works, Chairman of the new Division, and Riverda H. Jordan.<sup>3</sup> Works also was head of the Department of Rural Education in the College of Agriculture and Jordan held a comparable position in the Department of Education in the College of Arts and Sciences. To lend further complexity to the situation, Works was in

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<sup>1</sup>Summer Session Announcement, 1925, p. 12.

<sup>2</sup>Cornell University Trustee Proceedings and Reports, 1925-26, June 14, 1926, p. 1404.

<sup>3</sup>Announcement of the 1927 Summer Session, p. 48.



charge of the Agriculture Summer School and Jordan was director of the University Summer Session in his capacity as Chairman of the Administrative Board of the Summer Session of which Works also was a member.

The 'Staff of Instruction' for the 'Division of Education' summer program was listed, followed by the list and description of courses. Two paragraphs of general information about the program reveal in the first instance the background of the Division, and in the second the complication encountered in charging tuition:

"The formation of a University Division of Education at Cornell University was authorized by action of the Trustees on February 6, 1926. The Division has been formed by the affiliation of the Department of Education in the College of Arts and Sciences and the Department of Rural Education in the New York State College of Agriculture. This action did not discontinue the two departments but was designed to provide for a fuller coordination of their efforts than had previously existed. Each department maintains its autonomy and continues to perform such functions as are of primary concern to its college."<sup>1</sup>

"The charge for tuition in the Summer Session, regardless of the number of courses taken, is fifty dollars. Tuition in the Summer School of Agriculture is free to residents of the State of New York, who are, however, required to pay an incidental fee of ten dollars. Courses offered in the Division of Education are open to all students who pay the full tuition fee. Courses marked with an asterisk [those offered by the College of Arts and Sciences] may be taken only by students who pay the full tuition fee. Courses not so designated [those offered by the College of Agriculture] are open to residents of the State of New York who pay the incidental fee charged by the Summer School of Agriculture."<sup>2</sup>

This diversion of the organization and administration of summer instruction was not repeated the following summer which witnessed the return of all courses and staff under the headings of their respective summer programs. This lapse, however, was temporary as will be reported later (see p. 134).

The second development of this period was the creation of the

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<sup>1</sup>Ibid., p. 48.

<sup>2</sup>Ibid., p. 49.

Summer School of Home Economics in 1928. This followed the establishment of the New York State College of Home Economics at Cornell in the spring term of the 1924-25 school year. The nucleus for the new College had been the staff and courses of the Department of Home Economics formerly in the State College of Agriculture. With this earlier background of experience as part of a State-supported unit both during the regular school year and in the Summer School of Agriculture, the initiation of a Summer School of Home Economics was accomplished with much less strain upon relationships with the Summer Session than had been the case with the Summer School of Agriculture.

Two summers elapsed between the date of establishment of the College and the start of its own Summer School. During this time the summer instruction in Home Economics continued to be offered in the Agriculture Summer School even though the College was receiving State appropriations upon authorization of the Board of Trustees. Also, the budget for instruction and the appointment of staff for each of the two summers was approved by the Board in the name of the College of Home Economics.

It is significant to recall at this point that the establishment of the State College of Agriculture brought about the creation of a 'College of Agriculture Council' as the agency of the College in its relationships with the Board of Trustees of the University. For example, the Council made recommendations to the Board on behalf of the College for appropriations, appointment of staff, and other matters requiring Board action.<sup>1</sup> With the establishment of the Home Economics College the name of the Council was changed to the 'State College Council' to embrace both Colleges rather than setting up a separate agency.

The legislation by which this change was made is significant in terms of clarifying the relationships established between the private and public sectors of the University, including the administration of the respective summer programs.

"27. By the concurrent vote of a majority of the total membership of the Board, Article XI of the Statutes was amended to provide for one council to have charge of the

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<sup>1</sup>Earliest Council action relating to Summer Session is reported on pp. 94 and 95.

administration of the New York State College of Agriculture, the New York State Veterinary College, the New York State College of Home Economics and the Agricultural Experiment Stations as follows:

#### "THE STATE COLLEGES

"The administration of the affairs of the New York State College of Agriculture, the New York State Veterinary College, the New York State College of Home Economics and the Agricultural Experiment Stations shall be under the control of the State College Council consisting of the President of the University, who shall be ex-officio chairman; the five trustees appointed by the Governor; the president of the State Agricultural Society; the Commissioner of Agriculture; the Commissioner of Education; the trustee elected by the State Grange; two trustees to be appointed by the Board of Trustees, one of whom shall be one of the trustees elected by the alumni; the deans of the respective state colleges; the director of experiment stations; and four professors, heads of departments, two from the faculty of the College of Agriculture and one each from the Colleges of Home Economics and the Veterinary College to be elected by the respective faculties of said colleges for the term of one year. The Comptroller of the University shall be expected to be present at the meetings of the council and take part in its deliberations, and the Secretary of the Board of Trustees shall act as secretary of the council.

This council in an advisory way and subject to the approval of the Board of Trustees shall have general supervision of the work of the State Colleges and Experiment Stations, the expenditure of their funds and all other matters pertaining to said colleges or experiment station. Said council shall hold four regular meetings each year and as many special meetings as may be deemed necessary. When practicable one of its regular meetings shall be held at the same place as, and as short a time as convenient before, each of the regular meetings of the Board of Trustees. It shall prepare each year for each institution a budget or detailed statement of the moneys to be expended in carrying on the work of said institution during the then ensuing year; which budget, however, shall not become effective unless and until approved by the Board of Trustees; and no liability or expense shall be incurred in excess of the amount duly appropriated or authorized. Said council shall have the management of such lands as may be designated by the Board of Trustees for the use of the colleges and Experiment Stations.

In making appointments in the State Colleges or in the Experiment Stations the University assumes no responsibility for salaries in excess of appropriations received from time to time from the State of New York or the Federal Government for the maintenance of said institutions and in notifying appointees



the Secretary of the Board of Trustees shall call their attention to this section.

The dean of each college or the director of the Experiment Stations is authorized to make purchases for the institution under his immediate supervision and its departments to the amount appropriated by the Board of Trustees and to the amount of receipts from circulating funds, but no purchase shall be made or indebtedness created in the name of the college in excess of the amount duly appropriated and authorized.

28. The faculty members of the existing Agricultural College Council and Veterinary College Council, unless changed by the faculties of their respective colleges are to continue as members of the new council until the end of the term for which they were elected, and the faculty of the College of Home Economics shall select one of its number as a member of this council. The two members of the Board of Trustees elected to the council were requested to act as members of the new council until the end of the present academic year."<sup>1</sup>

The 1928 Summer Session Announcement recognized the first Summer School of Home Economics in a manner identical with that accorded the Summer School of Agriculture. Preceding the separate identification of the two Schools and the listing of the staff and course program of each was a section in the Announcement under the heading 'New York State Summer Session'.<sup>2</sup> The list of 'Officers' responsible for this combination of the two Schools was named followed by items of general information for students having to do with 'Admission', 'Tuition and Fees', application of credit, and 'Directions for Registration'. There was frequent reference to the general information about the University Summer Session printed in the front of the Announcement.

The list of 'Officers' for the newly designated 'New York State Summer Session' is quoted to reflect the manner in which the two Summer Schools were administered:

"Livingston Farrand, President of the University  
Albert R. Mann, Dean of the Colleges of Agriculture and Home  
Economics.  
Rolland M. Stewart, Prof. of Rural Education and Director of  
the New York Summer Session.

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<sup>1</sup>Cornell University Trustee Proceedings and Reports, 1924-25, April 25, 1925, pp. 1089-1090.

<sup>2</sup>Summer Session Announcement, 1928, p. 57.

Cornelius Betten, Director of Resident Instruction in the Colleges of Agriculture and Home Economics.  
 Martha Van Rensselaer, Joint Director of the College of Home Economics.  
 Flora Rose, Joint Director of the College of Home Economics.  
 Olin W. Smith, Secretary of the Colleges of Agriculture and Home Economics.  
 Ellen Fitchen, Secretary in the College of Home Economics."<sup>1</sup>

President Farrand and Rolland M. Stewart were the only members of this list to appear among the 'Officers' listed for the University Summer Session of that year. Stewart was included as a member of the Administrative Board of the Summer Session, thus implying the probability of some degree of jurisdiction accorded the Board over the State Summer Schools.

The third new development referred to on page 127 was the establishment of the Summer School in Hotel Administration in 1928. Its origin was unique in that a single department of a College asked for and received approval to start a Summer School. All the more unusual is the fact that this occurred in the same year that the parent College, Home Economics, was starting its own Summer School. Approval of a Hotel Summer School was requested by Dean Mann (Dean of both State Colleges). The action of the Board of Trustees in approving the Dean's recommendation stated: "23. Upon recommendation of Dean Mann the establishment of a Summer School in Hotel Administration with two terms of three weeks each on the understanding that such school would be self supporting, was approved."<sup>2</sup>

The lateness in the spring of this action precluded the possibility of any reference to the Hotel School in the Summer Session Announcement in 1928 but it received the same manner of recognition as the Summer Schools of Agriculture and Home Economics the following summer. However, it had its own printed announcement from which the following is quoted to record its origin as a program which was to persist until the present.

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<sup>1</sup>Ibid., p. 57.

<sup>2</sup>Cornell University Trustee Proceedings and Reports, 1927-28, Committee on General Administration, April 7, 1928, p. 1750.

"In 1922 Cornell University established, with the cooperation and financial assistance of the American Hotel Association, a four-year course in Hotel Administration planned for high school graduates expecting to go into administrative work in the hotel business. The graduates and students have been highly successful in the practical application of their fundamental training and the Cornell course has won universal approval in the hotel industry. So general has been its recognition among hotel people that many who cannot take a four-year university course, have asked that some at least of the advantages of the formal training Cornell can supply be made available for them through shorter courses with less formal entrance requirements.

"To meet their needs the University is offering during the summer of 1928 the short courses in elementary hotel subjects described in detail on the following pages. For the convenience of those regularly engaged in hotel work, the courses are arranged in units three weeks long.

"The regular summer session of six weeks is divided into two parts, or half-sessions, each running for three weeks. The first half-session is devoted to elementary work, the second to more advanced studies. This arrangement permits the man who can get away from his job only three weeks to get a complete unit course, although the better plan, of course, is to come for six weeks if possible, and get the preliminary and advanced work consecutively in one summer. Instruction is offered in three subjects, food preparation, accounting, and engineering, with one elementary and one advanced course in each."<sup>1</sup>

A footnote to the first page of the Announcement provided the following information: "The Summer School in Hotel Administration is organized as a unit under the administration of the New York State Summer Session, financially separate and self supporting."<sup>2</sup>

Under the heading of 'Expenses,' tuition was set at \$30 for each three-week course, with an additional fee of \$2 for the use of Willard Straight Hall facilities.

For further information and application blanks persons were advised to apply to the Secretary, Olin W. Smith or to Professor Howard B. Meek, Ithaca, N. Y. Smith was Secretary of the Colleges of Agriculture and Home Economics and Meek was Head of the Department of Hotel Administration

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<sup>1</sup> Announcement, Summer School of Hotel Administration, 1928

<sup>2</sup> Ibid.



in the Home Economics College.

By this time in the history of the Cornell Summer Session the administration of summer programs was tending to accelerate in complexity and with no apparent consistency in organization. The Announcements of 1929 and 1930 included, in addition to major space and attention given to the University Summer Session under the direction of its Administrative Board, identification of the following separate programs: (1) a single page reference to the Summer Session of the Law School, of eleven weeks divided into two terms, with no indication of any administrative relationship with any other program; (2) the Summer School of Biology, described as being "under the auspices of the New York State Summer Session [School] at Cornell University and the Summer Session of Cornell University," drawing its faculty and courses from both private and public sources; (3) the New York State Summer Session [School] at Cornell University, with its own staff of officers having direct responsibility for the Summer School of Agriculture, the Summer School of Home Economics, the Summer Courses (School) in Hotel Administration, and a shared responsibility for the Summer School in Biology. In this third category the latter two programs had no financial support from the State and therefore offered no free tuition privilege.

Bearing in mind that along with this fragmentation or proliferation of administrative responsibility each of these programs had its own budget to be administered, course program to be planned and organized, and its own faculty to be recruited and appointed, what further evidence would be needed to support an assertion that nowhere could a more complex Summer Session be found than at Cornell? Yet, still another diversion was attempted. It was the revival of the summer program of the Division of Education but under different auspices and other label than before.

The earlier program in 1927 operated for only one summer even though the Division of Education continued to function until 1931 (see p. 128). At that time the University Faculty sought to replace the Division with a "Graduate School of Education." The following recorded action of the Administrative Committee of the Board of Trustees accounts for the change:

"8. It was voted to recommend that the Board of Trustees approve the recommendation of the University Faculty at its meeting held on March 11th that the Division of Education

(co-ordinating the Department of Education in the College of Arts and Sciences and the Department of Rural Education in the College of Agriculture) be constituted a Graduate School of Education."<sup>1</sup>

The Trustees approved the recommendation in their meeting of April 25, 1931.<sup>2</sup>

In the summer of 1932, in conformity with the newly created unit of the University, the Summer Session Announcement included a nine-page announcement of the new School's summer program. A staff of officers was listed consisting of:

Livingston Farrand, President of the University.  
 Albert Russel Mann, Provost of the University.  
 Julian Edward Butterworth, Director of the Graduate School of Education.  
 Riverda Harding Jordan, Chairman of the Summer Session.  
 Rolland Maclaren Stewart, Director of the New York State Summer Session [School] at Cornell University.

Following the listing of the Staff of Instruction was this brief paragraph preceding the list of courses.

"The Graduate School of Education is composed of the Department of Education in the School of Arts and Sciences and the Department of Rural Education in the College of Agriculture. The Department of Education functions as part of the University Summer Session and the Department of Rural Education is organized under the New York State Summer Session [School]. Tuition fees are charged in accordance with the scale explained on page 14."<sup>3</sup>

The page reference was to the section on 'Tuition' of the Announcement for the 41st Summer Session. This stated the tuition to be \$60 with special provisions for students in the Graduate School and those registering for any of the undergraduate courses in the New York State Summer Session (the Summer Schools of Agriculture and Home Economics).

It is significant in the light of action to be initiated two years later (see p. 145) that those members of the Staff for the Graduate School of Education summer program from the Staff of the Department of

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<sup>1</sup>Cornell University Trustee Proceedings and Reports, 1930-31, p. 103.

<sup>2</sup>Ibid., p. 198.

<sup>3</sup>Announcement of the Forty-first Summer Session, 1932, pp. 50-59.

Rural Education in the College of Agriculture were listed alphabetically within the staff of each of the three separate sessions - the University Summer Session, the Graduate School of Education session, and the Summer School of Agriculture.

One of the more common generalizations about the nature of summer sessions in their relation to the academic terms of colleges and universities is that they provide abundant and appropriate opportunity for experimentation and trial in many directions. The experience just reported of the summer programs of the Division of Education and later the Graduate School of Education seems to be a case in point but demonstrating as it did that proliferation can be overdone. The separate summer program of the Graduate School of Education was discontinued after the summer of 1934 and its predecessor, the Division of Education program, had lasted only one year.

Before concluding the account of this twenty-four year period, 1921-1934 - in which the Summer Session was confronted with a variety of developments to which adjustments were continually being made, there was a number of changes among routine items of administration and policy which should be noted. These will be reported for the most part in chronological sequence.

For the summer of 1926 the facilities of Willard Straight Hall became available to Summer Session students for the first time. The catalogue announcement for that summer carried the following statement: "All privileges of Willard Straight Hall, the social center of the University, are open to Summer Session students, both men and women, as during the regular college year. In accordance with the regular procedure, a fee of \$2 is required of all summer registrants, payable at the time of the regular tuition fee."<sup>1</sup>

Willard Straight Hall had opened its doors to students for the first time in the academic year 1925-26. The 'regular procedure' referred to was stated in the legislation of the Board of Trustees: "It is resolved, That a Willard Straight Hall fee of \$4 a term payable at the beginning of each term be required of every student at Ithaca, except those registered

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<sup>1</sup> Summer Session Announcement, 1926, p. 18.



in the Graduate School."<sup>1</sup>

The summer fee, later to become known as a membership fee was increased to \$3 beginning with the summer of 1930 and marked the beginning of the escalation of a charge which later became part of a general administrative fee. This fee became a factor later in unifying the Cornell Summer Session. It should be noted in this connection that an 'incidental' fee was being charged at this time to students registered in either the New York State Summer Session or the Summer School of Biology. The amount was \$10 for those who paid no tuition but was included in the regular tuition charge for those not receiving free tuition. This administrative fee also was included in the tuition arrangement for students in the Graduate School. Presumably then, as later, administrative fees were credited to a University account other than that of the Summer Session from which in turn they were disbursed for the services rendered. This \$10 charge was increased to \$20 in 1933.

A change in the membership of the Administrative Board of the Summer Session took place in 1927, initiated indirectly by a communication to the Board of Trustees from the State College Council. The relevant items reported in the communication and approved by the Trustees were:

"6. The resignation of George A. Works as Professor of Rural Education and head of the Department, and as Director of Summer School of Agriculture and Home Economics, effective June 30, 1927, was reported." and

"10. It was recommended that R. M. Stewart, Professor of Rural Education, be appointed Director of the Summer School of Agriculture and Home Economics, effective July 1, 1927."<sup>2</sup>

By this action Stewart automatically replaced Works on the Administrative Board of the Summer Session, though too late to be listed in the 1927 Announcement. Works will be remembered as having been a prominent figure in the early development of the Summer School of Agriculture.

A significant change in the scheduling of selected courses in the

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<sup>1</sup>Cornell University Trustee Proceedings and Reports, 1924-25, April 25, 1925, p. 1091.

<sup>2</sup>Ibid., 1926-27, June 13, 1927, p. 1652.

Summer School of Agriculture was initiated in 1928. This innovation was identified in the Announcement as "Special Unit Courses" and consisted of courses offered by seven Departments of the College for periods ranging from one to three weeks in length and, in some cases, repeated in consecutive periods of the six-week session. Its significance rested in the fact that the practice continued on into more modern times. The reason for this variation in scheduling practice was stated in the announcement:

"Teachers of Agriculture, county agents, and other rural leaders find it difficult frequently to be away from their respective duties for six weeks. Owing to the large number of requests for courses of less than six weeks duration, a group of courses is offered for the convenience of these workers."<sup>1</sup>

A second increase in the tuition rate since 1920 was authorized in 1929 to take effect for the Summer Session of 1930. The rate was \$40 in 1920, increased to \$50 in 1925, and now to \$60 for a summer's study regardless of the number of courses taken. The detail with which the subject of tuition had to be dealt with in announcing the increase reveals the complexity of assessing tuition charges at the time. For this reason the statement in the 1930 Announcement is quoted in full. It includes a revision of the manner of application to students in the Graduate School who, by the way, were becoming more numerous each year in the Summer Session.

"The charge for tuition in the Summer Session of the University is sixty dollars. In the Summer Session of the Law School it is one hundred thirty-five dollars for the whole session of eleven weeks, or seventy dollars for one term of five and one-half weeks.

"Students in the Graduate School are required to pay fees as follows:

"An administration fee of \$12.50 for each term of the academic year.

"A tuition fee of \$75.00 for the academic year (\$37.50 each term).

"If taking work in any of the summer courses all students must register both in the Graduate School and in such summer

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<sup>1</sup>Summer Session Announcement, 1938, p. 77.

course or courses, and pay a tuition fee equal to that of the University Summer Session.

"No student shall receive the master's degree who has not paid tuition equivalent at least to one academic year, during the academic year, or summer courses, or both; and no one shall receive the doctor's degree who has not paid tuition for the equivalent of at least three academic years, unless one or more of the years spent in study for the doctor's degree shall have been spent in approved graduate study at another university - but in any event at least the equivalent of one academic year's tuition must be paid while in graduate study at the University.

"Any student of the Graduate School who has completed the requirements of residence for the degree for which he is a candidate, whose studies have been satisfactory to the Faculty as evidenced by a certificate to that effect signed by the Dean of the Graduate School, and who during that time has satisfied the requirements as to tuition fees, is, on paying the regular administration fees of each subsequent term or summer course exempt from the further payment of tuition fees for a period not to exceed one academic year, or the equivalent four summer courses.

"To those entitled to exemption from summer course tuition fees, an administration fee of \$6.25 for each summer's work is charged.

"If registered during the summer under Personal Direction students are required to register with the Registrar as well as in the Graduate School and to pay an administration fee of \$10.00.

"If registered under Personal Direction, a student in the Graduate School who is not exempt from summer course fees, may be permitted, upon joint approval of the Professor directing his work and the Chairman or Director of any of the summer courses, to take one or more subjects in any of such courses upon the payment of such part of the regular tuition fees (pro rate or otherwise) as may be determined by the administrative board of the particular summer course."<sup>1</sup>

Parts of this statement referred to the establishment of policy for relations between the Summer Session and the Graduate School which were to endure in principle though subject later to modification of specific items.

A separate section of the statement under 'Tuition' applied only

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<sup>1</sup> Summer Session Announcement, 1930, pp. 14 and 15.



to students in the New York State Summer Session:

"Tuition in any of the undergraduate courses of the Summer School of Agriculture and of the Summer School of Home Economics is free to admitted students who are residents of the State of New York and who have been residents for at least one year immediately preceding registration. An incidental fee of ten dollars is, however, charged to all students for admission. Students from outside the State of New York, whether they take one subject or more are required to pay sixty dollars, in which is included the incidental fee.

"Free tuition does not include instruction in the Summer School of Biology or any instruction outside the College of Agriculture and the College of Home Economics, nor are students receiving free tuition permitted to attend classes outside the College of Agriculture and the College of Home Economics.

"Graduate students who register in the New York State Summer Session as candidates for advanced degrees are required to pay the regular tuition fee of sixty dollars. If they have not previously matriculated in Cornell University, they must also pay a matriculation fee of ten dollars."<sup>1</sup>

An unusual feature of the 1931 Summer Session program was planned by the Department of Geography and Geology as a post-session 'Field trip'. As regular methods of instruction, this Department consistently had made use each summer of field trips and excursions, both local and to points sufficiently remote to require the scheduling of full days and even weekends devoted to them. But this post-session feature varied sufficiently from past practice that Board of Trustee approval was sought for scheduling it. The text of the action taken is self-explanatory.

"32. Approval was granted to a two week's field trip in Geology to be a part of the Summer Session and to follow the close of the 1931 Summer Session. The fee for the trip covering tuition, traveling and maintenance expense is to be \$160.00 for each individual. Professor O. D. VonEngln was appointed as Director in charge at a salary not to exceed \$375.00 and D. W. Trainer as Assistant at a salary not to exceed \$200.00, it being understood that the trip is self-supporting and that these salaries may be scaled down to come within the total amount of fees collected. Fees for the trip are to be collected through the Treasurer's Office in the same manner as all other fees of the University."<sup>2</sup>

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<sup>1</sup> Ibid., p. 16.

<sup>2</sup> Cornell University Trustee Proceedings and Reports, 1930-31, Jan. 13, 1931, p. 74.

The trip was described in the Summer Session Announcement under its own course number and title - 'Geography and Geology of the Adirondacks, the Thousand Islands, Quebec, the St. Lawrence Valley, the Helderberg Mountains'. It carried 2 hours of credit and was scheduled for August 15 to August 28. Transportation was by auto-bus with a cost to students of \$160 including tuition of \$60.

One other feature of the offerings in Geology was the Summer Field School in Geology conducted each summer near Tyrone in Central Pennsylvania. This Field School was scheduled for a six-week period which opened three weeks ahead of the on-campus program. Students could earn 6 hours of credit. In 1931 the cost was \$60 for tuition plus an estimated living expense of \$150.

These two features of the course program in Geography and Geology, in addition to their uniqueness are noteworthy as precedents of program features in later Cornell Summer Sessions.

The practice of charging an 'Automobile Permit' fee was started in the summer of 1932. The statement in the Announcement read: "Any student wishing to operate an automobile during the Summer Session must at the time of registration secure an official permit. For issuing permits an officer of the University will be present in the registration room. The fee is one dollar."<sup>1</sup>

The fee was increased by one dollar in 1934 for any student who wished to have the privilege of parking his car on campus. A further modification of this regulation occurred in 1935 which more nearly approximated a continuing practice over succeeding years. Under the heading 'Automobile Registration and Parking', the statement read:

"Because of the local traffic and parking conditions it is necessary to require registration of both motor vehicles and their drivers during the Summer Session, as well as during the academic year. Each student who maintains or operates a motor vehicle in or about Ithaca during the Summer Session must register with the Committee on Traffic Control at the time of registration for courses. He will at the same time register the motor vehicle which he proposes to drive. The joint fee for these registrations is \$.50."<sup>2</sup>

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<sup>1</sup>Summer Session Announcement, 1932, p. 2.

<sup>2</sup>Ibid., 1935, p. 17.

The 'incidental' fee charged all students in the New York State Summer Session who were receiving free tuition was increased in 1933 to \$20. For all others registered in the State Summer Session the fee was included in the \$60 tuition they were required to pay.

The depression of the early Thirties had an adverse effect on Summer Session enrollment. The tabular record below, prepared for annual reports to the President of the University by the Chairman of the Administrative Board, tells the factual story.

<u>Year</u>	<u>1931</u>	<u>1932</u>	<u>1933</u>	<u>1934</u>
Enrollment in:				
University Summer Session	1458	1123	976	1064
Summer School of Agriculture	995	995	734	912
Total (less double registrations)	2344	1919	1464	1655
Summer School of Biology	181	168	185	174

The Director's annual report of the 1932 Summer Session deals with the effects of the depression at some length and is quoted here in part:

"In common with nearly all of the larger Summer Sessions of the United States the effect of the economic depression was shown in the enrollment at Cornell. In all departments offering Summer Session work the total registration was 1951 as against a total of the session of 1931 of 2440 and of 1930 of 2385. The decrease of 489 students was almost exactly 20% of the 1931 enrollment and this figure seems to be approximately the percentage of decrease in other institutions such as Columbia University, the University of Michigan, and other comparable institutions. As would naturally be expected the effect of the economic conditions of the country was felt in the Summer Session of the endowed colleges where the higher tuition charges played a considerable part. The registration exclusive of Law in these colleges was 1123 as against 1458 for 1931 and the Summer Session of Law on account of its changed policy registered only 32 as against 96 for 1931. The New York State Summer Sessions [Schools] registered 995 students, exactly the same as for 1931. There was, however, an increase in the number of students carrying work both in the Summer Session and the New York State Summer Sessions [Schools], this number increasing from 109 for 1931 to 199 for 1932. This, of course, means a corresponding decrease of revenue for the Summer Session since double registration means a division of fees between the two divisions. The decrease in the Summer Session was most marked in the undergraduate enrollment, following the general tendency of recent years, but being very marked on account of the economic depression. Undergraduates of Cornell and of other institutions



fell from 459 in 1931 to 326 for 1932 in the endowed Summer Session. There was also a falling off in the number of teachers in attendance from 617 in 1931 to 518 in 1932. There was a very slight falling off in the total number of graduate students registered in the entire University from 588 for 1931 to 558 in 1932. The number of graduate students in the Summer Session alone dropped from 396 to 280. The number of graduate students in the New York State Summer Sessions [Schools] increased from 106 to 160. The number of graduate students in both sessions increased from 87 to 118. There was an actual increase in the number of graduate students registered in Education and it should be noted here that the total registration in the general Summer Session in Education compared favorably with that of previous years. Going back to 1928, the last year before the economic depression, there were 187 different students taking courses in Education this year as against 185 for 1928. The number of students holding Cornell degrees decreased from 119 to 109 and the number holding degrees from other institutions decreased from 455 to 437. Students holding normal school diplomas on the other hand increased from 80 for 1931 to 89 for 1932. The falling off in women teachers registered was very much more marked than for men, dropping from 352 to 285 in 1932. The number of men teachers in attendance in 1930 was only 200, a record number, so that in total of men teachers, our registration was next to the highest of any year to date. The fact that the New York State Summer Sessions [Schools] are holding their own is in large part due to the economic depression since many students who otherwise would take work in the general Summer Session can find offerings sufficiently acceptable in the State Sessions [Schools] thus saving the tuition fees of the general Summer Session. At this time when we find Summer Session students are counting every dollar the differential of \$50 between the two sessions is an item of considerable moment to the student.

"The falling off in numbers of Summer Session students was accompanied by an advance in personnel. It seems to be universally agreed by all instructors that the tone of the session was notably higher than ever before. This tendency toward greater earnestness has been marked in recent Summer Sessions, but certainly reached a new level in 1932. There were almost no students present who had any other purpose in attendance than that of getting most from their instruction in return for the financial outlay. In this respect the economic situation has proved extremely valuable.

". . . . . [omission of irrelevant material.]

"Your Chairman wishes to commend the highly cooperative spirit shown by Professor Butterworth of the Graduate School of Education in planning the offering in that field. The need for unification of the offerings and resources of the two Departments of Education has created some very difficult and vexing problems. The most serious of these grows out of the differential in tuition as between the two Summer Sessions on this campus; while this

differential is not a factor of extremely great importance with regard to students regularly registered for graduate degrees it does involve some serious questions of policy with regard to teachers who are non-candidates for degrees and who have a tendency to embrace the opportunity to register in Education courses offered jointly by both Departments through enrollment in the State Summer Sessions [Schools], thereby avoiding the fees of the general Summer Session. Very careful analysis of the joint courses in which both sessions share the expense have been made by Director Butterworth and your Chairman and it still is a mooted question as to the extent to which the Summer Session is affected adversely by such offerings. The welfare of the Graduate School of Education is involved to such an extent that it may be a wise decision in the light of the future welfare of the Graduate School of Education for the Summer Session to make some concessions in the direction of the greater unity. The very low student hour cost of instruction in Education as compared with other fields in the Summer Session is an argument in this direction. The greatest assistance to the Summer Session in the whole present situation would be the establishment of a higher rate of tuition in the New York State Summer Sessions [Schools], which would relieve us of many embarrassments under the prevailing system. This matter has been discussed by a general committee during the past year and will doubtless arise for further consideration before all plans are matured for the summer of 1933.

In general it should be said that the falling off in registration for 1932, and the extremely problematic conditions facing both the entire country and Cornell University, means that drastic measures for retrenchment will have to be made in planning the session of 1933. Such recommendations will be embodied in the report of the Administrative Board of the Summer Session in presenting plans for the new budget. These plans will depend in part on the measures to be employed in other institutions of our rank which plans will be discussed at the annual meeting of Summer Session Directors to be held in Ann Arbor this week. Your Chairman plans to attend this meeting and expects there to obtain a clearer understanding of the situation nationally than is now possible.

"It should be noted in passing that your Chairman acted as President of the Association of Summer Session Directors in its meeting held last October at the University of Virginia.

"In closing it should be noted that of the 1932 budget allowed by the Board of Trustees about \$2000 still remains unexpended. Your Board is extremely gratified at this showing and wishes to take this opportunity of expressing to you personally its sincere appreciation of your support in securing the budget allotment for 1932 as well as in all other matters concerning the session."<sup>1</sup>

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<sup>1</sup> Presidents Reports, 1930-1935, Appendix XIV, pp. lv, lvi, and lvii.

In addition to the reference in the report to the effects of the economic depression note should be taken of the plea for greater equality of tuition charges assessed students in the public and privately supported units of the total summer program. Also, the reference to the Association of Summer Session Directors as a source of aid to its members bears notice (see pp. 112-114).

One probable effect of the decreased enrollment during the depression years is found in the action of the Board of Trustees in approving the budget for the Summer Session of 1934:

"18. Upon recommendation of the Administrative Board of the Summer Session an appropriation of \$48,000 or so much thereof as may be necessary was made for the expenses of the 1934 Summer Session and the present salary scale of the instructing staff was reduced for the 1934 Session to the following: Full Professors \$650, Assistant Professors \$500, Instructors \$300 to \$350, and Assistants \$100 to \$125."<sup>1</sup>

The prior salary scale was not identified nor was there ascertained how long it had been in effect. It is obvious that the previous scale intervened between the last quoted in this report (see p. 116) and the one above. Two items are noteworthy - this was the first time that a salary scale included recognition of the category 'Teaching Assistants', and it marked the first reduction in salaries.

The summer of 1934 was the last for which Riverda H. Jordan served as Chairman of the Administrative Board of the Summer Session, a position he had held as chief administrative officer (director) since October, 1923. He was replaced in June of 1934 but continued in charge of the 1934 Session. The legislation of the Board of Trustees which brought about the change is quoted:

"28. Loren C. Petry, Professor of Botany, was elected Director of the Cornell University Summer School [sic], at a salary of \$2,000 a year, effective July 1st, 1934, his responsibilities to begin with preparations for the Summer Session of 1935, but not for the supervision of the Summer Session of 1934."<sup>2</sup>

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<sup>1</sup> Cornell University Trustee Proceedings and Reports, 1933-34, November 11, 1933, p. 936.

<sup>2</sup> Ibid., 1933-34, June 18, 1934, p. 1154.



It was an action of the University Faculty in 1934 which signalled the end of this 14-year period in the history of the Summer Session. As transmitted to the Board of Trustees by the President, the action stated:

"The University Faculty recommends to the Board of Trustees that the Statutes of the University be amended so as to establish a single summer school under the following provisions:

1. There shall be conducted in the University under the general supervision of the University Faculty, a Summer School to be designated

The Cornell University Summer School [Session]  
University and State Summer Sessions [Schools]

2. The executive officer of the Summer School [Session] shall be a Director responsible to the President and appointed upon recommendation of the President.
3. To provide representation and to promote unification of the varied interests involved there shall be an administrative board of the Summer School [Session] with the Director as chairman, and including the Dean of the Graduate School and at least four other members of the University Faculty to be appointed by the President.
4. The Director of the Summer School [Session] shall be responsible, under the President, for the general administration of the Summer School [Session]. He shall annually present to the President a budget for the entire enterprise, this budget to bear the approval of the Dean, or the Deans, of the New York State Colleges in the University in so far as the use of State funds is involved or requests for State support are contemplated.

"This recommendation of the University Faculty was approved and the necessary amendment of the statutes authorized."<sup>1</sup>

How far in advance of 1934 this recommendation had been in the making is not known but it may have dated back to or even beyond the resolution of the Professor of Law, approved in the Faculty meeting of October 15, 1924, to investigate the need for changes relating in any way to the Summer Session (see p. 125). A committee had been appointed to consider the question but no evidence of its report was found prior to 1934. At any rate it is not surprising that this action in 1934 was taken to bring

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<sup>1</sup>Ibid., p. 1154.

to an end this period of continuous and varied diversification in the administration and organization of summer instruction at Cornell. The wonder is that it had not taken place earlier.

**CORNELL UNIVERSITY**  
**PHYSICAL AND HEALTH EDUCATION**  
**for**  
**MEN AND WOMEN**  
**in the**  
**SUMMER SESSION OF 1926**  
**July 3 to August 13**  
**Ithaca, New York**



Courses in Physical and Health Education were offered in the first Summer Session (1892) and intermittently until 1912 when it became an annual feature through 1949. Pictured above is the cover page of a special four-page announcement issued in 1926.

## CONSOLIDATION BEGINS

1935-1945

The need for and process of adjustment to diversity in the organization and administration of summer instruction in Cornell did not terminate with the end of the preceding two periods (34 years) of its history. But it can be claimed that a pattern for adjustment had been achieved which would serve to guide a trend toward consolidation both of program and of administration. This was evidenced in the action of the University Faculty, supported by the Board of Trustees in its meeting of June 18, 1934, reported on pages 145 and 146.

Immediately following the conclusion of the 1934 session further official actions set the stage for moving in the direction of consolidation. The first of these was to approve a recommendation from President Farrand which would strengthen the position of the Director in unifying the summer program:

"14. Upon recommendation of the President, it was voted that the salary of Professor L. C. Petry, Director of the Summer Session, be distributed 60% against the University appropriation for the Summer School [sic] in the endowed colleges and 40% against the Summer School funds in the State Colleges."<sup>1</sup>

The language of this action is better understood by recalling that the State Colleges still were receiving State appropriations for their summer programs and operating under their own budget of income and expenses. Sharing in the cost of the Director's salary implied recognition of his responsibility for administration of their summer programs.

There followed additional actions consistent with the trend toward unification rapidly getting underway. One concerned a uniform tuition to eliminate what had been a distinct difference in charges among major units of the University in the summer program. Because of the complexity

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<sup>1</sup> Cornell University Trustee Proceedings and Reports, 1934-35, October 6, 1934, p. 1179.



involved it is quoted:

"27. Upon recommendation of the Administrative Board of the Summer Session a uniform tuition fee of \$50 was made for all students in the Summer Session, provided, however,

(a) That students registered as candidates for degrees in the Graduate School before June 1, 1935, may pay fees in the summer schools for the summer sessions of 1935, 1936 and 1937 at the rates in effect in the Summer Session of 1934; and

(b) That Graduate students registered under personal direction, but not for residence credit, shall pay only an administrative fee of \$6.25.

"28. The necessary amendments to the Statutes and rules and Regulations of the University to cover the reorganization of the Summer Session and the tuition and fees to be charged therein are to be presented to the Board for consideration at its next meeting."<sup>1</sup>

The terms of the revised amendments to the Statutes as approved by the Board did not appear in the record until February 2, 1935, but still in time to become effective for the coming summer. The full text is quoted because it summarizes final and official approval of the recommendations of the University Faculty, the President, the Administrative Board of the Summer Session, and the Director to constitute the total of regulations under which this period in Summer Session history began operation. Though much of it was a restatement of past policy and regulations, the revised Article 14 became the basis of future developments.

"32. By concurrent vote of a majority of the total membership of the Board, Article XIV of the Statutes of the University was amended to read as follows:

'ARTICLE XIV. The Summer Session

'1. There shall be conducted in the University under the general supervision of the University Faculty a summer session to be designated

'The Cornell University Summer Session  
University and State Summer Schools'

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<sup>1</sup>Cornell University Trustee Proceedings and Reports, 1934-35, November 10, 1934, p. 1205.

'2. The objects of the Summer Session shall be to carry on the work of the Graduate School and of the several Colleges of the University during the summer; and in particular to furnish instruction to teachers, principals and other officers of high schools and academies, and to university students and others who are qualified to take such instruction. But said Summer Session shall not be used to prepare students for entering the University.

'3. Instruction in said session shall be of university grade and in general shall be entrusted to professors and not to the subordinate members of the faculty.

'4. The executive officer of the Summer Session shall be a Director responsible to the President and appointed by the Board of Trustees upon recommendation of the President.

'5. To provide representation and to promote unification of the varied interests involved there shall be an administrative board of the Summer Session with the Director as chairman, the Dean of the Graduate School, ex-officio, and at least four other members of the University Faculty to be appointed by the President.

'The Director and Administrative Board of the Summer Session shall be responsible for the management of such activities of the University as fall within the scope of the purposes stated in paragraph 2, and which are carried on during the summer.

'6. The Director of the Summer Session shall be responsible, under the President, for the general administration of the Summer Session. He shall annually present to the President a budget for the entire enterprise, this budget to bear the approval of the Dean, or Deans, of the New York State Colleges in the University in so far as the use of State funds is involved or requests for State support are contemplated.

'7. Appointments to the teaching staff shall be made by the Board of Trustees, or the Committee on General Administration, on the nomination of the President and at such rate of compensation as may be established by the Board. But no member of the instructing staff of Cornell University shall be, either directly or indirectly, required to teach during the Summer Session, and positions may be filled by the appointment of professors from other institutions, provided always that satisfactory arrangements shall be made regarding University property for which heads of departments are now held responsible.

'Paragraph (A) of Section 4 of Article XIX was amended by adding the words "or Summer Schools" as follows:

'(A) Students pursuing full, special, and short courses in the State Agricultural, Veterinary and Home Economics Colleges

(except those in the Graduate School or in the Course of Institution Management or Summer Schools), who at the beginning of the college year are and for at least twelve months prior thereto have been bona fide residents of the State of New York, shall be exempt from payment of tuition fees.

"33. Article IV of the Rules and Regulations of the University was amended to read as follows:

'The portion of Section 2 reading as follows: "For the Summer Session, sixty dollars; for the Summer School in Agriculture, sixty dollars;" was amended to read:

'For the Cornell University Summer Session, University and State Summer Schools, fifty dollars.

'Paragraph B of Section 5 was amended to read as follows:

'An administration fee of \$12.50 for each term of the academic year; and of \$6.25 for work under personal direction during the summer.

'Paragraph D of Section 5 was amended to read as follows:

'A tuition fee of \$75 for each term of the regular academic year and of \$50 for each summer session. Provided, however, that students registered as candidates for degrees in the Graduate School before June 1, 1935, may pay tuition and fees in the summer schools for the summer sessions of 1935, 1936 and 1937 at the rates in effect for the Summer Session of 1934.

'Section 5 of Article II of the Rules and Regulations was amended by changing the words "five hundred dollars" to "one thousand dollars."<sup>1</sup>

Two somewhat delayed actions of the Board of Trustees affecting the 1935 Summer Session merit attention as further evidence of the trend toward centralization of program administration. Incidentally, it should be noted that in each case the recommendation reached the Board without prior action of the University Faculty. This lack of faculty attention was becoming more frequent. Though receiving official approval late in the planning period, both became operative in the 1935 session.

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<sup>1</sup> Cornell University Trustee Proceedings and Reports, 1934-35, February 2, 1935, pp. 1233-1235. Paragraphs B and D of Section 5 referred to candidates for graduate degrees.



The first corrected what would have been an inequity for students who formerly were privileged to receive free tuition but were charged a fee payable to the Summer Session for services furnished without charge to tuition-paying students. "12. Upon recommendation of the Administrative Board of the Summer Session the Incidental Fee charged to students in the State Summer Schools who are residents of New York State was abolished."<sup>1</sup>

The second action affecting the administration of the 1935 session is noted here not so much for its significance in history as to illustrate how the diversity of the University continually was being reflected in Summer Session policy. The resolution is quoted as an example of the extent to which the Administration was expected to recognize minor differences within as well as between colleges.

"28. Upon recommendation of the President and the Director of the Summer Session it was

Resolved. That the Treasurer be authorized to remit Summer Session tuition fees to the amount of \$30 each to students regularly registered during the academic year in the New York State College of Agriculture, with major work in the Department of Floriculture and Ornamental Horticulture, and who, in lieu of farm practice requirement, are required to attend a summer session, and who are legally residents in the State of New York, upon recommendation of the Director of the Summer Session made under regulations to be prescribed by the Administrative Board approved by the Dean of the New York State College of Agriculture."<sup>2</sup>

There can be little doubt that the preceding actions, taken during the period of planning for the 1935 Summer Session, reflected in large measure the influence of Loren C. Petry, the newly appointed Director. In support of such assumption are the following background facts. (1) Petry had been identified with the Cornell Summer Session since 1918 when he became a visiting member of the instruction staff in Botany. (2) While obtaining this early experience with Summer Session at Cornell, he commuted from Syracuse University where he continued to serve simultaneously as Director of the Syracuse Summer Session. (3) After joining the Cornell Faculty full-time as a member of the Department of Botany in the State College of Agriculture in 1925, he taught regularly each

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<sup>1</sup> Ibid., April 27, 1935, p. 1351.

<sup>2</sup> Ibid., June 17, 1935, p. 1438.

summer in either the Summer Session, the Summer School of Agriculture, or in the Summer School of Biology, thereby gaining much insight for appraising the effects of diversity in the administration of summer instruction at Cornell. (4) His early appointment as Director in June, 1934, permitted two advantages - one, opportunity for intimate observance of the 1934 session which his predecessor continued to administer, and two, a full year in which to plan his first session. The fact that the appointment was made at a salary several times greater in amount than had been paid to any of his predecessors implied the advantage also of having been granted more time from his academic appointment (in Botany) to devote to summer session planning than had formerly been the case. This may well have been the first evidence of recognition on the part of the University Administration that Summer Session administration at Cornell was becoming something more than just a side-line to an otherwise full-time appointment. However, a long period was to elapse before such a change in policy was made more fully operative.

Reference was made earlier to the increasing frequency with which summer session policy was being made with less participation of the faculty of the University and/or the separate Colleges. Their participation was being replaced by more direct liaison of the Director and the Administrative Board with the President and the Trustees, even, in some cases, with only the President. Consequently, faculty records were becoming a less frequent resource for Summer Session history. In their absence greater reliance on information supplied in Summer Session Announcements becomes necessary as a resource.

This change becomes evident beginning with the Announcement for the 1935 Session, the 44th in sequence. Evidence of change in policy previously referred to appeared on the cover page in the heading - "Summer Session" with a sub-title of "University and State Summer Schools" (see p. 155). Consistent with this title and the legislated termination of the separate State Summer Schools of previous summers, one set of Officers for the Summer Session was named and a single staff of instruction was listed alphabetically identifying a joint faculty for the total program of courses without separation by college. The only identification to distinguish courses by their source as between the former University

Summer Session and the State Summer Schools was through the use of letters preceding course numbers. The letter 'S' preceded the number of each course furnished by the private section of the University; the letter 'A' identified College of Agriculture courses; and 'E' was used for Home Economics College courses. Even the School of Hotel Administration, though technically separate from the Summer Session administratively, had its courses listed in the back of the Announcement with the prefix 'H'.

The stated purpose of the 1935 Summer Session varied from the statements in the previous Announcements to emphasize further the unification of summer instruction being sought in the amended statutes (p. 149). It is quoted:

#### "OBJECT OF THE SUMMER SESSION

"The primary object of the Summer Session is to carry on the work of the several Schools and Colleges of the University during the summer vacation period. By doing this it provides the opportunities for almost uninterrupted work throughout the year to graduate and undergraduate students regularly enrolled in the University, and at the same time places the facilities of the University at the disposal of many persons who would otherwise be unable to use them. Instruction in the Summer Session is accordingly arranged to meet the particular need of several groups of students: graduate and under-graduate students enrolled in the regular year who wish to continue their work during the summer; teachers, principals and superintendents in public and private schools who wish to continue their professional training; professors and instructors in colleges, and teachers in schools who wish to carry on specialized work in their particular fields; students planning to enter the University who wish to complete entrance requirements, or obtain advanced credit at entrance; and other persons who may wish to take advantage of the summer months to further their education."<sup>1</sup>

One discrepancy in the statement is apparent, Whereas item 32, paragraph 2 of Article XIV (see p. 150) states that the Summer Session shall not be used to prepare students for entering the University, the statement above quite definitely invites attendance of "students planning to enter the University who wish to complete entrance requirements. . ."

Within the statement of "General Information" in the Announcement appeared for the first time a brief "History of the Summer Session." It is quoted for its reference to combining the formerly separate summer schools under the direction of a single administrative board.

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<sup>1</sup>Summer Session Announcement, 1935, p. 9.



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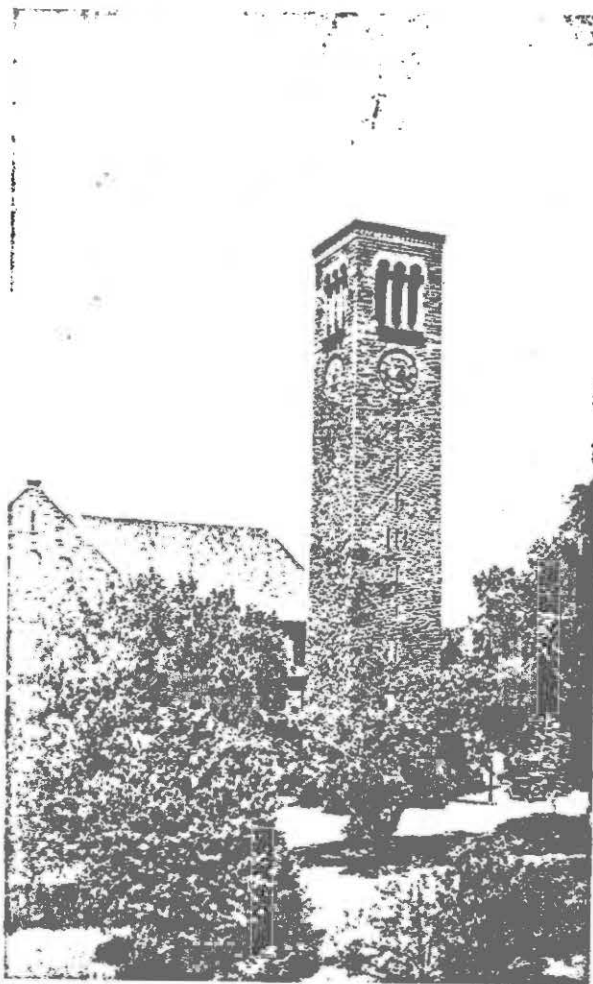
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### "HISTORY OF THE SUMMER SESSION

"The first summer session of Cornell University was held in 1893. In 1911 a summer session of the State College of Agriculture was established as an independent but affiliated unit. In 1923 a summer school of Biology was similarly organized. In 1928 courses in the State College of Home Economics were added. In 1934 these various summer schools were combined and placed under the direction of a single administrative board. The Summer Session of 1935 will be the first to be conducted under this unified direction."<sup>1</sup>

An extremely rare occurrence in the history of the Cornell summer program was the reduction in the rate of tuition to be charged in 1935. In the absence of any explanation for reducing the rate of \$60 charged in 1934 to \$50 in 1935, it seems logical to assume that the elimination of free tuition for New York State residents who enrolled in courses furnished by the State Colleges led to the anticipation of additional income sufficient to warrant the decrease. The only exception to the uniform tuition fee was for "candidates for a degree in the Graduate School prior to April 1, 1935 [who] will pay \$30 and an administrative fee of \$6.25."<sup>2</sup>

Other regulations concerning tuition and fees for 1935 established a rate of \$10 per week for unit courses with the proviso that the maximum charge would be \$50 for such courses taken in each of the six weeks, and the continuation of the Willard Straight Hall fee of \$3 from previous years but made applicable for all Summer Session students. This replaced in part an "incidental fee of twenty dollars" charged in previous summers to students eligible for free tuition. Students registering only for unit courses were to pay \$1.50 if in attendance for three weeks or less.<sup>3</sup>

The change in 1935 toward greater uniformity in administration required a restatement of policy regarding academic credit which would

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<sup>1</sup>Ibid., p. 9. (Note: The designation of 1893 as the year in which the first summer session was held differs from the date of 1892 established in this report and accounted for on page 49.)

<sup>2</sup>Ibid., p. 15.

<sup>3</sup>Ibid., p. 16.



be sufficiently comprehensive to apply among students in all the Colleges of the University. It is quoted in full to verify further the complexity involved in administering a unified summer program for the entire University and, also, to identify in the beginning of this new era in history certain policies and practices which were to continue in succeeding years with only slight modification, if any.

#### "ACADEMIC CREDIT

All courses offered in the Summer Session, excepting some of the unit courses of one or two weeks in length, are accepted for credit in one or more of the Schools and Colleges of the University, when taken by matriculated students in those Schools and Colleges. No student may receive credit for more than eight semester hours for work done in a single summer session.

#### "IN THE COLLEGE OF ARTS AND SCIENCES

To obtain credit towards the Cornell A.B. for work done in a Cornell Summer Session, a student must previously have filed with the University Director of Admissions credentials covering the entrance requirements of the College of Arts and Sciences. He should then, in advance of Summer Session registration, secure the Dean's approval of his selection of courses. For work completed in a single Summer Session credit of not less than four nor more than eight hours will be allowed towards the degree for all summer session work whether done at Cornell or elsewhere. The academic requirements for the degree of Bachelor of Arts are explained in detail in the Announcement of the College of Arts and Sciences.

The Summer Session records of students registered in the College of Arts and Sciences are reviewed by the usual standing committees of the College, and poor records in the Summer Session are liable to the same penalties as in the regular University session.

#### "IN THE COLLEGE OF ENGINEERING

Students in the College of Engineering who desire to offer work done in the Summer Session toward requirements for graduation should consult the Director of the School in which they are regularly registered before registering in the Summer Session. Students not yet matriculated in the College of Engineering, but planning to enter it, may obtain information about its requirements by applying to the secretary of the College of Engineering.

#### "IN THE COLLEGE OF ARCHITECTURE

Students in the College of Architecture who desire to offer work done in the Summer Session toward requirements for graduation should consult the Dean of the College of Architecture before registering in the Summer Session.

### "IN THE STATE COLLEGES OF AGRICULTURE AND HOME ECONOMICS

Students in the State Colleges of Agriculture and Home Economics must consult with an adviser and secure his approval to the proposed schedule of courses if credit in those Colleges is to be secured. Advisers will be in the Drill Hall on registration day, July 8, and may be consulted at their offices on July 9 or later.

### "IN THE DEPARTMENT OF HOTEL ADMINISTRATION

Students in the Department of Hotel Administration who desire to offer work done in the Summer Session toward requirements for graduation should consult Professor Meek of that department before registering in the Summer Session.

### "IN INSTITUTIONS OTHER THAN CORNELL UNIVERSITY

The foregoing regulations apply to undergraduate students matriculated at Cornell University. Undergraduates enrolled in other institutions and wishing to have credits earned in the Summer Session applied on their work at such other institutions should, before coming to Ithaca, consult their own college authorities and make all arrangements by them deemed necessary. The Cornell Summer Session can assume no responsibility for the use to be made of credits earned by students thus coming from other places of study. The certificates mentioned above will show what courses have been taken, the amount of credit in terms of Cornell "hours," and the grades."<sup>1</sup>

Other noteworthy items appearing in the 1935 Announcement were:

- (a) the change in membership of the "Officers" of the Summer Session and of the Administrative Board; (b) reference to the termination of the Summer School of Biology and the replacement of its program with comparable courses in the Summer Session; and (c) a greatly expanded index.<sup>2</sup>

In the first instance the Officers consisted of Livingston Farrand, President of the University; Albert Russell Mann, Provost of the University; Eugene Francis Bradford, Registrar and Director of Admissions; R. Louise Fitch, Dean of Women; and Loren C. Petry, Director of the Summer Session. In 1934, only Farrand and Mann had been named.

The Administrative Board, as mandated by the amended Article XIV

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<sup>1</sup>Summer Session Announcement, 1935, pp. 11 and 12.

<sup>2</sup>Ibid., pp. 5, 43 and 69 to 71.

of the University Statutes (p. 149), was increased to five members (in addition to the Summer Session Director who served as chairman) with the Dean of the Graduate School as the only ex-officio member. The four appointed members, in addition to Floyd Karker Richtmyer, Dean of the Graduate School, were: Julian Edward Butterworth, Director of the Graduate School of Education and Professor of Rural Education; Robert E. Cushman, Goldwin Smith Professor of Government; George Holland Sabine, Professor of Philosophy; and, Herbert Hice Whetzel, Professor of Plant Pathology. Of these only Richtmyer was continued in 1934, presumably due to his being Dean of the Graduate School. The earlier practice of having the Deans of the Colleges of Engineering and Arts and Sciences as ex-officio members of the Board had been discontinued.

A 'Preliminary Announcement' of the 1935 Summer Session was published for distribution well in advance of publication of the comprehensive final Announcement. The latter had been assigned a date in the yearly schedule of all official Announcements of the University which seemingly was inflexible. To meet the competition of summer sessions in an increasing number of other colleges and universities a preliminary publication containing essential general information, e.g., a simple listing of courses by title, the tuition and fees, living arrangements, and directions for obtaining the final Announcement, had become a necessity.

A 'Student Directory' was printed for the 1935 session. A copy on file in the present Summer Session Office was the first of its kind to be found, suggesting that the practice was initiated that year. The Student Agencies, Inc., a student-operated and student-controlled organization, compiled and issued the directory from revenue obtained through its sale at 10¢ per copy and income from advertising solicited from local merchants and other community sources. The remarkable aspect of this endeavor is that in a short period of six weeks all the process involved in obtaining names, phone numbers, Ithaca (summer), and home addresses of students could be compiled, printed and made available sufficiently early in the session to be in demand. The 'Directory' was attractively prepared including use of several full-page campus photographs.



The 1935 Announcement was the first to make special mention of 'The Summer Theatre' as a part of the Summer Session-sponsored program of recreational and cultural activities for students and the University community. The item appeared under the heading of 'The Summer Theatre' in that part of the Announcement devoted to 'General Information'. The reference is quoted to assist in placing the feature in proper perspective in Summer Session history:

"During the Summer Session weekly performances are given by the Summer Theatre Company on Saturday evenings, beginning July 13. The performances are given in the theatre of Willard Straight Hall; an admission charge is made. The plays to be produced will be announced each week in the Weekly Calendar.

"The plays of the Summer Theatre Company are directed by Professors Drummond and Stainton, assisted by other members of the Company. Members of the courses in Dramatic Production [listed in the Announcement under 'Drama and the Theatre'] may compete for places in the casts and production staffs. In order to do this they are required to register in the regular courses in Dramatic Production at registration time."<sup>1</sup>

Though this was the first such featured announcement, the Theatre Company was functioning as early as the summer of 1924 when reference to its summer activities was confined in the Announcement for that year (and all intervening years thereafter) within the departmental listing of courses for the Department of Public Speaking. This 1924 reference carried the following information:

"Summer Theatre. Director, Professor Drummond, assisted by Mr. Hultzen and Mr. Herrick. Several plays will be given in the Campus Theatre [then located in Goldwin Smith Hall, Room B, now the Kaufmann Auditorium] during the Summer Session. Opportunities to assist in the productions are offered to qualified members of the class in course S30."<sup>2</sup>

Comparison of this statement with the announcement of Summer Theatre featured in the 1935 Announcement eleven years later shows little change in type or purpose of the theatre program. One obvious but necessary difference is the location of the weekly performances. Willard Straight Theatre was not open for use until the summer of 1926. Information

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<sup>1</sup>Summer Session Announcement, 1935, p. 22.

<sup>2</sup>Summer Session Announcement, 1924, p. 43.

supplied by Walter H. Stainton, Professor of Theatre Arts, Emeritus, based on his history of the Cornell Dramatic Club, reveals the fact that the Summer Theatre performances were announced as being staged there in 1926 and continued in that location each succeeding year. This marked the beginning of a conscious attempt to designate the Willard Straight facility as the 'University Theatre'.

From a historical standpoint it seems a bit odd that eleven years would elapse from the beginning of an uninterrupted series of summer theatre programs and the featured recognition of the Summer Theatre in 1935. Again we turn to Professor Stainton, who was quite active in directing the theatre productions at the time, for possible explanation. When questioned he replied, "perhaps it was [Professor] A. M. Drummond's persuasiveness for recognition; perhaps Summer Session [administration] realized it [theatre] to be a campus feature attractive to some people. I doubt that money [financial support] was involved at this date."<sup>1</sup> This response from Stainton is supported in general by the reply to the same query addressed to Loren C. Petry, Director of the 1935 Summer Session. "As I remember, in 1935 Drummond asked for special funds (additional to regular teaching salaries) on the ground that the theatre was their laboratory, and should be supported in the same way I supported laboratories in the sciences. I accepted this point of view, and the emphasis on the theatre accordingly begins with the session of 1935."<sup>2</sup> Thus it was that summer theatre no longer was dependent solely upon the academic department which fostered it for its promotion.

Related to this subject and time in history are two events of some significance for the Summer Session. One was the initiation of a summer film series. The other was the beginning of what became close cooperation on the part of Willard Straight Hall in promoting cultural and recreational programs for students. Both provided precedents for succeeding years.

The film series began in 1936 and was referred to as an adjunct to

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<sup>1</sup>From private correspondence with W. H. Stainton.

<sup>2</sup>From private correspondence with Loren Petry.

the announcement of the Summer Theatre for that year. 'It was described as follows: 'Museum of Modern Art Films selected from Early American Films, and from Memorable Films, will be presented weekly by the Summer Theatre to subscription audiences. Tickets for the Series will be on sale at Willard Straight Hall."<sup>1</sup>

The cooperation by Willard Straight Hall in promoting extracurricular events for summer students, faculty and the community was exemplified in a special brochure published for distribution to students. In addition to calling attention to the drama and film series, the publication listed a weekly 'Music Hour', a number of 'Special Social Events', dancing on Friday evenings, and sponsorship of group instruction in both social and folk dancing. These examples of cooperation between the Department of Public Speaking (to become the Department of Speech and Drama in 1942), Willard Straight Hall, and the Summer Session continued from this period on.

The foregoing rather extensive account of the background and operation of the first year of another recognizable era in Summer Session history makes possible proceeding into succeeding years with attention in less detail to modifications and new developments as they occurred. The pattern for the next few years had become fairly well established. The Director's report to the President warrants attention here to emphasize the beginning of a new era and to serve as background for events to follow.

#### "REPORT OF THE ADMINISTRATIVE BOARD OF THE SUMMER SESSION

##### "To the President of the University:

"Sir: I have the honor to submit on behalf of the Administrative Board of the Summer Session the following report of the Session of 1935.

"Upon recommendation of the University Faculty the Board of Trustees on June 18, 1934 took action to combine the various Summer Sessions and Summer Schools of the University into a single Summer Session. The action provided for the appointment

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<sup>1</sup> Summer Session Announcement, 1936, p. 24.



of an Administrative Board of five or more members and of a Director who should be the executive officer of the Summer Session and Chairman of the Board. The Administrative Board was constituted on July 20, 1934, by the appointment of the following members: Professor F. K. Richtmyer, Dean of the Graduate School, ex officio; Professors G. H. Sabine, J. E. Butterworth, R. E. Cushman, H. H. Whetzel. The Board held its first meeting on July 25, 1934; seven other meetings have since been held on call of the chairman. During the second semester Professor Clyde B. Moore served as a member of the Board in the place of Professor Butterworth, absent on leave.

"In accordance with the recommendation of the University Faculty and the action of the Board of Trustees, a complete reorganization of the Summer Session has been carried out. Because of the diverse sources from which the funds for the Summer Session are derived, four subordinate administrative units were set up; these are the University Summer School, the New York State Summer School of Agriculture, the New York State Summer School of Home Economics, and the Summer School of Hotel Administration. The reorganization was completed on January 24, 1935 by the discontinuance of the Summer School of Biology and the division of its responsibilities between the University Summer School and the State Summer School of Agriculture.

"A second and highly important step in the unification of Summer Session activities was taken on November 10, 1934, when the Board of the Summer Session voted that a uniform tuition fee of \$50 should be charged to all Summer Session students. A minor exception to this action provided for the continuation of the existing tuition rate for students registered as candidates for degrees in the Graduate School before April 1, 1935. The revision of charges to Summer Session students was completed by action of the Board of Trustees on April 27, 1935, when the incidental fee charged to students in the State Summer Schools who are residents of New York State was abolished.

"Three different salary scales for members of the summer instructing staff were in effect in the various units when the present Administrative Board came into existence. In line with its other actions in the direction of uniformity a single salary scale was adopted and all appointments to the instructing staff in the Session of 1935 were recommended on that basis. The scale adopted reduced a few salaries and increased a larger number by similar or greater amounts. This increase in salaries was most important in appointments made in the field of the former Summer School of Biology, which had been operating for several years on a lower salary scale than other units of the Session.

"In planning and announcing the courses to be offered in the 1935 Session the advantages of the consolidation were utilized in several important ways. Closely related departments such as Education and Rural Education, Economics and Agricultural Economics, etc. cooperated in planning the courses to be offered in their

joint fields. Courses were listed in the Announcement in subject-matter divisions, without regard to the School in which they were offered. These and similar simplifications made possible by the reorganization not only permitted some considerable saving in printing and other expenses but also greatly simplified the routine work of registration, collection of fees and other administrative operations."<sup>1</sup>

During the next two years the following developments took place. A weekly Summer Session Calendar, supplementing the official University Weekly Calendar in existence at the time, was inaugurated. Both were limited in distribution largely to posting on bulletin boards throughout the campus. Beginning in 1937 the Summer Session Calendar was printed in quantity and placed in central locations, including the Willard Straight desk and the Summer Session office, for free distribution to students, faculty and other interested persons.

A second development in 1936 was the scheduling of a Summer Session course for a period of weeks differing from the six-week session. A course in Architecture offered in previous years during the six-week period was scheduled to begin one week earlier and end one week later than all others in the session. Though this variation in scheduling was temporary at the time, reverting back to the regular six-week period the following summer, it was the forerunner of a practice which became rather commonplace later.

The published Announcement of the 1937 Summer Session was the first to be printed on 'slick' paper and with front and back cover pages in an off-white color to contrast with the white of interior pages. Also, liberal use of pictures, mostly full-page views of the campus and surrounding area was made for the first time since 1906 (see p. 60). The front cover was changed drastically in format (see p. 156 for comparison).

Attention has been called to the decrease in attention given by the University Faculty to the affairs of the Summer Session. This may have reflected a willingness to depend upon the Administrative Board to represent it in whatever decisions were called for. Or the inaction

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<sup>1</sup>President's Reports, 1935-40, Report of the Director of the Summer Session, Appendix XIV, pp. 1-11.

may have been a natural result of the trend toward consolidation of Summer Session administration and program into an all-university operation to be looked upon as 'everybody's business and the business of none'. Whatever the cause, no records of Faculty action were found for this immediate period other than a single item from a meeting of the University Faculty on October 12, 1938, in which "the President announced the appointment of Professor H. B. Meek and W. W. Flexnor to the Administrative Board of the Summer Session for terms of four years beginning November 1, 1938, the membership of the Board being thereby increased by one member."<sup>1</sup>

The following examples of official actions taken illustrate the growing tendency toward direct communication between the Summer Session Director, supported by his Administrative Board, and the President in obtaining Board of Trustee action. The first of these illustrates not only this change in procedure, but also points up the continuing policy of regarding the Summer Session as a financially self-supporting operation.

"3. Upon recommendation of the Director of the Summer Session and the President, two courses in Experimental Mechanical Engineering are to be introduced in the 1937 Summer Session, and Messrs. Davis, Jeffrey and Moynihan were appointed to the instructing staff to care for this work, on the distinct understanding that the courses shall pay for themselves by the tuition receipts which they attract. On this understanding, the following salaries are voted:

Adam C. Davis	\$500
Joseph A. [sic] Jeffrey	250
John R. Moynihan	250

If the tuition fees received from attendance at these courses in the Department of Experimental Mechanical Engineering total more than \$1,000, the surplus shall be distributed to the three instructors names, up to a maximum total salaries as follows: Davis \$650, Jeffrey \$350, and Moynihan \$350."<sup>2</sup>

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<sup>1</sup> Cornell University Faculty, General Legislation, Oct. 1922 to June 1940, p. 1186.

<sup>2</sup> Cornell University Trustee Proceedings and Reports, 1936-37, April 3, 1937, pp. 1887-88.



Tuition and financing in general was the focus of actions during the next few years. Although there had been a five dollar tuition increase for the session of 1938, the matter remained under discussion preparatory to the 1939 session. In July of 1938 the Trustee Committee on Finance "requested the Comptrollers Office to make a study of Summer School and Graduate School tuition charges in other universities in an effort to determine if Cornell's are in line."<sup>1</sup>

The reports submitted by the Comptroller were discussed in the November meeting of the Board with the result that its Committee on Finance stated as its concensus "that Cornell's charges were too low in comparison with similar charges in other Universities."<sup>2</sup> The whole matter was then referred to the President with the request that a specific recommendation be made to the Board of Trustees.

The following November brought continued discussion of the question of tuition:

"9. In discussing the advisability of increasing tuition in the Summer Session it was suggested that the Summer Session [Administrative] Board make a study of summer tuition charges generally and report with its recommendations to this Committee [Committee on General Administration] or to the Board of Trustees. The President thereupon advised that he had an interim report from the Director of the Summer Session which set forth reasons for opposing an increase in Summer Session tuition at this time. In general this disclosed that the tuition rates in the West and South are less than those of Cornell at the present time, and that those in New York City are higher. The result is that a large percentage of our Summer Session students are school teachers from New York City and environs, and the attendance is not as generally representative as is desirable."<sup>3</sup>

The 'interim report' of the Director, referred to above, undoubtedly was based upon information obtained in the annual meeting of the Association of Deans and Directors of Summer Sessions (mentioned earlier on p. 112 ff). Cornell still retained membership in the Association. The

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<sup>1</sup>Ibid., 1938-39, July 20, 1938, p. 2513.

<sup>2</sup>Ibid., August 5, 1938, p. 2514.

<sup>3</sup>Ibid., November 12, 1938, p. 2596.

annual meeting was held regularly in late September or early October, certainly in time for Director Petry to have canvassed the Directors from other institutions about their tuition charges.

Tuition had been increased to \$55 for the summer of 1938 and remained at that amount through 1940. In the meantime, the matter of policy concerning the Summer Session budget was reviewed with the Board of Trustees. The action is quoted to evidence the growing tendency toward delegation of authority to the President to act for the Board concerning the Summer Session.

"72. The President outlined the existing procedure concerning the Summer Session budget, under which the Board of Trustees approves the total sum of that budget and the Executive Committee is authorized to adopt the detailed budget within that sum. He pointed out that the Summer Session announcement has to go to press about the end of February and that it is difficult to have the complete detailed budget available for action by this Committee prior to that time.

"It was moved and carried that this Committee [Executive Committee] recommend that the Statutes of the University be modified to permit the President of the University to approve details of the budget of the Summer Session within the appropriation made by the Trustees."<sup>1</sup>

Tuition continued to be the principal Summer Session matter for Board of Trustee action prior to the 1941 session. The subject was brought to a head by a summary report of the 1940 session operation presented by the President.<sup>2</sup> He referred to an original appropriation of \$60,000 followed by a supplementary appropriation made of \$2,000. Expenditures for the session had amounted to \$60,800 but income from tuition and fees totaled only \$57,500 leaving a deficit of \$3,300. This differed from comparable figures for the preceding summer (1939), when tuition also was \$55, as follows: "Appropriation - \$60,000; expenditures \$59,314.15; Tuition income \$59,619.89; and surplus - \$305.74."<sup>3</sup>

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<sup>1</sup>Ibid., 1939-40, March 23, 1940, p. 3092.

<sup>2</sup>Ibid., 1940-41, October 25 and 26, 1940, p. 3482.

<sup>3</sup>Ibid., 1939-40, Oct. 20 and 21, 1939, p. 2973.

The report of the 1940 operation was followed by action of the Board to refer the matter of desirability of increasing the tuition to the Executive Committee with power to adjust the tuition for 1941. This resulted in the following:

"46. Upon recommendation of the Administrative Board of the Summer Session, and with the approval of the President, the tuition of the Summer Session was increased from \$55 to \$60, effective with the 1941 Summer Session, and accordingly the tuition for the unit courses of less than six weeks in length was increased from \$11 to \$12 per week, with the proviso that if such unit courses extend through six weeks the tuition shall not exceed \$60."<sup>1</sup>

Turning again to the official Summer Session Announcements of this period to identify further developments following 1937 reveals an increase in the number and variety of special summer programs being scheduled. Some clearly were being conducted under the auspices of the Summer Session. Others just as obviously were conducted completely independent of such auspices. An example of each kind is cited to identify availability of academic credit as the apparent criterion for 'belonging' to the Summer Session.

In the summer of 1939 the Department of Rural Sociology in the College of Agriculture cooperated in the fifteenth annual 'Cornell Summer School for Town and Country Ministers', a three-week session having an instructional staff of 13 members and a program of twelve courses scheduled daily in a manner comparable to that for all Summer Session courses. No tuition in the usual sense was charged and no academic credit was offered. Participants were offered the use of University housing and dining facilities and invited to attend functions provided for Summer Session students generally. But this program was conducted outside the scope of the Summer Session program and the jurisdiction of its administration.

In contrast to this 1939 program the same Department of Rural Sociology cooperated in a similar program the following summer though with different sponsoring agencies. The 1940 program again was designed for a particular clientele of students, had its own curriculum, faculty,

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<sup>1</sup> Ibid., 1940-41, April 26, 1941, p. 3651.



and daily schedule of classes during a three-week period. The major distinction was the offering of academic credit and a charge for tuition at the rate charged for unit courses in the Summer Session. Recognition of Summer Session jurisdiction in this case was evidenced in the printed brochure announcing the program in which the President of the University and the Director of the Summer Session were named at the head of the list of the instructional staff.

Another program having the characteristics of the 1940 Rural Sociology Program was the three-week Extension Service Summer School offered for the first time in 1941. It is singled out here partially because it illustrates also the apparent significance of academic credit as a prerequisite to being included under the jurisdiction of Summer Sessions of that era. Further reason for describing the program in some detail is to provide background to its continuity in future summers (see p. 189). The following introductory statements are taken from a printed brochure prepared to announce the program.

#### "EXTENSION WORKERS!"

#### "Cornell Invites You

"The New York State Colleges of Agriculture and Home Economics at Cornell University invite extension workers to a summer short course specially designed for them. This is to meet the request, made in recent years, of some of the extension directors of the Northeastern States.

"Cornell University is a logical place for such a summer school because it was the first land grant college to have extension work, separately organized under the Nixon Act, which was passed by the New York State Legislature in 1894.

"The State College of Agriculture was established during the administration of Liberty Hyde Bailey, who as chairman of President Theodore Roosevelt's Country Life Commission helped to initiate the movement for the federal support of extension work. Also, the first county agricultural agent in the North was in Broome County, New York, where the first County Farm Bureau was organized in 1913; and the first home demonstration agent in the North was in Erie County, in 1914. The first meeting for the organization of the American Farm Bureau Federation was held at Cornell in 1919.

"The extension staff of about one hundred specialists and administrators at Ithaca, and nearly two hundred county agents throughout the State, welcome the opportunity to share with you their experience and to learn from yours.

"The courses have been designed to give supplemental professional training in those fields for which there seems to be the greatest need. They represent subjects which many were unable to take during their undergraduate college years and which are peculiarly important today when extension workers are having new leadership responsibilities forced upon them.

"The Colleges want you to enjoy your stay and to so combine recreation and study that you will feel that the time spent at Cornell has been both instructive and pleasurable. The Campus and the Finger Lakes Region offer many opportunities for recreation, as described on page eleven."<sup>1</sup>

The list of 'officers' of this Extension School were:

Edmund Ezra Day, President of the University  
Loren C. Petry, Director of the Summer Session  
Dwight Sanderson, Chairman of the Joint Committee on  
Training for Extension Workers.

The significance of the preceding discussion of differences in relationship among special programs with the Summer Session lies in the bearing they had and were to continue to have upon centralization of administration of summer instruction. Later on this was to become a crucial question.

The 1941 Announcement included an application form for admission for the first time since 1902 (see p. 54). The Administrative Board of the Summer Session appointed an admissions committee from its membership to examine all applications and grant admissions. A certificate of admission, signed by the Director became a prerequisite for registration. Undergraduates from institutions other than Cornell were required to submit transcripts of their records, in addition to a certificate of good standing, before being admitted. The certificate of good standing had been required in past years. These added requirements may or may not have been partially responsible for a decrease in the 1941 enrollment to 1661 students from the 2021 in 1940. Registration in the first Summer Session in this period in history (1935) had totaled 1774.

What had begun so auspiciously in 1935 as the implementation of a policy, mandated by the University Faculty and the Board of Trustees,

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<sup>1</sup> Brochure announcing the Extension Service School, 1941, p. 3, in the files of the Summer Session Office.

to place the Summer Session administration in charge of all instructional programs in the summer, now was threatened with the unpredictable side-effects of a second world war. We will let Director Petry describe the initial response as he reported it to the President in his annual report for 1942.

"At a meeting on Dec. 19, 1941, the Administrative Board began the extensive revision of Summer School [sic] plans required by war conditions. To provide continuous instruction for undergraduates during the summer and at the same time to permit registration for shorter periods, the Board recommended to the appropriate committees of the University Faculty the adoption of a summer calendar of three periods of five, six, and five weeks. On January 6 the University Faculty adopted this calendar and also authorized the offering of courses in suitable combinations of these periods. Courses were accordingly organized during the summer of 1942 in four Summer Sessions as follows:

First Five-week Session, May 25 - June 27.  
Six-week Session, June 29 - August 8.  
Eleven-week Session, June 29 - September 12.  
Second Five-week Session, August 10 - September 12.

"A few courses in chemistry, physics, and military science and tactics were offered in a Fifteen-week Summer Term which began June 1 and ended on September 12.

"The action of the University Faculty on January 6, 1942, specified that the administration of academic work for the summer of 1942 should be 'in charge of the Director and the [Administrative] Board of the Summer Session acting in cooperation with the offices of those colleges whose staff and whose resources are to be used; provided that any college which may establish full semester curricula during the summer (as in the College of Law at present) shall be responsible for the organization and administration of those curricula as in the regular year. Any work given during the summer intended to achieve the same purpose as that of a regular University term shall be subject to the control of the University and College faculties as in the case of any other University term.

"On this authorization the College of Arts and Sciences and the State Colleges of Agriculture and Home Economics offered their summer programs of instruction under the management of the Summer Session Board. The other Colleges and the Law School organized and operated their programs in summer terms of fifteen or twelve weeks."<sup>1</sup>

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<sup>1</sup>President's Reports, Vol. 35: July 1, 1943; Number I, Appendix XVII, Report of the Director of the Summer Session, pp. xciii-xciv.



The publicity for the 1942 Session reflected the changes which the Director described. In the first place the complete (final) catalogue was delayed in publication until May but was preceded by a considerably expanded preliminary announcement and supplemented with separate announcements of the first five-week session and a schedule of classes for all sessions.

The cover page of the Announcement recognized the multiplicity of sessions by using the plural rather than the singular 'Summer Session' as in the past (see p. 174). Incidentally this was the last summer during this era for which the Announcement included pictures and was printed on 'slick' paper. This may well have been due to the greater austerity of war times inasmuch as the format for all University announcements changed to a more conservative style and cover in the following years.

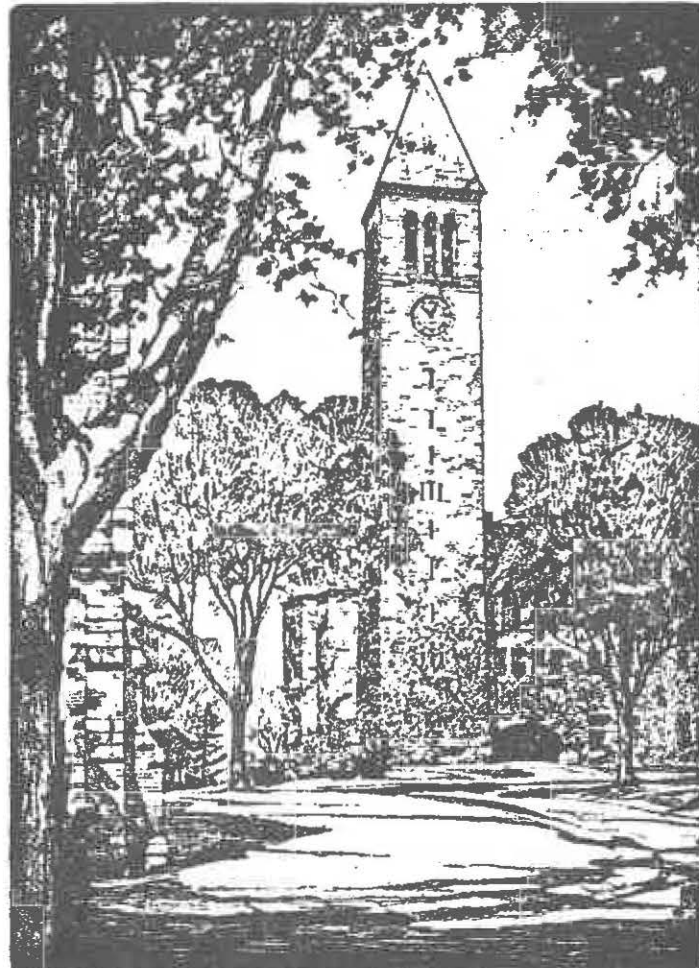
A greatly expanded statement of 'General Information' was carried in the Announcement to explain to prospective students the opportunities the Sessions provide.

"To meet the demands of the present emergency, Cornell University will offer this year a greatly expanded summer program of instruction. This program is planned: 1. to serve the purposes of the usual Summer Session; 2. to afford to students in the various Schools and Colleges an opportunity to carry on their studies during the summer period in order to graduate earlier; 3. to provide to some students completing their high school courses in June the opportunity to enter college at that time; and 4. to furnish to men about to enter national service instruction in subjects directly related to their future duties. To serve these different purposes the summer program has been arranged in two ways. In some of the Schools and Colleges instruction will be given in terms of the usual length; in others, courses will be offered in shorter Summer Sessions.

#### "SUMMER TERMS

The Law School, the Colleges of Engineering and Architecture, and the New York State Veterinary College will each offer instruction for a full term of fifteen weeks, beginning on June 1 and ending on September 12. Their programs of courses are arranged primarily for both old and new students regularly admitted to these Schools and Colleges, but students enrolled in similar institutions elsewhere may apply for admission. All inquiries with regard to any feature of the summer terms of any of these Schools and Colleges should be addressed to the Secretary of the School or College concerned.

*Announcement of the*  
**CORNELL UNIVERSITY  
SUMMER SESSIONS: 1942**  
UNIVERSITY AND STATE SUMMER SCHOOLS



CORNELL UNIVERSITY OFFICIAL PUBLICATION  
VOLUME 33 : MARCH 1, 1942 : NUMBER 14

The Medical College of the University, located in New York City, will also offer continuous instruction through the summer period. Since the work in that College is now organized on a three-term basis, a summer term of eleven weeks, to begin on July 6, will be added to the present program. All inquiries with regard to the summer program of the Medical College should be addressed to the Dean of that College, 1300 York Avenue, New York City.

#### "SUMMER SESSIONS

The expanded program of the College of Arts and Sciences, the New York State College of Agriculture, and the New York State College of Home Economics will be offered in four Summer Sessions, one of six weeks, two of five weeks each, and one of eleven weeks. The calendar of these is given on the inside cover page. In the six-week Session, which will begin on June 29, the usual series of courses for teachers, school administrators, and graduate and undergraduate students will be given.

In the eleven-week Session, which will also begin on June 29, courses primarily intended for undergraduates in the College of Arts and Sciences will be offered, but students in other Colleges of the University and in other institutions may be admitted to these courses. In arranging these courses special attention has been given to the needs of pre-medical and pre-dental students and of students planning to make chemistry or physics their major study. A special schedule for freshmen has been arranged, and students qualifying before June 29 for admission to the College of Arts and Sciences may enter this Session and by eleven weeks of summer work complete twelve hours of the usual freshman schedule. Students registering in the eleven-week Session may take courses in the six-week and second five-week Sessions as part of their programs of study. For information on entrance to any college of the University at this time, the prospective student should address the Director of Admissions.

The first five-week Session, which will begin on May 25, will offer courses primarily for undergraduates now in residence but others may be admitted. The list will include technical courses for men about to enter national service. Advance registration for all courses in this Session will be required. The second five-week Session, which will begin on August 10, will offer a limited series of courses for advanced undergraduates, graduates, and others; in most cases these will be continuations of courses offered in the six-week Session."<sup>1</sup>

Further evidence that the Cornell campus was a very busy place during the summer of 1942, is found in a section of the Announcement

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<sup>1</sup>From the 1942 Summer Session Announcement, pp. 3 and 4.



calling attention to "Emergency Programs." It was made a part of the publication because of the interest it might have for Summer Session students as well as to bring the Summer Session courses to the attention of persons for whom such emergency programs had been designed.

#### "EMERGENCY PROGRAMS

A few special courses designed to furnish to men about to enter national service instruction in subjects directly related to their future duties are offered, particularly in the first five-week Session. Special needs in the fields of Education and Home Economics have been met by the provision of unit courses in the six-week Session. To enable pre-medical students to qualify for admission to medical schools at the dates set by the accelerated programs of those schools, a carefully scheduled program of pre-medical courses is offered in the eleven-week Session. Many of the other demands of the emergency have been similarly met by offering in the Summer Sessions courses usually available in the regular sessions only. The more important of these emergency programs are listed below.

#### "MILITARY TRAINING

The Department of Military Science and Tactics offers one term of the basic drill course to entering freshmen and to present sophomores. Undergraduates in other institutions who have had not more than one year of the basic course may enroll. This course may be entered either on June 1 or on June 29.

The department also offers to upperclassmen who have completed the two-year basic course three advanced courses in military training. These courses begin on June 1 and special permission is required for enrollment. Address all correspondence to the Department of Military Science and Tactics, Barton Hall, Cornell University.

#### "PHYSICAL TRAINING

A course in physical training for men, designed to meet the requirements of the Navy V-I program, but open to all male students, is offered in the eleven-week Session and in the fifteen-week term. Address all correspondence with regard to this course to Mr. Robert J. Kane, Schoellkopf Building, Cornell University.

#### "ARMY AND NAVY PROGRAMS

Both the Army and the Navy have made provision for the enlistment of college students with the opportunity for continuance of their college courses. These programs specify the inclusion of certain subjects in the courses of study of those enlisted students who plan to qualify for commissions in their respective services. Information on the conditions of enlistment and the programs of study to be followed may be obtained at recruiting offices of the services.

Many of the required courses of these programs are offered in the Summer Sessions and enlisted students previously registered in the University must arrange to include these in their summer schedules. Freshmen enlisting in the Navy and entering the University on June 29 under the V-I program may register for a full schedule of required or recommended courses. Correspondence with regard to any of the Army or Navy programs may be addressed to Dr. Cornelius Betten, Dean of the University Faculty, Cornell University.

#### "PHYSICS PROGRAM

To meet the present urgent need for personnel trained in Physics, the College of Arts and Sciences has approved a two-year program of intensive training in physics for undergraduates. Students now in college and freshmen entering on June 29 with a good record in high school mathematics and physics may enter this program. For admission to this program and for further information about it, address Professor R. C. Gibbs, Rockefeller Hall, Cornell University.

#### "PRE-MEDICAL COURSES

The schedule of these courses has been carefully worked out to enable students of all classes to accelerate their programs by taking courses in the eleven-week Session. Students in other institutions and entering freshmen who plan to attend the eleven-week Session to take pre-medical courses may secure advice on registration day or may correspond in advance with Professor V. S. Lawrence, Jr., Chairman of the Advisory Committee for Pre-Medical Students, White Hall, Cornell University."<sup>1</sup>

The matter of tuition and fees in the complex situation of multiple sessions was handled by continuing the tuition at \$60 to apply for each of the five-week sessions as well as the six-week session, and \$120 for the eleven-week session. A general fee for health services, infirmary, and Willard Straight Hall 'membership' was initiated in the amount of \$4.50 for anyone of the six-week and five-week sessions and \$9 for the eleven-week session. This was the first summer in which the general fee included a charge for health and infirmary services, made available initially in 1922. Another new charge which may well have been due indirectly to the war-time concern over physical fitness was a physical education fee of \$1.50 charged to all undergraduates in Cornell for any one of the six-week and five-week sessions, and \$3 for the eleven-week session.

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<sup>1</sup>Ibid., p. 20 and 21.

The published list of Officers and Faculty, the latter being the total summer staff for all four sessions without differentiation by length of period, was headed by the following officers: Edmund E. Day, President; Cornelius Betten, Dean of the University Faculty, Eugene F. Bradford, Registrar and Director of Admissions; Thelma L. Brummett, Counselor of Students; Donald H. Moyer, Counselor of Students; and Loren C. Petry, Director of Summer Session and Chairman of the Administrative Board. A new member of the Administrative Board was Sarah Gibson Blanding, Dean of the New York State College of Home Economics, who replaced B. S. Monroe.

Whereas the manner of administering the summer program of 1942 seemed to be almost a complete exemplification of a policy to bring all instruction under the administration of the Summer Session, the following summer illustrated equally well the effect on Summer Session of having each of the separate Colleges operating its own full academic term in the summer. Except for the State Colleges, most offered sixteen-week terms and, as provided in the Faculty and Board of Trustee actions of December, 1941 (see annual report of the Director, p. 188) each was in sole control of its own term.

The 1943 Announcement recognized this abrupt and drastic change from the summer of 1942 in the following quotations from the Announcement. The first referred to the total summer instructional program.

"With some exceptions, the Schools and Colleges of Cornell University will this year offer instruction in a Summer Term of sixteen weeks, to begin on June 28 and end on October 16. Their programs of courses are arranged primarily for both old and new students regularly admitted to these Schools and Colleges, but students enrolled in similar institutions elsewhere may apply for admission. All inquiries with regard to any feature of the summer terms of any of these Schools and Colleges should be addressed to the Secretary of the School or College concerned."<sup>1</sup>

The second quotation referred to the purpose of the Session in view of the existence of the sixteen-week summer terms of the various colleges.

#### "SUMMER SESSION

To place the facilities of the University at the disposal of those persons who have only a part of the summer free for study

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<sup>1</sup> Summer Session Announcement, 1943, p. 3.



the Summer Session this year offers courses ranging from one to six weeks in length. These courses have been selected to meet the needs of several groups; teachers who wish to continue their professional training; graduate students who wish to pursue work leading to advanced degrees; undergraduates enrolled in Cornell University and in other institutions who wish to accelerate their programs of study but cannot attend a summer term; and other persons who wish to further their education by study during the summer months."<sup>1</sup>

It is not surprising that the program of courses offered in 1943 was considerably reduced in comparison with that of previous summers. In addition to the probable reduction anticipated in the size of the student body, the lack of available staff due to responsibilities to their respective colleges in the sixteen-week summer terms was a limiting factor in providing a course program. A statement in the Announcement recognized this situation:

"Courses of instruction are listed under departmental headings alphabetically arranged. Because of uncertainties arising from the present emergency, the right is reserved to cancel any course. Because of other demands which may be placed upon the instructing staff, it may be necessary to substitute other instructors for the ones named in the course descriptions. A course will be cancelled only if the enrollment in that course is small or if no instructor is available; advanced and graduate courses will be continued with small enrollments whenever possible."<sup>2</sup>

The President and the Board of Trustees took cognizance of this situation in the budget approved for the 1943 Session. The uncertainty of the times was indicated in the date of budget approval, about five or more months later than usual.

"33. With the approval of the President, and upon recommendation of the Adm. Bd. of the S.S., the following budgets for the various Summer Schools of 1943 were approved;

University Summer School [sic]	\$30,000
State Summer School of Agriculture	20,000
State Summer School of Home Economics	1,500
Summer School of Hotel Administration	3,000

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<sup>1</sup>Ibid., p. 3.

<sup>2</sup>Ibid., p. 19.

"Authority to take definitive action on these budgets was granted the Committee by the Board of Trustees on January 23, 1943."<sup>1</sup>

The total amount of the budget (exclusive of the \$3,000 for the Summer School of Hotel Administration)<sup>2</sup> was more than \$10,000 under the amount last reported (\$62,000 for the summer of 1941, p. 168). In addition to the reduction in the budget a disturbing factor in terms of continuance of the trend in this period of history toward administrative consolidation was the division of the budget between the University, Agriculture, and Home Economics 'Summer Schools'. It was true that the two State College units still were operating under their own summer budgets, primarily because each was receiving a special summer appropriation from the State of New York. But this had become a detail to be administered by the Director of the Summer Session with the approval of the two College Deans. Inasmuch as the official Announcement of the Session did not indicate a separation of programs for the three units it is assumed that the implied administrative separation within the Summer Session reflected an error in recording the administrative process rather than a return to the diversity of an earlier period.

Administrative changes and practices in 1943, either new or differing from previous summers, included identifying courses for the first time as offered either at undergraduate or graduate levels, or open to both levels of students; announcement that transcripts of the records of all undergraduates in institutions other than Cornell would be sent to the registrars of their respective institutions; a regulation that students were not permitted to drive automobiles in or about Ithaca for the duration of the war and that such vehicles could be brought to Ithaca

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<sup>1</sup> Cornell University Trustee Proceedings and Reports, 1942-43, March 20, 1943, p. 4564.

<sup>2</sup> Note: The School of Hotel Administration was and continued to be an autonomous fiscal unit of the University charged with operating within its own resources. As such it has always been quite independent of the administration of the Summer Session, including its budget. Relationships between the school and Summer Session always have been cordial, with the Summer Session extending whatever service it could other than financial. Providing publicity through Summer Session Announcements was one example.

only with special permission; and, the quotation of the fee for health and infirmity services at \$4.50 without mention of the Willard Straight Hall services previously included.

Review of the annual report of the Director to the President for 1943 revealed that the first assistant director of the Summer Session, in the person of Associate Professor M. Lovell Hulse of the School of Education, was appointed on March 1, 1943 to serve from that date until August 31, 1944. Presumably because of the lateness of the appointment Hulse was not named among the officers of the 1943 Session in the Announcement.

The Director's report contained other information pertinent to the historical development of the Summer Session. Under the heading of special features was the following:

"A workshop in [on] Latin America, the British Commonwealth of Nations, and the Far East, sponsored and supported by a grant from the Rockefeller Foundation was again offered as part of the Summer Session. The Board [Administrative] cooperated with Professor Ernest J. Simmons in announcing two intensive courses in Russian which in 1942 were offered under sponsorship of the American Council of Learned Societies. A new seven-week, tuition-free Teachers' Course in Physics and Mathematics was similarly announced with Professor W. L. Conwell. This course was under the direction of the Engineering, Science, and Management War Training Programs. Registrants in these two courses are not included in the following data of Summer Enrollment."<sup>1</sup>

This was not the first summer for special programs of this kind but these exemplify the kind of activities which more and more were supplementing the normal six-week academic program. Though enrollment in certain programs was not counted in Summer Session attendance figures during this period in history, emphasis on such special programs was destined to become the basis of a later change in policy.

Attendance in the 1943 Session dropped to the lowest point in years - 448 as compared with 1731 the summer before when the Summer Session was in charge of most of the summer instruction in the University. The competition of summer terms conducted by the colleges was well nigh disastrous.

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<sup>1</sup>President's Reports, Vol. 35, Report for the year 1942-43, Appendix XVII, p. xciv.



Again in 1944 the Summer Session conducted a single session of six weeks in the midst of summer terms of sixteen weeks operated by most of the colleges of the University. Enrollment was difficult to predict and faculty and courses continued relatively unavailable. This led to a proviso attached to appointment notices to resident faculty to the effect that the appointment might be cancelled, or less than the stated salary paid under conditions outlined by the Director.<sup>1</sup>

Enrollment in 1944 showed an increase from the 448 students in 1943 to 846.

The list of 'Officers and Faculty' for the Session of 1944 contained the following changes in the group of officers. Added were George Holland Sabine, Vice President of the University; Anson Wright Gibson, Acting Counselor of Students (replacing Donald H. Moyer); and M. Lovell Hulse, Assistant Director of the Summer Session. A membership change in the Administrative Board of the Summer Session named Ernest J. Simmons as replacement for George Holland Sabine who had been an ex-officio member as Dean of the Graduate School. Professor Cunningham, who had been a member of the Board, became the ex-officio member as successor to Sabine in the deanship of the Graduate School, who in turn became the first Vice President of the University.

Two actions of the Board of Trustees at this time held major significance. On June 26, 1944, President Day reported with regret the resignation of Loren C. Petry as Director of the Summer Session, effective the following September 30th.<sup>2</sup> In the same meeting the Board, upon recommendation of the President, appointed Petry Director of Veterans' Education for one year beginning July 1, 1944.<sup>3</sup>

Professor Petry, who, during his tenure since 1934, had become

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<sup>1</sup>Cornell University Trustee Proceedings and Reports, 1943-44, May 13, 1944, p. 5080.

<sup>2</sup>Cornell University Trustee Proceedings and Reports, 1943-44, June 26, 1944, pp. 5130-31.

<sup>3</sup>Ibid., p. 5144.

generally recognized as 'Mr. Summer Session' in addition to his widespread reputation as a Professor of Botany and an outstanding teacher, continued as nominal director of the 1944 Session and presented the annual report of the Session, his last, to the President. In it he identified some of the casualties of the war period:

"Because of war conditions the Geology Field School usually operated at Spruce Creek, Pennsylvania, was again suspended. Because of lack of available staff, it was again necessary to suspend or greatly reduce the offering of Summer Session courses in Chemistry, Physics, Mathematics, Geology, Economics and Government."<sup>1</sup>

The summer of 1945 was the last in which the Summer Session was to compete with the third term operations continued by several colleges. Some of the legislation relative to this session warrants reporting. The earliest followed soon after the close of the session of 1944 and concerned the appointment of Howard R. Anderson as Director of the Summer Session and Chairman of the Administrative Board, effective October 1, 1944. At the time of the appointment Anderson also held appointment as Director of the University's School of Education.<sup>2</sup>

In sequence of time the next recorded action dealt with matters of policy arising out of changes in practice. Some seemed to be retroactive in their application. The following was reported by the Board of Trustees.

"Summer Session.

"Since the facilities of the health service and infirmary will not be available to students registering in a Summer course being conducted off campus, payment of health service and infirmary fees was waived for these registrants.

"The Director of the Summer Session was authorized to waive payment of tuition and to charge a registration fee of one dollar for two special one-week courses in Industrial Education which are supported by the State Education Department.

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<sup>1</sup> Presidents Reports, Annual Report for the year 1944-45, Appendix XVII, Report of the Director of Summer Session, p. 112.

<sup>2</sup> Cornell University Trustee Proceedings and Reports, 1944-45, August 15, 1944, p. 5299.

"In order to facilitate registration, it was agreed that students registered in a Summer Term might take Summer Session courses on their Summer Term registration, subject to the approval by their College office and the Director of the Summer Session.

"Appointments to the instructing staff of the University Summer School [sic] for 1944 have provided that 'unless otherwise directed, salaries will be paid as follows: one-third on July 21; one-third on August 11; one-third or less on September 1.' The Treasurer has now been authorized to make the last payment a full third of the stated amount, and was authorized to make the second and third payments together on August 11, the last day of the Session."<sup>1</sup>

The uncertainties of student enrollment, courses, and faculty continued to pervade the planning for the 1945 Session, a situation leading to the next action of the Trustees. This item seems to have been delayed until the very latest possible time in the period of planning for the session, but the delay also could be attributed to the uncertainties of the times.

"80. The President reported that he had made the following appointments in the various Summer Schools of 1945.

"All notices of appointment, with the exception of those to visiting Instructors, will carry the following proviso: 'Provided, That this appointment may be cancelled, or less than the stated salary paid, under the conditions outlined in the attached statement by the Director of the Summer Session.'

"The statement referred to is as follows:

June 1945

'To members of the Summer Session Staff:

'A greater number of courses have been scheduled for 1945 than were offered last year. Judging from applications received to date, the enrollment should be larger than a year ago, and there is reason to believe that income will equal or exceed expenditures. Nevertheless, to make sure that the various Summer Schools (University, Agriculture, Home Economics, and Hotel Administration) do not incur deficits, the Adm. Bd. of

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<sup>1</sup> Cornell University Trustee Proceedings and Reports, 1944-45, September 9, 1944, pp. 5330-5331.



the S.S. feels it necessary to continue two policies of former years:

(1) To cancel courses having small enrollments, i.e. less than five in advanced; less than eight in elementary. If courses are cancelled, the corresponding appointments will be changed to part-time or cancelled.

(2) To reduce salaries below the stated amounts if income fell much below estimates. If a reduction in salaries is necessary, staff members from other institutions and Cornell staff members below the rank of assistant professor will be exempted.

'This statement is made to inform you of the conditions under which cancellation of courses and reduction of salaries would be necessary. It is understood that this statement is a part of the notice of appointment and that acceptance of appointment includes acceptance of the provisions included in this memorandum.

Sincerely yours,  
Howard Anderson, Director."<sup>1</sup>

Registration for the 1945 Session took place in Barton Hall for the first time, a location used continuously for the next twenty or more years. A new category of registration was created and identified as 'Registration for Attendance'. The definition is quoted since it was quite similar to the definition of 'Audit', a category of registration which later replaced that of 'Attendance Only'.

"REGISTRATION FOR ATTENDANCE. Under certain circumstances teachers and other mature students, not candidates for degrees, may receive permission to register for some or all of their courses for attendance only. Students so registered are required to attend regularly and perform the class work of the courses, but they will not be permitted to take the final examinations. They will receive no credit for these courses, but may secure certificates of attendance in courses so registered for. Registration for attendance cannot be changed to registration for credit after the second week of the Session."<sup>2</sup>

The 'Officers' listed for the 1945 Session included a longer list than usual made up of Edmund E. Day, President; George H. Sabine, Vice

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<sup>1</sup>Ibid., 1944-45, June 22, 1945, p. 5702.

<sup>2</sup>Summer Session Announcement, 1945, p. 5.

President; Cornelius Betten, Dean of the University Faculty; Eugene F. Bradford, Registrar and Director of Admissions; Harold E. B. Speight, Dean of Students; Thelma L. Brummet, Counselor of Students; Howard R. Anderson, Director of Summer Session and Chairman of the Administrative Board; and M. Lovell Hulse, Assistant Director of the Summer Session.

Changes in the Administrative Board brought in as new members Loren C. Petry, then Director of Veterans' Education and a Professor of Botany; Anson W. Gibson, Director of Resident Instruction, New York State College of Agriculture; and Carlton C. Murdock, Professor of Physics. They replaced Howard R. Anderson, Julian E. Butterworth, and Ernest J. Simmons.

The annual report to the President for 1945 was prepared by Assistant Director Lovell Hulse due to the resignation of Howard Anderson effective February 1, 1946. He made special mention of an attempt to make a more direct approach than formerly in reaching prospective students through distribution of 7,000 pictorial leaflets and 5,000 posters to small colleges and high schools in Eastern and Central States. So far as could be ascertained this was the first year to distribute Summer Session posters, the beginning of a practice in promotion and advertising which still continues.

Attendance in the 1945 Session increased from 846 in 1944 to 1070. This marked the end of direct competition between the Summer Session and the colleges of the University for students, courses, and faculty which had been brought about by the University's design for rendering the greatest service possible during the war years. A better understanding of how this effort affected all aspects of the University, including the Summer Session, can be gained from Morris Bishop's "A History of Cornell," Chapters XXXVI, XXXVII, and XXXVIII, dealing with 'War', 'Postwar Administration', and 'Postwar Education and Research' respectively.<sup>1</sup>

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<sup>1</sup>"A History of Cornell," Bishop, Cornell University Press, 1962, pp. 538-583.

## CONSOLIDATION CONTINUES

1946-1958

In 1946 the Summer Session continued to recover from the effects of the war period. Comparison of enrollment figures, number of courses, and size of faculty with figures in 1945 showed the following increases: attendance, from 1070 to 2251; courses, 160 to 250; and faculty, 104 to 207. This marked upsurge is all the more notable in view of the frequency of change in Summer Session administrative personnel within a span of less than two years. Howard Anderson, who had been named Director, effective October 1, 1944, resigned the post as of February 1, 1946. This placed the burden of final planning for the 1946 session on the Assistant Director, M. Lovell Hulse. Then, late in June, 1946, the Executive Committee of the Board of Trustees announced the appointment of Charles W. Jones, Professor of English, to become Director effective July 1 of that year.

In the annual report to the President of the 1946 session, Director Jones reviewed the changes which had taken place and credited Assistant Director Hulse with much of the success of the session:

"Professor H. R. Anderson, Director, resigned as of Feb. 1, 1946. Professor M. L. Hulse, who then became Acting Director, resigned as of July 1, 1946. I was appointed Director, effective July 1, and Professor W. A. Smith acted as Assistant Director during the six-week session....The success of the Summer Session, 1946, may be attributed largely to the skillful direction of Professor Hulse during the planning and admission period."<sup>1</sup>

Further reference to Director Jones' report provides additional detail of the revival of the Summer Session in the post-war period:

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<sup>1</sup>President's Annual Report for the year 1946-47, Appendix XIX, p. 136.



"The Administrative Board revised the rules governing admissions in order to improve the quality of instruction for upper classmen, graduate students, teachers, and other mature workers. By action of the Board no students were admitted from institutions other than Cornell University who had not completed half the hours required for the Bachelor's degree at their institution. The group eliminated by this regulation comprised approximately one-fourth of the pre-war registration. The change in level of education and maturity has noticeably affected the course offering, course content, and extra-curricular educational program. The Board hopes that, as resources permit, the offering of graduate seminars, specialized technical and vocational courses, and informal and personal direction research will be increased so that the University may in still greater measure serve teachers and other professional workers during the summer months."<sup>1</sup>

Provision for the education of Veterans of World War II during the summer period began with the session of 1946, and became an important factor in promoting recognition of the Summer Session in the University's educational program for the next several years. The initial reference to this new development was stated prominently on the first page of general information in the 1946 Announcement:

"VETERANS IN THE SUMMER SESSION... Veterans eligible for benefits under the G.I. Bill (Public Law 346, as amended December 28, 1945) may use those benefits for Summer Session work. Eligibility should be established well in advance of registration day. Upon presentation of a certificate of eligibility and entitlement or terminal leave order at registration time, tuition, fees, books and supplies will be charged to the Veterans Administration, up to the maximum allowed by the law, which is about \$88.

"Veterans who have not established eligibility at the time of registration may be required to pay tuition, and fees, and charges for required books and supplies. These payments will then be refunded to them when their certificates of eligibility and entitlement are filed. Representatives of the Veterans Administration at the University will help veterans who have not established their eligibility to make the necessary applications. Original discharge papers or certified copies of them, and, in the case of married veterans, legal proof of marriage, must be furnished at the time of making application.

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<sup>1</sup>Ibid., p. 136.

"Veterans eligible for vocational rehabilitation training under Public Law 16 should arrange in advance for the transfer of their cases to the Batavia, N.Y., office of the Veterans Administration. On arrival they should report at once to the Training Officer who will advise them on further procedure.

"Veterans who hold New York State War Veterans Scholarships and Canadian Veterans eligible for education benefits under P.C. 5210 should present evidence of their eligibility at registration time.

"All veterans who wish to use educational benefits from any of these sources must register in the University Office of Veterans Education on registration day, or as soon as possible after that date. Late registrants run some risk of receiving only partial benefits."<sup>1</sup>

An illustration of the continued recovery at this time from the effects of World War II on earlier summer programs was the resumption of the "Extension Service Summer School" in 1946. It will be recalled that this special three-week program of unit courses first was offered in the summer of 1941 (see pp. 170 ff) and immediately thereafter became a casualty of the increased demands for services of extension workers imposed by war-time conditions. The opening statement in the attractively prepared brochure announcement is quoted to identify premises upon which the program was revived and continued annually well into the future.

"EXTENSION WORKERS interested in professional improvement are invited to the summer short course especially designed for them by the New York State Colleges of Agriculture and Home Economics at Ithaca, New York. It is our purpose to help meet postwar demands for greater efficiency by the application of scientific methods to all processes of extension work as well as to farms and homes. It is hoped that inspiration and increased ability to apply the best procedures known to extension workers will come to each student in attendance.

"Although many requests for this school have come from all over the country, the majority of students probably will come from the northeastern states. The extension staff of New York State will be supplemented by several outstanding extension workers from other states.

"Sessions are designed to furnish a combination of study, inspiration, and recreation. While the Extension Service Summer

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<sup>1</sup>Summer Session Announcement, 1946, pp. 3 and 4.

School is a part of the regular University Summer Session, no attempt is made to offer subject matter courses available at all other colleges. Every effort will be made to help individuals find answers to particular problems and to provide personal attention, practice, or study as far as possible. This is training to supplement undergraduate work and to provide means of meeting new leadership responsibilities for those who are alert to the changing economic and social needs of our times."<sup>1</sup>

Further evidence of the 1946 Summer Session's emergence from war-time conditions was the resumption of permission to students for the use of automobiles. Permission to park on campus was restricted and, if granted, subject to payment of a \$1 fee. Much more stringent regulations concerning possession and operation of automobiles than before the war were imposed. They are quoted from the Announcement because they remained in effect with little change in succeeding summers:

"AUTOMOBILE REGULATIONS... Because of local traffic and parking conditions it is necessary to require registration of both motor vehicles and their drivers during the Summer Session as well as during the academic year. Each student who maintains or operates a motor driven vehicle in or about Ithaca during the Summer Session must do the following: (1) register with the Campus Patrol Office, Old Armory, at the time of registration; (2) if under 21 years of age, have written consent of his parent or guardian; (3) produce evidence that he may drive in New York State and that the vehicle may be driven there; (4) produce evidence that the vehicle is insured at the standard minima of \$5,000 - \$10,000 - \$1,000. If circumstances warrant it, he may get a campus parking permit. The fee is \$1. Motorcycles may be registered but may not be used on the campus during class hours. Trailers are not allowed on any University property."<sup>2</sup>

An incident only remotely related to Summer Session history but dealing with the parking fee for students as it applied to the Veterans enrolled in the summer arose at this time. It is inserted here because of its origin with the immediate past Director of the Summer Session, Loren Petry, who had become Cornell Director of Veterans Education, and probably represents one of only a few instances at most in which he was

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<sup>1</sup>Extension Service School Announcement, 1946, p. 1. (Copy on file in Summer Session Office.)

<sup>2</sup>Summer Session Announcement, 1946, p. 14.



denied a request. The quotation is taken from Minutes of the Board of Trustees:

"76. Traffic Fees: The President presented a recommendation of the Director of Veterans Administration [Education], concurred in by the Executive Officer of the Board of Traffic Control, that the fees charged students for the registration of motor vehicles for parking on campus be discontinued as of July 1, 1946, or September 1, 1946. The President explained that the proposal presented was the result of further objections to the payment of these fees on the part of veteran students. He stated that the recommendation was based on the belief that the elimination of the fees would result in improved public relations.

"The President pointed out that, since the fees are not charged all students but only those having cars, the veterans cannot have them paid by the Veterans Administration...."<sup>1</sup>

The discussion which followed, including reference to the amount of income derived in previous summers when such fees were in force, ended in denial of the request on the basis that the University incurred certain expenses in providing parking facilities for veterans the same as for other students and they should share in those costs as well.

Another item concerning Summer Session fees was dealt with by the Board of Trustees, through its Executive Committee, at this particular time. It is quoted because of questions it raises about its timing and applicability to both prior and future sessions:

"75. Infirmary Fee for 1946 Summer Session: Upon recommendation of the President, concurred in by Dr. Norman S. Moore, and on motion duly made, seconded, and carried, the Infirmary Fee was fixed at \$4.50 for the six-week Summer Session, to entitle the student to regular medical care plus two days hospitalization without extra charge; and was fixed at \$10.00 for the eleven-week Summer Session, to entitle the student to regular medical care plus seven days hospitalization without extra charge."<sup>2</sup>

One question raised by the date of this legislation grows out of the fact that the 1945 session Announcement described the 'Health

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<sup>1</sup>Cornell University Trustee Proceedings and Reports, 1945-46, May 3 and 4, 1946, pp. 6113-6114.

<sup>2</sup>Ibid., p. 6113.

Service' in the identical language used in 1946 and quoted the same \$4.50 fee for the six-week Summer Session. A possible clue to the action reported in the legislation of 1946 is the inclusion of the reference to an eleven-week Summer Session. There was no such session under the auspices of the Summer Session Director and Board, but in the same meeting of the Executive Committee of the Board of Trustees which produced the legislation in question the following action took place:

"74. Tuition for Summer Session in College of Architecture: Upon recommendation of the President, and on motion duly made, seconded, and carried, tuition for the eleven-week Summer Session of 1946 in the College of Architecture was set at \$135."<sup>1</sup>

The likely assumption to be made is that the Trustee Committee wanted to combine into one action all reference to such fee and that the only new part in which Dr. Moore's concurrence was sought concerned the eleven-week program.<sup>2</sup>

Incidentally this serves as a reminder that it still was possible for summer programs to be conducted outside the jurisdiction of the University Summer Session and be referred to officially as 'Summer Sessions'. Consolidation was not yet a total reality.

From this beginning of a period in which the Summer Session was moving gradually, though with occasional reverses, toward unification in administration of all summer instruction we can proceed to identify the more significant events and developments.

The practice of multiple-session operation was revived for the summers of 1947 and 1948. In 1947 a six-week session, comparable in every respect to its counterpart in previous summers, including the period for which it was scheduled, was followed immediately by a post-session, also of six weeks, which ended just prior to the fall term of the academic year. The 1948 summer calendar included the usual six-week session followed by a five-week session. A new feature was a separate two-week post-session in Education. The latter opened on the same date as the five-week post-

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<sup>1</sup>Ibid., p. 6113.

<sup>2</sup>Dr. Moore was Director of University Health Services.

session but with separate identity.

Verification of the authorization and administrative responsibility for these post-sessions is lacking in the usual sources of evidence upon which this historical account is based. Even the printed Announcement for each of the two summers, 1947 and 1948, strangely was devoid of any reference to the post-sessions other than to list the dates of the starting and ending of instruction for each in the 'Calendar'. But records in the office files of the Summer Session confirm that the Director was in charge. These records consisted of memoranda from the Secretary of the Executive Committee of the Board of Trustees to the Summer Session Director notifying him of the appointments of faculty for the post-session and listing their departments and salaries for the session. Notice also was included of the authorization of an additional Summer Session appropriation of \$9,000 for the purpose of financing the post-session.

From the standpoint of authority for the administration of instructional programs in the summer, the Summer Session appeared to have gained in recognition during this two-year period. But there still were examples to the contrary as exemplified in the following action of the Board of Trustees:

"16. Summer Term for School of Chemical Engineering, College of Engineering, and Other Divisions of the University: Upon recommendation of the President and on motion duly made, seconded and carried:

"(1) A twelve-week term for the summer of 1947 in the School of Chemical Engineering, College of Engineering, was authorized for students in the eighth and ninth terms in that School, with tuition and fees as follows:

Tuition	\$ 200.00
Laboratory and Library	20.00
Health and Infirmary	10.00
Student Union	5.00

and with the following budget:

<u>Staff</u>	<u>Salary for term</u>
Professor Charles C. Winding	no additional compensation
Assistant Professors:	
Robert L. VonBerg	\$1,500.00
Herbert F. Wiegandt	1,500.00
Assistant	<u>500.00</u>
TOTAL	\$3,500.00



"(2) The Administration was authorized to approve like programs for other academic divisions of the University where such action will not entail a burden on the finances of the University."<sup>1</sup>

The annual reports of Director Jones for the years 1947 and 1948 add additional information about actions and events discussed above and summarize the accomplishments made. The following are excerpts from the 1947 report, including reference to the participation of the School of Industrial and Labor Relations for the first time:

"As the tabulations below indicate, the Summer Session, 1947, exceeded in total registration that of 1946, and therefore that of any previous session, by almost 500 students. Of the total, 2,725, there were 1,025 graduate students. Nearly a hundred courses and sixty-two faculty positions were added. Our registrations do not include those who took summer terms in the Colleges of Engineering or Architecture and the Law School, and students who worked under personal direction in the Graduate School. The number receiving instruction on the campus during July therefore exceeded 3,500.

"For the first time, the New York State College of Industrial and Labor Relations was a cooperating unit in the Summer Session, offering courses in Industrial Management, in Human Relations, in Industry and Workers Education, as well as an Introduction to the Field of Industrial and Technical Education. The program of Industrial and Technical Education expanded decidedly, with eleven formal courses and a number of special studies. The new Division of Modern Languages inaugurated a Chinese Language Institute, extending through twelve weeks, for the purpose of preparing prospective business travelers and Civil Service workers in colloquial Chinese so that they might use the native language in China. Other new courses which suggest changing needs were; Foundations of Western Thought (planned by the Department of Classics); Russia in the Twentieth Century; United States and Latin America in the Twentieth Century; Legal Problems of the School Administrator; Research and Writing in Outdoor Education; Home Freezing of Foods.

"Such a list, which might be extended, indicates a post-war evolution in summer instruction. With the virtual elimination of underclass instruction, as reported to you a year ago, summer work is more and more directed to the mature professional worker who wants to use the unique facilities of this University to satisfy his special needs as a worker and citizen. The number of applicants

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<sup>1</sup>Proceedings of the Board of Trustees, Executive Committee, March 8, 1947, p. 6772.

from government and industry is greater than ever before. Graduate and adult education is now of first importance. In this respect, you may note that although the number of teachers in attendance increased, it has not yet reached its prewar proportion. No doubt the fluctuation in that profession and the unadjusted salary scales account for the lag. Nevertheless, the relationship between the University and the preparatory schools and communities which these registrants establish and perpetuate is vital to all parties. For the University, each registrant is a potential and informed advisor of college-preparatory students; for the community, each teacher serves to disseminate those results of scholarship and research which the University has fostered. We of the Administrative Board have reason to hope that another year will see this registration proportionately strengthened.

"A Postsession, running six weeks from August 11 to September 19, limited to undergraduate men matriculated in Cornell colleges who successfully completed a full program in the regular session, registered 238. This Postsession was primarily attended by ex-servicemen who needed to accelerate their collegiate program. The Board plans to eliminate the Postsession after the summer of 1948."<sup>1</sup>

The report for 1948 accounted for a total attendance of 2744 students including 167 in the post-session. The report also referred to the need for increase in faculty salaries:

"During the post-war transitional period the Administrative Board refrained from adjusting either tuition or salaries in the hope that a single adjustment, made under stabilized conditions, would suffice. This decision called for great forbearance by the 1948 staff. I take this opportunity to thank them for their exceptional cooperation during a Session in which they were clearly underpaid. At the end of the Session the Board adopted a new schedule for 1949."<sup>2</sup>

Among the changes from preceding summers were the following. The field school in Geology, which had not operated since 1941, resumed in 1947. It may well have been a war-time casualty. The Health and Infirmary fee was increased in 1947 to \$5 but with no mention of a Willard Straight membership fee. The latter undoubtedly was included in the tuition charge since it is known that Willard Straight Hall had received a fee of \$3 per student each year since 1930. For the first time since

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<sup>1</sup>From the files in the Summer Session Office.

<sup>2</sup>Ibid.

1935 there was no mention in 1947 of the State Summer Schools on the cover page of the Announcement. In 1945 and again in 1946 this had appeared only on an inside cover page whereas formerly it had been part of the title on the front cover. This change may well have signified further progress toward unification of the Summer Session.

The practice of requiring students matriculated in an undergraduate school or college of Cornell University to obtain approval of their course registration by a designated officer of their college as a prerequisite for admission to the Summer Session was started in 1948. This served a dual purpose - to prevent students not in good standing from being accepted and to indicate that the school or college would accept the credit in the stipulated courses as credit toward a degree.

The slate of "Officers" of the Summer Session for 1948 was reduced from a total of eight in 1947 to five consisting of the President of the University, the Dean of the Graduate School, the Director of the Summer Session, and the Assistant Director. The only new position in this list was the Dean of the Graduate School with Gustavus Watts Cunningham as incumbent.

The summer of 1949 brought notable administrative changes. The earliest of these in terms of planning for the session were reported in the minutes of the Board of Trustees:

"5. Recommended Appropriation for the Budget of the 1949 Summer Session: Upon the recommendation of the President and on motion duly made, seconded, and carried, this Committee [Sub-Committee on Finance] recommended to the Board of Trustees that \$135,000 be appropriated for the expenses of the University Summer Session in 1949.

"The President reported that the Summer Session, which is self-supporting, has recently built up a reserve out of its income of past years to guarantee that fact.

"6. Director of the Summer Session: The President reported the resignation of Dean Charles W. Jones as Director of the Summer Session, effective November 1, 1948.

"Upon the recommendation of the President and on motion duly made, seconded, and carried, Frederick H. Stutz was appointed Director of the Summer Session, effective November 1, 1948, at an additional salary of \$2,000 per year, to be charged against the operating budget of the Summer Session.



"7. Increases in Tuition and Faculty Salary Scale in Summer Session: Upon the recommendation of the President and on motion duly made, seconded, and carried, the following recommendations of the Administration [sic] Board of the Summer Session were approved:

"a. Tuition in the regular Summer Session was increased from \$60 to \$80, effective in the summer of 1949.

"b. Unit tuition for courses of less than six weeks' duration was increased from \$12 per week to \$16 per week.

"c. The faculty salary scale in the Summer Session was changed as follows:

<u>"Rank</u>	<u>Present scale</u>	<u>Recommended scale</u>
Professor	\$750	\$1,000
Associate Professor	675	850
Assistant Professor	600	700
Instructor	550-500	600" <sup>1</sup>

Also, the Administrative Board of the Summer Session was increased in size by one member by adding a representative of the new School of Industrial and Labor Relations faculty. From the listing of Board membership in the Announcements current for this immediate period, it becomes apparent that appointees were becoming representative of the three State Colleges, the School of Education, and selected units of the endowed faculty, with the Dean of the Graduate Faculty a recurring member. This latter position was filled in 1949 through appointment of Charles W. Jones to the post of Dean upon having been replaced by Frederick H. Stutz as Director of the Summer Session (see p. 196).

The increase in tuition to \$80 included the Willard Straight Hall fee of \$3. Persons claiming and being granted free tuition for any reason were required to pay this fee. A new classification of students was created, described as follows -- "SPECIAL STUDENTS -- Applicants over twenty-four years of age who have not completed their undergraduate work and who do not intend to complete it will be admitted to the Summer Session for courses which will help their vocational or personal develop-

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<sup>1</sup> Cornell University Trustee Proceedings, Executive Committee, 1948-49, Oct. 22, 1948, pp. 8149-8150.

ment."<sup>1</sup> This practice continued over the ensuing years with only minor variations.

The increase in tuition imposed in 1949 was the beginning of a series of tuition and fee changes which appeared to represent a somewhat trial-and-error approach to maintaining economic stability. The Announcement for 1950 stated tuition to be \$80, including a \$3 Willard Straight Hall (student union) fee and a \$5 administration fee. This was the first mention of the latter fee. Students who had the privilege of free tuition again were required to pay both of these fees as well as the \$5 health service and infirmary fee charged all students. Students in unit-course programs paid tuition at the rate of \$15 per week "which charge included a prorated share of the student union and administration fee."<sup>2</sup>

Enrollment in the 1950 Summer Session decreased to 1990 students continuing a trend which began the year before. This occurred in spite of maintaining what had become a program of well over three hundred courses augmented by special workshops. The reason advanced for the decline in registration was the resumption by undergraduates of attendance in the normal four-year pattern of two terms each to complete their degree programs. Irregularities due to war-time interruptions were nearing an end.

Tuition and fees continued to be the major question about which the Board of Trustees was concerned regarding the Summer Session. In addition to an increase voted in 1951, a unique variation from past practice was instituted. A differential was made in the charge for tuition on the basis of undergraduate and other student status respectively:

"15. Summer Session Tuition and Fees: Upon the recommendation of the Acting President, and upon motion duly made, seconded, and carried, the following schedule of increased tuition and fees for summer sessions, beginning with the year 1951, was adopted:

"1. For undergraduate candidates for the Bachelor degree, at Cornell University or elsewhere, the tuition fee for

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<sup>1</sup> Summer Session Announcement, 1949, p. 4.

<sup>2</sup> Summer Session Announcement, 1950, p. 8.

the six-week Summer Session is \$97; for all others the tuition fee for the six-week Summer Session is \$77. Tuition for unit courses is charged at the rate of \$15 per week, which charge includes a pro rata share of the student union fee and administration fee. (Health and infirmity services not available to unit course registrants.)

"2. Six-week Summer Session students in addition to tuition, will pay a fee of \$13 which entitles them to health and infirmity service. In addition to this fee, laboratory and special course fees will be assessed in accordance with present practice.

"3. A partial tuition scholarship of \$25 will be awarded to each undergraduate candidate for a Bachelor degree in the Colleges of Agriculture, Home Economics, or Industrial and Labor Relations, who is a New York State resident and who is advised by his college to attend Summer Session. The funds for such scholarships will come from the Summer Session accounts of the named colleges."<sup>1</sup>

In addition to the increase in tuition called for in this action, the fee of \$13 charged separately was, according to the 1951 Announcement, to cover Willard Straight membership, health and infirmity service, and administration services.

The return to the earlier practice of a differential in tuition on the basis of student affiliation with the State Colleges in contrast with the endowed units (item 3 of the above legislation) was referred to in the Announcement for 1951 as follows: "An undergraduate candidate for the Bachelor's degree in the Colleges of Agriculture or Home Economics, or in the School of Industrial and Labor Relations at Cornell, who is a resident of New York State, will be awarded a partial tuition scholarship of \$25, reducing the tuition charge in this case to \$72."<sup>2</sup> One might hazard a guess that the reason for this partial reverting to earlier dual tuition grew out of the increasing competition of State Teachers Colleges which were offering summer instruction at a lower rate of tuition. Once again a challenge arose to the principle of central administration for a unified Cornell Summer Session. The action taken

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<sup>1</sup>Cornell University Trustee Proceedings, Executive Committee, Nov. 21, 1950, pp. 245-246.

<sup>2</sup>Summer Session Announcement, 1951, p. 8.



may have been the compromise felt to be necessary to protect the principle while at the same time meeting the competition for students.

This schedule of tuition and fees continued in effect for the 1952 Summer Session but underwent revision again for 1953. The differential on the basis of undergraduate students as compared with graduate and special students was maintained. The amounts were increased to \$115 and \$90 respectively, with unit-course tuition becoming \$17.50 per week and the general fee increasing to \$15.<sup>1</sup> The \$25 scholarship for candidates for the Bachelor's degree in the State units who were New York State residents was continued.

The only change in the tuition and fee structure in 1953 was an extension of summer scholarship privileges in the College of Home Economics. The legislation is quoted:

"24. Extension of Scholarships for Summer Session for the College of Home Economics: Upon recommendation of the President and the Administrative Board of the Summer Session, it was duly moved, seconded and carried, to extend the present system of scholarships for the Summer Session as follows:

'A graduate assistant in the College of Home Economics who registers in the Summer Session immediately following the period of her assistantship will be awarded a partial tuition scholarship of \$25.00.'

'Funds to support these scholarships will come from the summer school account of the College of Home Economics.'"<sup>2</sup>

Other actions of the Board of Trustees at this same time warrant noting, not only because they are related to matters of tuition but also because precedents were being set. The first of these initiated a special summer program which was destined to recur annually. For the time being and for a considerable period to follow it did not come under the auspices of the Summer Session.

"23. Executive Development Program of the School of Business and Public Administration: Upon the recommendation

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<sup>1</sup> Cornell University Trustee Proceedings, Executive Committee, 1952-53, November 24, 1952, p. 1543.

<sup>2</sup> Ibid., March 21, 1953, p. 1631.

of the President and on motion duly made, seconded, and carried, the School of Business and Public Administration was authorized to conduct a course for men from business, government, and the Military Services in Executive Development during the period June 13, 1953 through August 22, 1953, and the School was authorized to impose a fee of \$1200 for tuition, books, board and room.

"On further motion duly made, seconded, and carried, permission was given for this program in future years if the trial this summer is successful."<sup>1</sup>

The second action brought the summer program of the College of Architecture under the auspices of the Summer Session after a lengthy period during which the College had administered its summer programs of varying length independent of the Summer Session. This case illustrated a policy gradually becoming recognized which conceded that all programs administered by the Summer Session need not follow a uniform pattern in matters such as tuition and fee structure and length of session.

"25. Special Summer Session Program in Architecture: Upon recommendation of the President, and on motion duly made, seconded, and carried, the Director of the Summer Session was authorized to impose a tuition fee of \$440 and a general fee of \$25 per student in a special program for the College of Architecture from July 6 to September 12, as a part of the Summer Session program for undergraduate and graduate students from Cornell and other institutions."<sup>2</sup>

Further evidence of the increase in scope of variation among programs placed under the administration of the Summer Session is shown in the following item of legislation. The Summer Session Announcement for 1953 confirms that the "proper officers" authorized to administer the "Language Courses" were those of the Summer Session.

"26. Summer Language Courses: On motion duly made, seconded, and carried, the action taken by this Committee on January 23, 1953, authorizing the proper officers of the University to impose and collect a tuition fee of \$115.00 for a six-week course and \$230.00 for a twelve-week course in the summer of 1953 for six language courses, two each in Chinese, Indonesian, and Russian in cooperation with the Department of Far Eastern Studies, was recinded.

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<sup>1</sup>Ibid., p. 1631.

<sup>2</sup>Ibid., p. 1631.

"Upon recommendation of the President and on motion duly made, seconded, and carried, the proper officers of the University were authorized to impose and collect a tuition fee of \$110 and a general fee of \$30.000 for the twelve-week elementary courses in these languages; and further they were authorized to charge up to a maximum of \$450 for the special (intermediate and advanced) courses in these three languages, plus the general fee of \$15.00 for a six-week course and \$30.00 for the twelve-week courses."<sup>1</sup>

Before turning from the series of tuition and fee changes begun in 1949 (see p. 196) the action of the Board of Trustees applicable to the 1954 Summer Session is included to complete a five-year period of rapid change and to report the last such action recorded in the Volumes of the Proceedings of the Board. Also, the change made remained effective for each of the succeeding summers through 1958:

"34. Summer Session Tuition and Fees: Upon recommendation of the President, and on motion duly made, seconded, and carried, the following tuition and fee schedule was adopted, effective with the Summer Session of 1954:

Tuition, regular 6 week session	\$125
Tuition per credit hour for students carrying less than a regular load	30
General Fee, regular 6 week session	20
Unit Course Tuition, per week	25
Fee for late registration	10
Fee for late change of registration	10" <sup>2</sup>

In addition to the increase in amount of the various fees it should be noted that a per-credit-hour charge for tuition was instituted for students 'carrying less than a regular course load'. According to the Summer Session Announcement this was established as being "Three credit hours or less." This initiated the practice of charging tuition by the credit hour.

In addition to the concern about tuition and fees during the five-year period just reviewed, a number of events having historical interest warrant recall. For example, the College of Engineering offered a

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<sup>1</sup>Ibid., p. 1631. (Note: Maximum tuition charge mentioned above was increased to \$500 by Trustee action of June 13, 1953. See p. 1707.)

<sup>2</sup>Ibid., 1953-54, January 18, 1954, p. 2131.



special program in 1951 in addition to its usual contribution of courses to the regular Summer Session. The program was announced in an attractively prepared brochure under the title "Special Program for Teachers of Engineering." Professor H. D. Conway was in charge but applications were to be directed to the Summer Session Office. In all respects except appeal to a special clientele of students the program was administered in the same pattern as for the six-week Summer Session.

Two other examples of Engineering summer programs during this period operated largely independent of the Summer Session. One was the Engineering Industrial Cooperative Program begun in 1950. This was to provide opportunity for students in the College of Engineering with a major in the Industrial Cooperative Program to make up the course work of the regular term missed while they were out of residence to gain the required experience in industry for their degree. The program consisted of two consecutive seven-week terms. The Summer Session Announcement included a statement about the program as a gesture of cooperation. The statement is quoted to define a policy regarding this program which has continued with little change to the present time.

"This program is not part of the Summer Session but is included in this Announcement because few of these courses are offered in the Summer Session and a limited number of qualified applicants can be accommodated by this means. Refer to the Announcement of the College of Engineering for full course descriptions. For further information address inquiries to Professor E. M. Strong, College of Engineering, Cornell University, Ithaca, New York."<sup>1</sup>

The other example of a summer program in the College of Engineering approved for operation outside of Summer Session jurisdiction and administrative pattern became operative in 1954. The legislation of approval typified the apparent unwillingness or perhaps shortsightedness at the time of those in authority to recognize the potential of the Summer Session as an administrative agency. More time was needed to bring about such recognition.

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<sup>1</sup>Summer Session Announcement, 1952, p. 40. (E. M. Strong was the same Professor Strong who became a member of the Administrative Board of the Summer Session in 1955.)

"15. Special Course in Electron Microscopy - College of Engineering: Upon recommendation of the President, and on motion duly made, seconded and carried, the College of Engineering was authorized to give a special course in the Techniques and Applications of the Electron Microscope, to be given by the Department of Engineering Physics for a period of two weeks during the summer, and to charge a fee of \$250 per student for the course, \$25 of this fee to be retained by the University as an overhead charge, and the balance of \$225 to be credited to the Engineering Physics Electron Microscope Project Account No. 518.

"On further motion duly made, seconded, and carried, permission was given for the Department of Engineering Physics, College of Engineering, to give this course as a regular special summer course each summer until further action."<sup>1</sup>

The pattern for reporting the remainder of this era in history is being adjusted to the necessity for using Summer Session announcements and office file records as primary resources for identifying and verifying events and circumstances as they occurred. Consequently, reporting is organized by years and with identification of the incumbent Director. This variation in pattern of reporting also will emphasize the frequency with which change in Directors was taking place.

1951 - Frederick H. Stutz, Director

This was the first summer for which 'SPECIAL PROGRAMS' were listed as such within the 'Calendar' located in the front of the Announcement. The list consisted of six programs with the beginning and ending dates of each stated, all differing in period from each other and from the period of the Summer Session.

Precedent for the scheduling of 'Special' programs, differing in one respect or another from the regular six-week session, dates back to the summer of 1928. It occurred in the Summer School of Agriculture for that year (see p. 138) when the Announcement devoted a separate page to "Special Unit Courses in Agriculture" for which students could register for courses to be selected from a list of seven varying in

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<sup>1</sup>Cornell University Trustee Proceedings, Executive Committee, 1953-54, April 19, 1954, p. 2190.

length from one to six weeks.<sup>1</sup> Since that opportunity was provided for students who were eligible for free tuition no special provision for tuition was necessary.

Down through the years following 1928 there were other cases of programs comparable to those identified and listed in 1951 as 'Special Programs' but previously considered as part of the regular six-week session. One example was the "Extension Service Summer School" introduced in 1941 (see p. 170) which in 1951 was included as one of the six Special Programs. It was in 1935 that special provision for variation in the tuition rate from that charged for the six-week session was made to accommodate such programs (see p. 157).

1952 - Frederick H. Stutz, Director

The number of 'SPECIAL PROGRAMS' listed on the 'Calendar' page of the Announcement increased to seven, one of which was the repetition of a 'Post Session' in Industrial and Labor Relations conducted for the first time in 1951, but organized too late to be included in the printed Announcement.

In addition to this Post Session during the period August 18 to 29, immediately following the six-week Session, the School announced and conducted as part of its summer program what it referred to as 'SPECIAL INSTITUTES'. This initiated a practice which continued throughout the rest of the period covered by this account of Summer Session history. The statement in the Announcement is quoted here for that reason and, also, because the practice became a 'bone of contention' later with reference to authorizing such summer programs and the terms under which they were to operate.

#### "SPECIAL INSTITUTES

"In addition to the regular Summer Session program, the School of Industrial and Labor Relations will conduct several institutes during the summer. These institutes are designed to help persons working in various areas of industry, business, and education. A special announcement concerning these in-

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<sup>1</sup> Summer Session Announcement, 1928, p. 77.



stitutes may be obtained by writing to Conference Headquarters, New York State School of Industrial and Labor Relations, Cornell University, Ithaca, New York."<sup>1</sup>

This statement was expanded in 1953 to include the following under the heading Special Seminars and Institutes:

"In addition to the regular Summer Session program, the School of Industrial and Labor Relations will conduct a series of one-week seminars in specialized areas of industrial relations. These seminars are designed for "practitioners," and consequently each will give special emphasis to an operational area of the field. The titles and dates for these seminars are as follows:

"Personnel Selection and Placement (July 13); Conference Leadership (July 20); Health, Welfare, and Pension Plans (July 27); and Communications and Community Relations (August 3)."<sup>2</sup>

The 'Officers' of the 1952 Session, listed preceding the roster of the Faculty, was reduced to four members consisting of Deane Waldo Malott, President of the University; Carleton Chase Murdock, Dean of the University Faculty; Charles William Jones, Dean of the Graduate School; and Frederick Harry Stutz, Director of the Summer Session.

1953 - Frederick H. Stutz was listed erroneously as Director for 1953 due to the early date in December, 1952, when Announcement copy was required by the printer. The dates identified in the following legislation correct the error. Also, they reveal that the position of Summer Session Director actually was vacant for the first time in history for a period of three and one-half months, thus leaving the Administrative Board nominally in charge.

"10. Summer Session:

"a. Lloyd H. Elliott: Upon recommendation of the President, and on motion duly made, seconded, and carried, Associate Professor Lloyd H. Elliott of the Department of Rural Education, was appointed Director of the Summer Session, effective May 16, 1953, at an annual salary of \$2,000.

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<sup>1</sup> Summer Session Announcement, 1952, p. 57.

"b. Frederick H. Stutz: Upon the recommendation of the President, it was duly moved, seconded, and carried, that Professor Frederick H. Stutz be paid one month's salary from summer session funds at the annual rate of \$2250 to reimburse him for work done in connection with the coming summer session after December 31, 1952 when his resignation as Director became effective."<sup>1</sup>

A replacement for Carleton C. Murdock in the list of 'Officers' of the Summer Session was William H. Farnham, newly appointed Dean of the University Faculty.

The Summer Survey Camp, conducted by the School of Civil Engineering, was mentioned as part of the summer program of the College of Engineering in the Summer Session Announcement for the first time in 1953. This summer camp had its origin in 1875 according to records in the School. Reputedly, it was the first such camp in the United States. Down through the years it had been administered solely by the College of Engineering and continued to be until 1963 when it ceased to be a part of the curriculum of the School of Civil Engineering. The statement in the 1953 Announcement, repeated in each Announcement through 1959, did not imply a change in administrative responsibility. However, it may well have been another illustration of increasing cooperation between the Summer Session administration and other units of the University which were conducting instructional programs in the summer. The statement in the Announcement follows:

#### "SUMMER SURVEY CAMP

"The School of Civil Engineering conducts a Summer Survey Camp for instruction in surveying for the five-week period between the close of the Summer Session and the beginning of the fall term. The camp is located on Cayuta Lake about 20 miles west of Ithaca. Instruction is primarily for civil engineering students who have completed the basic surveying courses on the campus. Persons desiring additional information should write to Director of Camp Cornell, School of Civil Engineering, Cornell University, Ithaca, New York."<sup>2</sup>

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<sup>1</sup> Cornell University Trustee Proceedings, Executive Committee, 1952-53, June 13, 1953, p. 1707.

<sup>2</sup> Summer Session Announcement, 1953, p. 39.

The 1953 Session was the last for which the New York State Legislature provided financial assistance (subsidy) for the Summer Session programs of the State Colleges of Agriculture and Home Economics and of the State School of Industrial and Labor Relations. Evidence for this fact is found in the report of appropriations of the State Legislature<sup>1</sup> for the years 1953 and 1954 which show appropriations for "Summer Schools" of the three State units at Cornell in 1953 to be \$5,000, \$7,000, and \$5,000 respectively, but with no mention of such an item in 1954 (nor in any succeeding year). The only explanation for the sudden withdrawal of this subsidy was the discovery by a representative of the State Department of Audit and Control during a visit to the University in the summer of 1953 that one of the colleges (best left anonymous) was paying summer salaries to instructors who, for lack of enrollment, did not teach the courses for which they had been appointed.

1954 - Lloyd H. Elliott, Director

A sequel to the withdrawal of State support following the summer of 1953 was discontinuance of the partial tuition scholarship of \$25 awarded in the three State units to their undergraduate degree candidates who also were residents of New York State. In retrospect this action raises a question of the legitimacy of the use made of the state subsidy during the period following elimination of the practice of granting free tuition to state residents in 1935. Even the later granting of partial scholarships fails to eliminate the question entirely. The annual grants by the State Legislature were established and continued for the purpose of enrichment of the summer programs in the State units at Cornell. While this was a very intangible purpose a highly tangible outcome of the subsidy was the substantial accumulation over the years of reserves in the financial balance in the Summer Session account of each unit.

The appointment of Sanford S. Atwood to replace Charles W. Jones as Dean of the Graduate School automatically resulted in similar change in the list of 'Officers' of the 1954 Session and in the membership of the

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<sup>1</sup>State of New York, Classification of Appropriations, by the Legislature, 1953-54, pp. 176, 180, and 185.



Administrative Board of the Summer Session.

Difficulty in previous summers of administering the age qualification for admission to the Summer Session as a Special Student resulted in replacing the requirement of being "over twenty-four years of age" with the designation - "Mature persons."

Enrollment in the six-week session had been falling off steadily during the fifties reaching its lowest point in 1954 with a total of 848 students exclusive of those enrolled in five 'Special Programs'. (The reason for not counting enrollees in the latter category during the four years 1953 through 1956 is not known.) There was sufficient concern about the lack of students and the future of the Summer Session that the President, Deane W. Malott, appointed a committee to look into the matter. It consisted of four College Deans - Litchfield of Business and Public Administration; Hollister of Engineering, O'Leary of Arts and Sciences, and Atwood of the Graduate School, together with the Provost, F. F. Hill, and Director Elliott who served as Chairman. Among their conclusions were three, the validity of which tended to be borne out in future summers: (a) Summer Sessions at Cornell or elsewhere no longer could depend upon the conventional or stereotyped program of the pre-war type to attract sufficient students for survival; (b) the increased demand for training schools, workshops, special courses and seminars for persons in business, labor, government, and education must be met with summer programs which may or may not involve academic credit, may vary in length of period and time of scheduling, and may be intensive in nature; (c) the University should provide a central clearing house or agency for all summer programs to provide more uniformity of administration.<sup>1</sup>

1955 and 1956 - Lloyd H. Elliott, Director

Little change took place at this time and enrollment remained low, gaining only fourteen students. John W. McConnell was named Dean of the Graduate School and replaced Atwood as an 'Officer' of the 1956 Session and as a member of the Administrative Board. The Office of the Summer Session was operating out of Day Hall, having been moved there

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<sup>1</sup> Summarized from the Director's Annual Report to the President, 1954, in the files of the Summer Session Office.

from Goldwin Smith Hall following the session of 1953. An innovation in the 1955 Announcement was a two-page center spread containing a map of the campus buildings and other features. This became a feature of all ensuing Announcements.

1957-1958 - Ralph N. Campbell, Director

Immediately following the 1956 session the Board of Trustees appointed Ralph N. Campbell, Professor of Industrial Education in the School of Industrial and Labor Relations, to replace Lloyd Elliott as Director of the Summer Session, effective September 1. Elliott had become Assistant to the President. As had been the case in the past, the Director's salary was to be in addition to his regular salary as a member of the faculty.<sup>1</sup>

A companion action of the Board, at the time of electing a new Director, authorized a wholly new practice:

"31. Authority to Confer Degrees: It was voted to authorize the President to confer degrees in September, 1956 in accordance with the recommendations of the separate faculties of the Cornell University - New York Hospital School of Nursing and Summer School at Ithaca, upon candidates who have fulfilled all necessary requirements."<sup>2</sup>

This authority was further increased the following June to include ROTC graduates whose degree requirements were not completed until the conclusion of the Summer Session.<sup>3</sup>

For the first time since 1942, the practice of including campus pictures in the Summer Session Announcement was resumed. Four full-page views, evidently chosen for their nostalgic potential as well as scenic value, were distributed among the 72 pages of the 1957 Announcement. However, this was not repeated the following year.

The list of Officers for the 1957 Session included C. Arnold Hanson, who replaced William Farnham as Dean of the University Faculty.

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<sup>1</sup> Cornell University Trustee Proceedings, Executive Committee, 1956-57, August 21, 1956, p. 2902.

<sup>2</sup> Ibid., p. 2915.

<sup>3</sup> Ibid., 1956-57, June 10, 1957, p. 3082.

Special Programs for the summer of 1957 were announced in the back of the Announcement, with a description of each, rather than being confined only to a listing by title and dates of starting and ending in the summer 'Calendar' appearing in the front of previous Announcements. This additional recognition given to Special Programs was continued in succeeding years.

The enrollment in the Summer Session began to increase at this time, slowly in the six-week session but more markedly in the category of Special Programs which were increasing in number. This increase in programs prompted Mr. Malott, in a report to the Trustees, to refer to the Summer Session as follows:

"2. Report by the President on the State of the University:

"Summer Session: The trend in the Summer Session away from formal courses for credit was mentioned by the President, and he pointed out that the Summer Session is becoming more and more comprised of the institute-type of course in which various industries send their personnel to the University for special courses of limited periods. An example cited was the institute sponsored by the Shell Companies Foundation for training high school science teachers. He mentioned other institutes in botany and remedial reading being sponsored by other industrial concerns and foundations."<sup>1</sup>

The President's reference to the change in the Summer Session may be akin to the appraisal made by Morris Bishop in his book A History of Cornell, in dealing with approximately this same period. He said, "The Summer School [sic] declined, after the postwar boom. Undergraduates returned to the normal four-year pattern of schooling; and the education-hungry veterans, supported by the GI Bill, faded away. The Summer School turned more and more to brief workshops, institutes, one-week and two-week special courses."<sup>2</sup>

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<sup>1</sup>Cornell University Trustee Proceedings, 1956-57, January, 1957, p. 2990. (Note: The Shell Companies Foundation Institute began in the summer of 1956 but was not included among the list of Special Programs announced for that year due to the lateness of its being scheduled. It appeared in the 1957 Announcement as a Special Program and has continued without interruption since.)

<sup>2</sup>Bishop, Morris. A History of Cornell, Cornell University Press, Ithaca, N. Y. 1962, p. 600.



The Administrative Board of the Summer Session, under the leadership of Director Campbell, was keenly aware of having inherited a somewhat deteriorating condition of the summer program and began immediately to look for causes and to recommend corrective measures. A first step was the preparation of a statement of objectives. This statement is reported here in its entirety because first, no such statement was in existence at the time, and second, it along with other closely related materials provides a forecast of a series of rapid and marked changes to follow.

#### "STATEMENT OF SUMMER SESSION OBJECTIVES

(Approved by the Administrative Board, February 19, 1957)

"It is the consensus of the Board that the primary objective of the Summer Session should be to utilize the faculty and physical resources of the University to provide the broadest possible educational services to individuals who can effectively make use of such services during the period between the Spring and Fall academic terms. In extending the services of the Summer Session the Board does not wish to increase enrollment merely for the sake of numbers. Our aim is to maintain educational standards while providing maximum educational opportunity for qualified persons.

"Consistent with this primary objective, the University is now providing during the summer an educational program designed to meet the needs of the following groups: (a) undergraduates of Cornell University who need summer work to make up deficiencies, to speed up their degree programs, or to participate in the Engineering Cooperative Summer Term; (b) Cornell graduate students; (c) undergraduates from other colleges and universities; (d) individuals, such as teachers, taking credit work in the furtherance of their personal development and to meet certain legal or professional requirements; (e) adults seeking noncredit educational services for professional development purposes or for the satisfaction of personal interests.

"The Board recognizes that the primary responsibility for educational policy and programming rests with the representatives of the various colleges, schools and departments of the University, and that the role of the Summer Session office should be to serve as an agency which will stimulate and coordinate the summer activities of the University and provide administrative assistance to the various departments as needed. At the present time the entire credit program offered during the summer period comes within the jurisdiction of the Summer Session. This includes the regular six-week program and any special programs of varying duration which are conducted during the summer. It is the opinion of the Board that the regular six-week curriculum should be strengthened and expanded.

"With regard to the special programs, including those which do not carry credit, there has been a wide range of approaches. This has occurred because some schools and colleges are better equipped than others to initiate and administer the activities of the special programs type. In some instances departments of the University have conducted such programs without any formal relationship to the Summer Session; in other instances special programs have been initiated by departments as an integral part of the Summer Session; and in still other instances programs have been initiated by departments for which the Summer Session office has provided some administrative assistance but the programs have not been considered part of the Summer Session. Finally, this year for the first time the Summer Session has taken the initiative in developing a special program with the cooperation of the Departments of English and Speech and Drama and the School of Education. This variation in the patterns seems desirable.

"The Board feels that all educational activities during the summer, both of credit and noncredit nature, should come within the aegis of the Summer Session. It might even be desirable to change the title of the director to Director of Summer Programs. The exact pattern of relationship between the Summer Session office and the various departments with regard to any particular program should be worked out in negotiations between the director of the Summer Session and the department heads concerned.

"Thus it is anticipated that the Summer Session office will provide stimulus, information, and administrative assistance where needed, but will not usurp the primary responsibility of the colleges, schools, and departments for developing an effective summer program.

"Reported by -  
Ralph N. Campbell, Director  
February 19, 1957"<sup>1</sup>

Director Campbell's report to the President of the Summer Session of 1956 contained analysis of the situation then current and a number of recommendations in harmony with the Board's statement quoted above. For this reason the pertinent parts are quoted:

#### "Indications for the Future

"It is quite obvious that the prestige of the Summer Session cannot be enhanced nor enrollments increased by administrative fiat. An upward adjustment of Summer Session salaries would help

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<sup>1</sup>From the files of the Summer Session Office.



significantly in the matter of status. What is most needed, however, is continuing and enthusiastic support in the office of the President and strong leadership in the office of the Summer Session.

"Fortunately, experience indicates that wherever a real need and demand for educational services can be demonstrated faculty members with appropriate interest and competence will accept the challenge and make their talents available.

"Specifically, it seems that the following can be done to increase enrollments and to give faculty and department heads a sense of challenge and responsibility:

"1. Develop the curriculum on an integrated university-wide basis. Responsibility for program planning should remain with the individual colleges, schools, and departments; but the Summer Session can provide leadership in the discussion of curriculum on an inter-college and inter-departmental basis.

"2. Consult with members of various professional groups to determine in what ways the University can improve its services to members of such groups and to solicit cooperation in recruitment for programs developed to meet such need. The Summer Session Office can provide leadership here by bringing together interested faculty and staff members with representatives of professional groups.

"3. Increase the number of programs supported by foundations, government, industries, and other agencies. The Summer Session can provide leadership in the development of such programs which cut across school or college lines and give administrative assistance where needed.

"4. Provide a more flexible program of educational services by such devices as:

- a. Developing credit programs of longer or shorter duration than the regular six-week period.
- b. Admitting selected pre-freshmen.
- c. Permitting students to enroll for less than four hours of work.
- d. Permitting individuals to register as auditors.
- e. Lowering the minimum credit hour requirement for undergraduates from 5 to 4 credit hours.

"These specific changes have already been effected with favorable results.

"5. Expand and improve the promotional and informational devices calling the services of our Summer Session to the attention of prospective students.



"It is obvious that a number of ideas proposed here will raise the cost of the Summer Session in absolute terms of dollars spent to provide the services. I am confident, however, that by such means the ultimate cost as a percentage of income will be lowered; and that the services provided by the University during the summer period will be enlarged.

"There is a strong probability that if the Summer Session Office is to provide the type of leadership described here, the Director must be employed on some basis other than the present limited part-time arrangement. This is a matter, however, which should not be determined now but should be reviewed at the end of another year."<sup>1</sup>

A final item in the form of a personal letter from Director Campbell to the President is included here as further forecast of events which followed the Summer Session of 1958.

"President Deane W. Malott  
300 Day Hall

March 31, 1958

"Dear President Malott:

"In recent discussions with Messrs. Atwood, Peterson and McKeegan and the Deans of the State Colleges or their representatives, I have made certain recommendations regarding the future of the Summer Session. Mr. Atwood has suggested that I report these recommendations to you.

"The enclosed report documents these recommendations. In essence I recommend:

"1. A full-time director be appointed for a three-year period to (a) give more adequate attention to the curriculum of the six-week Summer Session and (b) devote more time to promotional activities connected with both the six-week session and special programs.

"2. Summer Session salaries be brought to appropriate levels by an increase of approximately 15% for the summer of 1958 and additional increases in succeeding years.

"Inasmuch as you have suggested that alternatives to these proposals be considered, I recommend as the next most desirable alternative:

"1. A half-time director for the six-week program reporting to the Dean of the School of Education.

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<sup>1</sup> Ibid., Director's report for 1956.

"2. A coordinator of special programs, appointed on a part-time basis, to work throughout the year. His function would be to stimulate the development of special programs in the Endowed Colleges and to provide a clearing house for information on special programs on a University-wide basis.

"3. A study of tuition charges to determine the feasibility of a significant tuition increase for the summer of 1959 to be offset in the State colleges by a scholarship program.

"4. A 15% salary increase for the summer of 1958; or if this is not feasible, a salary for the summer of 1959 which will bring salaries substantially in line with other comparable institutions and with regular academic year salaries at Cornell.

"I shall be happy to discuss this report with you at your convenience.

"Sincerely,

Ralph N. Campbell  
Director"

"cc: Provost Sanford S. Atwood  
Arthur H. Peterson  
Paul L. McKeegan

It was these recommendations and their supporting background from previous years which set the stage for policies and events during the period which followed.

## UNITY ACHIEVED

1959-1966

In the beginning of this period in Summer Session history, a significant step was taken toward placing in operation Director Campbell's recommendation that the Summer Session Director be appointed to serve full time in the position. Early in Campbell's tenure he and his Administrative Board began urging that such change be made, if not to full-time status, at least to one requiring much more of the incumbent's time than had been provided or expected in the past (see p. 216). Campbell's resignation, effective at the close of the 1958 session, afforded a convenient opportunity for change in the terms of appointment coincident with choice of his replacement.

Decision was reached by President Malott, after counsel with members of his staff, including a former Director of the Summer Session, Lloyd Elliott (currently serving as his assistant); the Provost, Sanford S. Atwood (who had served earlier on the Administrative Board of the Summer Session); the University Controller, A. H. Peterson; and the Budget Director, Paul McKeegan, to combine the position of Summer Session Director with that of Director of the Division of Extramural Courses, another part-time position. However, this arrangement would permit retention of membership in the academic faculty on a part-time basis if the appointee desired to retain such status. This triple responsibility became the basis of the new appointment.

It was the Provost who, on July 7, 1958, conveyed the President's decision to the Secretary of the Board of Trustees to be included in the agenda for the next meeting of the Board's Executive Committee. The minutes of that meeting record the following:

"28. Personnel Actions Relating to Independent Divisions of the University, Requiring No Additional Appropriation of Funds: Voted on recommendation of the President, that (no additional funds being required): Division of Summer Session.



"William A. Smith be appointed, effective September 1, 1958, as Director of the Division of Summer Session, Extramural Courses and Part-Time Study, at an annual salary of -----, payable ----- from the budget of the College of Agriculture and ----- from Endowed College Funds. He will continue to hold a part-time appointment as Professor in the Department of Rural Education."<sup>1</sup>

The logic of this action is better understood in the light of a review of the history of the Division of Extramural Courses. Also, the manner in which the President's recommendation was conceived has significance in terms of the division of responsibility within the position as implied in the appointment. First, the history of Extramural Courses will be examined for evidence of similarity to Summer Session in such matters as basic purpose, relationships with the University's separate schools and colleges, manner of financing, and the emphasis in common on part-time study.

In a meeting of the University Faculty on May 9, 1934, "...the Provost reported he had received a communication from the Assistant Commissioner for Higher Education in Albany, inquiring the attitude and policy of Cornell University toward the establishment, in certain off-campus centers, of extension courses of a kind not then conducted by the University. The Provost moved that the inquiry be referred to the Committee on University Policy for examination and report with such recommendation as the committee might see fit to make."<sup>2</sup>

It was almost a year later that the Committee's report was presented to the Faculty, the Dean of the Faculty reporting on its behalf. The text of the report follows:

"The New York State Department of Education, through the Assistant Commissioner of Higher Education, Dr. H. H. Horner, has suggested the desirability of having extension courses offered for credit by Cornell University. It is urged that the need for such work is demonstrated by the entrance of other universities into the area adjacent to Ithaca, and that Cornell should join in the widespread movement to make university

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<sup>1</sup>Cornell Univ. Trustee Proceedings, 1958-59, Exec. Com., Aug. 19, 1958, p. 3401.

<sup>2</sup>University Faculty Records, May 9, 1934, p. 1842.

work more generally available, particularly to groups already engaged in professional services for which they need further training.

"The Committee on University Policy is aware of the obvious objection that the University should not extend its operations in ways that may become burdensome on its resources, and also of the reluctance of the Faculty to enter a phase of university work in which, undoubtedly, standards have not always been too well maintained. The committee is nevertheless convinced that the University should not hold itself aloof from these movements and that it should not without an experimental experience give over this field to more distant universities. The Committee recommends that, subject to the approval of the Board of Trustees, the Faculty should authorize extension courses for credit under the following conditions:

'(1) That the effort be definitely regarded as experimental, the University to sponsor it actively for a period of three years with the understanding that the plan will automatically end with the third year unless the University Faculty decided otherwise.

'(2) That a revolving fund of \$2000 be set up and that beyond that the progress shall be maintained or extended only as it is wholly self-sustaining.

'(3) That a director be appointed, upon nomination of the President, to administer the project and to cooperate with the colleges and the departments of the University in setting up the program.

'(4) That each course offered shall be under the jurisdiction of the college and the department in which courses of similar content of instruction are located, the persons in charge to be those regularly engaged in giving instruction in those departments.

'(5) That no course be offered unless the work can be maintained so as to be fully comparable to similar resident courses.

'(6) That admission to courses, registration, and records shall be administered essentially as for the corresponding resident work, and that separate records of enrollment and of cost be maintained.

'(7) That the vaccination requirement, the health and infirmity fee, the Willard Straight membership fee, the physical recreation fee, and the examination book fee be not applied to students registered in extension courses. That the matriculation fee be charged as for resident students and that no additional charge be made except tuition at the rate of \$10 a credit hour and



laboratory fee if the use of laboratories should prove to be feasible."<sup>1</sup>

The Dean moved that the recommendation of the Committee be approved and adopted. It was so voted and sent to the Board of Trustees for final approval. On April 27, 1935, the Board voted that the recommendations of the Faculty be approved and the establishment of extension courses authorized as outlined.<sup>2</sup>

It was not until the following September that the name for this newly created agency was established. The courses had been referred to in the previous actions of the Faculty and the Board as 'extension courses'. This had been the terminology used by the State Department of Education and probably by all other collegiate institutions having similar courses. But at Cornell the State or 'Contract' Colleges all had extension programs widely operated and identified as such. These were quite different from extension courses carrying academic credit. Therefore, to avoid confusion and to assure separate identity, the Board of Trustees recorded the fact "that the courses in extension work for credit were to be designated as Extra Mural Courses."<sup>3</sup>

In the same meeting, the Board took an action to correct an apparent false premise of the Faculty in its April 17 action and approved by the Board on April 27. It was contained in item 7 concerning the matriculation fee to be charged 'as for resident students', with the apparent assumption that every registrant in an "Extra Mural" course would become a candidate for a Cornell degree. The Board's action to correct this error stated:

"Item 36. It was Resolved: That the matriculation fee approved for Extra Mural Courses by the Board of Trustees at its meeting on April 27, 1935, shall be chargeable and shall be paid when the applicant matriculates in the University as a candidate for a degree."<sup>4</sup>

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<sup>1</sup>Ibid., April 17, 1935, p. 1879.

<sup>2</sup>Cornell University Trustee Proceedings, 1934-35, April 27, 1935, p. 1353.

<sup>3</sup>Ibid., 1935-36, September 7, 1935, p. 1453, item 23.

<sup>4</sup>Ibid., p. 1456.



The first reference to stipends for instructors appeared in legislation of the Board of Trustees enacted in a meeting of April 4, 1936. The Board approved the recommendation of the President that stipends "for the teaching of an Extramural Course carrying two hours' credit" be fixed at \$400 for Professors, \$275 for Assistant Professors, and \$250 for Instructors.<sup>1</sup>

The University Faculty was as energetic in its surveillance of this new Division as it had been of the Summer Session during its early history. The following sequence of records furnishes evidence of that close watch as well as evidencing approval of the Division's continuance. The actions are quoted to reveal the timing and the personnel involved.

"The Professor of English History, Professor Marcham, noted that the three-year experiment with extension courses carrying college credit (see minutes for April 17, 1935) has expired; he moved that the director of this extension service be invited to report to the University Faculty on the outcome of the experiment. It was so voted."<sup>2</sup>

"As Director of the Extra-Mural Courses Carrying College Credit which was set up in 1935 (see minutes of May 11), the Professor of Rural Education, Professor Moore, presented a summary of the report which he had prepared in response to the Faculty's request. The Professor of History, Professor Marcham, moved that the report be referred to the Committee on University Policy for study and subsequent recommendation to the Faculty. The Professor of Architecture, Professor Bosworth, moved as amendment that the report be referred to the Committee on University Policy with power to recommend to the Board of Trustees whether or not the three year experiment should be continued. Professor Marcham accepted the amendment but later, with the assent of Professor Bosworth, the amendment was withdrawn. The original motion was then carried by a voice vote. The Assistant Professor of Economics, Professor Southard, thereupon moved that the Faculty recommend to the Board of Trustees that the experiment be continued for one year and the motion was seconded by the Professor of Botany, Professor Petry.

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<sup>1</sup>Ibid., 1935-36, April 4, 1936, p. 1564, item 8.

<sup>2</sup>University Faculty Records, May 11, 1938, p. 2052.

It was so voted."<sup>1</sup>

"Item 28. Upon recommendation of the President, the recommendation of the University Faculty that the extension courses carrying college credit (Extra Mural Courses), which were set up in 1935 as a three year experiment, be continued for one year, was approved."<sup>2</sup>

"The Dean then moved, in behalf of the Committee on University Policy, that extra-mural or extension courses carrying credit, authorized in April 1935 (see also minutes for June 8, 1938) be continued. It was so voted as a recommendation to the Board of Trustees."<sup>3</sup>

"Item 51. Upon recommendation of the University Faculty, the extra-mural or extension courses carrying credit, which were originally authorized in April, 1935, were continued without limit to term."<sup>4</sup>

During its first ten years of operation the Division of Extramural Courses had developed beyond the original purpose envisioned by the State Education Department in its suggestion in 1934 that Cornell consider making 'university work more generally available, particularly to groups already engaged in professional services for which they need further training' (see p. 218). Teachers in schools of less than college level still were in the majority of registrants but even so they, along with other classifications of part-time students, were seeking in increasing numbers to apply the credit earned toward meeting degree requirements. This confronted the Cornell Graduate School with the problem of accommodating this part-time study into its requirements both in terms of credit earned and residence accumulated for degrees. The ruling of its Faculty follows:

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<sup>1</sup>Ibid., June 8, 1938, p. 2060. (Note: Professor Moore was the first appointed Director and continued to serve until the early 1940's. Professor Petry was Director of the Summer Session at the time.)

<sup>2</sup>Board of Trustees, Records, 1937-38, June 20, 1938, p. 2507.

<sup>3</sup>University Faculty Records, January 25, 1939, p. 2094.

<sup>4</sup>Cornell University Trustee Proceedings, 1938-39, April 29, 1939, p. 2725, item 51.

"At the discretion of the student's special committee, credit up to a maximum of twelve hours for work done at off-campus centers may be counted towards the degrees of Master of Arts (Plan B), Master of Science (Plan B), and Master of Science in Education, subject to the following provisions:

"1. Each such course offered shall be under the jurisdiction of the college and department of Cornell University in which courses of similar content are located.

"2. The person in charge of each such course shall be a member regularly giving instruction in the department concerned or a person appointed by the University for the specific purpose.

"3. No such course shall be offered unless the work can be maintained so as to be fully comparable to similar resident courses.

"4. Admission to such courses, registration and records shall be administered essentially as for the corresponding resident work.

"5. Resident credit for such courses shall be counted as in the regular Summer Session, and it shall be allowed as partial fulfillment of the year's residence requirement."<sup>1</sup>

Later actions of the Graduate Faculty added other degrees to this original list. Also it became necessary later for the undergraduate colleges to decide under what terms credit earned through Extramural registration could be applied toward their degrees.

Just as the effects of World War II were felt by the Summer Session, its influence became apparent also in the operation of Extramural Courses. One example was the development of a trend toward providing service to the employees of industrial concerns within commuting range of Ithaca. Courses were in demand to improve occupational competence. Usually the request was initiated by individual industries. To make such service possible the Board of Trustees acted to enlarge the scope of the Division's purpose and program:

"Item 35. Upon recommendation of the President, it was duly moved, seconded, and carried that the Director of Extramural Courses be authorized to contract with industry for instruction to be charged on a cost-plus computation, and that he be authorized to charge for instruction to individual

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<sup>1</sup>Graduate School Faculty Minutes, November 24, 1944.



students at the rate of fifteen dollars per credit hour or corresponding unit."<sup>1</sup>

A second major development of this particular period was expansion of eligibility to enroll in Extramural Courses to include any employed person even though neither a candidate for the graduate degree nor eligible to become one. Also, and of far more liberal consequences, was the permission granted for employed persons to register in regular courses offered and scheduled on the campus for the full-time students. This resulted in a considerable increase in registration on the part of persons whose conditions of employment and proximity to the campus made participation in such classes possible. The legislation which included these two extensions of eligibility is quoted in full better to trace the expansion in the program of the Division:

"Item 18. Upon recommendation of the President, and on motion duly made, seconded, and carried, the Committee adopted the following proposal of Professor H. R. Anderson, Director of Extramural Courses, to apply to teachers and others with regular employment during the major part of the day and not resident on the campus but who take work at the University:

"1. In calculating the amount a part-time non-resident student pays in tuition and fees the following procedure is used:

- a. Each student pays the full amount of the following fees if and when these are due: Matriculation, Graduation, and Thesis Abstract.
- b. Each student does not pay the following fees: Health and Infirmary, Student Union, and Physical Recreation. He, therefore, must sign a waiver of the services normally available to a student paying these fees.
- c. Each student pays tuition at the rate of \$15.00 per credit hour. Included in the unit tuition charge of \$15.00 per credit hour is the pro-rated amount owed by the student in fees (not exempted).

"2. To eliminate the duplication of courses, resident students, with the approval of the Director and of their advisers or special committees, may enroll in extramural courses.

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<sup>1</sup>Cornell University Trustee Proceedings, 1944-45, June 23, 1945, p. 5739.

"3. Part-time non-resident students, who have not been admitted to the Graduate School, may be considered registered in the Division of Extramural Courses in the same sense that students in the Summer Session who have not been admitted to the Graduate School are considered to be registered in the Summer Session.

"4. To facilitate the registration of part-time non-resident students in on-campus courses, such registration is centered in the Office of Extramural Courses, 251 Goldwin Smith Hall, and the regular extramural registration form is used.

"5. Part-time, non-resident students are exempt from the medical requirements (certificate of vaccination against smallpox, physical examination, chest radiograph) and automobile regulations which are binding on resident students."<sup>1</sup>

The final items of historical interest in this review of the Division of Extramural Courses prior to its being merged with the Division of Summer Session are the following:

"Item 48. Upon recommendation of the President, and on motion duly made, seconded, and carried, an appropriation of \$1,488.88 was authorized from the General Reserve account to cover a deficit, incurred prior to July 1, 1945, in the account of Extramural Courses."

The significance of this bit of information is its evidence that the annual financial account for Extramural Courses had not always shown the Division to be self-supporting as mandated in the legislation creating it (see page 219). During the first few years of its operation it had been a profitable venture, but during the 1940's prior to Howard Anderson's tenure as Director it had experienced frequent annual deficits. The provision for registration of 'extramural' students in on-campus courses offered promise for reversing the trend toward yearly deficits. This might well have happened had Anderson not resigned and been followed with an annual rotation of Directors prior to 1948. It was then that President Day was in a mood to discontinue the Division and made very

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<sup>1</sup>Cornell University Trustee Proceedings, 1945-46, October 11, 1945, p. 5866. (Note: It will be recalled that the Professor H. R. Anderson referred to had been, the year before, the Director of the Summer Session.)

clear his intention to do so unless the next Director were willing to accept appointment with the understanding that the program must become self-supporting or be discontinued. The appointment was made under the following terms:

"Division of Extra-Mural Courses Appointment:

"William A. Smith, Associate Professor of Rural Education, was appointed Director of Extra-Mural Courses, effective January 1, 1948, at an annual salary of \$500 (this in addition to his regular salary) to be charged to Extra-Mural Courses, a self-supporting enterprise."<sup>1</sup>

Previous to this appointment Smith had taught annually in Summer Sessions beginning with the summer of 1938, except for the summers of '41 and '42, when he taught off-campus extramural classes, and the summer of 1947 when he was Assistant Director of the Summer Session. During the years following appointment as Director of Extramural Courses in 1948 leading up to the merging with the Division of Summer Session ten years later, Smith continued as Assistant Summer Session Director for three years and on the Summer Session faculty for six additional years.

This history of Extramural Courses, especially as it concerns administrative background, provides a probable explanation of the merger of the two Divisions as a compromise with the recommendation of former Director Campbell that the Summer Session Director be a full-time appointee. One part-time position at least had been eliminated and the other had been substantially increased in time allotted for its administration.

The significance of the manner in which this merger was conceived and accomplished (referred to on p. 217) bears explanation here primarily because it provides further evidence of how the complexities involved in the makeup of Cornell University, being both privately and publicly supported, continued to relate to the Summer Session. It must be recalled that each of the publicly supported units of the Summer Session - Agricul-

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<sup>1</sup> Cornell University Trustee Proceedings, Executive Committee 1947-48, January 23, 1948, pp. 7509-7510.



ture, Home Economics, and Industrial and Labor Relations - still retained its separate Summer Session budget though administered by the Summer Session Director subject to the approval of the Dean of each. The fourth and largest of the budgets for the Summer Session supported the privately endowed and greater share of the summer program. Also, to be remembered is the fact, not specifically mentioned earlier, that the Division of Extramural Courses was administered entirely under an endowed account. In addition to these sources of complexity the location of the proposed new Director's professorial appointment, which was to be continued part-time, was in the College of Agriculture.

This all made reasonable, if not necessary, that the advice and counsel of persons authorized to advise on financial decisions affecting both private and public segments of the University be sought. Consequently the University Controller and the Budget Director not only participated in the decisions and process of merging the two Divisions but became regular members of an unofficial 'advisory board' to the Director in matters of budgeting and expenditure of funds. Continued also with these two officers was the Provost as liaison with the President, and added was the Assistant Treasurer of the University.

The effective date for the start of the new Director's appointment (September 1) came during the period of maximum pressure in getting the fall-term Extramural program under way. But that still left more time for planning the Summer Session for 1959 than had been available to most Directors in previous years. He began by attempting to orient himself to the task ahead, having been forewarned that both faculty and administration were less than satisfied with the status of the Summer Session. It was true that enrollment was again on the increase but the low point reached in the mid-forties and the accompanying austerity in financing, particularly as it affected salaries, had not been forgotten. Furthermore, the increase in enrollment which had taken place resulted primarily from the increase in students enrolled in so-called Special Programs conducted separately from, though in addition to, the regular six-week session. Both the faculty and the University administration, particularly the faculty, were reluctant to recognize such instructional activities as a legitimate part of a Summer Session.

Director Smith, in a September letter to the Deans of Colleges and Schools, offered to meet with such members of their Faculties as each might bring together for a discussion about the future of the Summer Session. The first acceptance of the offer came from the College of Arts and Sciences whose Dean Mineka was a member of the Summer Session Administrative Board at the time. At the appointed time and place, early in October, the Director arrived to find that he was attending the monthly meeting of the Dean with the Heads of academic Departments of the College.

This seemed a quite appropriate body to provide the kind of information, suggestions, and potential for cooperation which Smith sought. His orientation began promptly with the opening of discussion but in a direction and with a vehemence quite totally unanticipated. With only rare exception the Department Heads condemned the Summer Session as a total waste of time and effort. This assertion was backed up with accusations such as insufficient enrollment to justify the time spent; a student body predominantly made up of school teachers (of less than college level) and "busted" or second-rate undergraduates; and, a salary scale for instructors much too low. Several stated that they, as Department Heads, would not recommend to the younger members of their staffs that they sacrifice using their summers for research and writing by teaching in the Summer Session unless willing to jeopardize their chances for advancement in rank and toward tenure.

Finally, and without prior opportunity for any defense on the part of the Director, the proposal was made from the group that the question of participation by the College in any future Summer Sessions be referred to the policy committee of the College for decision. It was at this juncture and the first opportunity for Smith to respond that he commended the suggestion and would await the outcome. On this note the meeting adjourned. The Director had obtained his orientation from spokesmen of a college without the cooperation of which a University Summer Session would be relatively impossible.

Somewhat more encouraging response was obtained in similar meetings with representatives of other colleges. But the shock generated in the Arts College meeting may have been the most significant outcome influencing the future of the Summer Session. At any rate those Department Heads who



were most vociferous in their condemnation became cooperative supporters in a relatively short time.

Immediate steps toward planning the 1959 Summer Session dealt with tuition and fees, increase in the salary schedule for instruction, change in name of the six-week session, and increase in emphasis upon seeking and promoting Special Programs throughout the three-month period between spring and fall semesters.

Results of a survey of summer session tuition and fee charges among institutions especially competitive with the Cornell Summer Session, those privately supported as well as those with public support, became the basis for charging tuition by the credit hour rather than as a fixed sum for the session as in the past. At the same time a variation in the amount charged for courses offered in the state-supported (public) units and those offered in endowed (private) units was introduced experimentally. Results of the survey had shown that in other state-supported colleges of New York State and elsewhere, all of which were becoming more competitive in attracting summer students - particularly teachers - tuition was much less than that required for financially sound operation of the private sector of the Cornell summer program. The resulting compromise was a charge of \$20 per credit hour for State College courses and \$30 per hour for Endowed College courses.

The Summer Session fee for the combination of health and infirmary services and student union membership had been charged as a single amount for the total period of the program dating back as far as such charge had been made (see p. 177). In 1928 the charge was \$20 for the six-week program. The increasing number of special programs each summer, varying in length, presented a very real problem of arriving at a fee charge equitable with that for the regular six-week session. Obviously the services for which the charge was levied varied in cost by length of period for which they were used. This was resolved by charging by the week instead of by the period of the program. The rate established for 1959 was \$4 per week of attendance. A corollary outcome to greater equity and increased ease of assessing the charge was a considerable increase in income from such source.

This increase was welcomed by those beneficiaries of the fee whose



costs for the services provided seemed always to mount out of proportion to increase in number of students from whom fees were collected. The Department responsible for health and infirmary services in particular had been a persistent claimant for increase of income consistently since its services became available on a fee basis in 1942. Its demands were paramount in the decision to place the fee scale on a weekly basis instead of by the term.

A revised salary schedule for faculty in the 1959 session continued the practice in operation throughout prior operation of the Summer Session of differentiation within the scale on the basis alone of professional rank. The new scale increased salaries to \$1200 for Professors, \$1000 for Associate Professors; \$800 for Assistant Professors, and \$650 for Instructors. This increase was announced in the fall of 1958 to lend appeal in recruiting both staff and program.

The official Announcement of the 1959 session was published under the title of "Summer School." This was the first deviation from the title - "Summer Session" - since the very early years of Summer Session history. This change was made in a deliberate attempt to gain acceptance of the concept of "Summer Session" as denoting the period of time between the end of a spring semester and the beginning of the following fall semester. In this manner, the terminology "Summer Session" could be identified with the agency for administering the increasing number and variety of instructional programs being scheduled for the summer period in addition to the six-week session.

Traditionally both terms "Summer Session" and "Summer School" had become associated at Cornell with an instructional program and period of six weeks duration. The few exceptions to this limited meaning occurred only temporarily in periods of unusual demands such as during and following World War II. But now it was neither emergency nor temporary situation which was bringing about need for a new concept of administrative responsibility for scheduling and administration of summer study. A growing emphasis on so-called 'continuing education', increase in freedom of time for study, need for up-dating knowledge and skills in employment, and the desire to speed up progress toward degrees, were some of the pressures for expanding the extent and nature of "Summer Session."

In order to divorce "Summer Session" from its traditional meaning at

Cornell as a program limited to six weeks with administrative responsibility circumscribed accordingly, decision was reached to revert to the "Summer School" terminology alone for the six-week session and increase the emphasis upon "Special" or "Other" programs. The only use of the term "Summer Session," other than to identify the agency of administration, was to be in references to the total program of the summer.

This somewhat subtle campaign continued until 1966 when the Announcement again was published under the title of "Summer Session" with a sub-head on the fly-leaf listing the total program under three parts - Eight-Week Session, Six-Week Session, and other Programs in the Summer Session. The fact that the change occasioned little if any concern assured the acceptance of the new and broader concept.

The increase in number of Special Programs and their variety led to the adoption in 1959 of a separate form for registering such students. It was quite comparable in most respects to the forms in use for registering students for the Summer School session (six weeks). The major conveniences this provided for all offices concerned with student registration were its distinctive color of paper and a space for recording name and dates of each particular program.

The definition of 'auditor', as it had been used in the past in granting the full-time summer student the courtesy of attending a course for which he was not registered for credit, was changed in 1959. "Auditor" became a status of registration along with other student categories of "Undergraduate," "Graduate," and "Special." The new interpretation required regular attendance in class and completion of all assigned work except examinations. A mark of "Audit" was recorded with the Registrar for satisfactory completion of the course. A significant change was the charging of tuition for any course audited. Fees were charged the same as for all other students.

Two innovations in policy marked the Summer Session of 1960. The first of these in academic importance was an emphasis on offering courses in summer which provided value equivalent in all respects with their counterparts in the regular semesters of the academic year. It had been the practice in past summers to vary the credit offered in a course in the summer from that offered in the academic term based on the amount of



time scheduled for instruction. The basis used was the so-called 'Carnegie unit' which prescribed fifteen hours of instructional time in lecture and/or recitation procedures per unit of credit offered. At a rate of one clock hour (50 minutes) daily, five days per week for six weeks this permitted a maximum value per course of two credit hours. Since the majority of the non-laboratory courses carried three credit hours in the academic semesters, they were cut back to two credit hours for the Summer Session. The only exception to this reduction of credit in such courses was for those which by agreement were scheduled for Saturday classes as a sixth day per week. The result of reducing credit on this basis was to place the student at a disadvantage in getting summer study accepted toward meeting degree requirements. Also, the instructor was faced with modifying his course by one-third in both content and procedures. The net effect too frequently was a lessening of respect for the quality and value of summer-time instruction.

The only option open to the administration of the Summer Session to provide for an increase in the credit-value of a course while maintaining a five-day week and six-week session was to increase the length of daily class periods. This resulted in a dual scheduling of courses whereby those which regularly carried two hours of credit continued to meet for fifty-minute periods while those to be offered for three credit hours were scheduled for one hour and fifteen minutes daily. This was done. The change resulted in only a minimum of opposition. What there was arose for the most part from a concern on the part of a few faculty members that the lengthened class period would prove to be too great for optimum teaching and learning. On the whole the change became accepted with decreasing dissent.

The second and a very marked policy innovation effective with the 1960 session was a change of base upon which salaries for instruction were to be calculated. It will be recalled that all prior salary scales had been on a basis graduated by professional rank and administered uniformly within each rank. The new policy involved two major changes from past practice as indicated in the following proposal from Director Smith to President Malott, approved on October 7, 1959:



"I wish to propose that the salary computation for instructional staff in the 1960 Summer School be made on the following basis, quoted as it would be included in information to go to Deans, Directors, and Heads of Departments [with the call for the course program]:

"Salaries for all instructional personnel in the 1960 Summer School will be calculated on the basis of 1/6th of their yearly salaries [nine months]. The salary for the ensuing year beginning July 1, 1960, will be used as the base.'

"A full teaching load (maximum salary) will be 6 credit hours. Salaries for teaching loads of [either] less [or more] than 6 hours will be calculated in direct proportion per hour.'

"This proposal grows out of a change in Summer School policy which calls for offering courses in the summer which carry the same [number of] hours of credit as in the regular year. This will result in several courses being changed from two credit hours in previous summers to three credit hours in 1960. The previous salary structure has been based upon a full teaching load of 4 credit hours."<sup>1</sup>

An immediate effect of this revised policy was to substitute for academic rank of the faculty member whatever criteria the University used in calculating his salary as an academic year appointee; the assumption being that his worth in the summer was in direct proportion to his value in the regular year. A second effect was that of providing an immediate increase in most salaries while at the same time insuring automatic change as salaries fluctuated in the academic year appointments. A further result was the attraction of an occasional faculty member who had avoided summer teaching in the past as being too strenuous for the compensation offered but who now was attracted by the salary which even a partial teaching load would provide. A new result for the Summer Session was an increase in courses, a much needed means of attracting additional students.

The statistical report of registration for the 1960 Summer Session accounted for a total of 2173 students of which 1164 were distributed

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<sup>1</sup>From the files of the Summer Session Office.

among twenty-five Special Programs conducted during periods of the summer varying in length from one week to three months. Some of these had been offered in previous summers but outside the administrative jurisdiction of the Summer Session. Recognition of the Summer Session as an administrative unit through which the necessary administrative services could and should be obtained was increasing. University agencies responsible for functions and services such as registration, collection of tuition and fees, housing and dining, medical services, etc., were beginning to urge that summer programs be channeled through the office of the Summer Session to bring about a more uniform operation.

This was evidenced dramatically in the number of non-credit programs which appeared in the 1960 Summer Session list. Of the ten offering no credit only the three National Science Foundation supported programs had been conducted the previous summer. The notion that the offering of academic credit was a necessary characteristic of a program meriting Summer Session administrative jurisdiction rapidly was being dispelled. The programs sponsored by the National Science Foundation, beginning in 1959, probably sparked this change in attitude. While they were generally recognized as being academically respectable in every sense, both in content and operation, the Foundation would not permit the awarding of academic credit.

Other than a change in the calendar of the six-week session in 1961 there was no significant change from the previous year. This innovation called for starting the session in mid-week with registration on Wednesday and classes starting the next day rather than at the beginning of a week. Two conditions were responsible for the change. Ithaca was becoming increasingly difficult to reach by public transportation, and weekend travel by private means prior to a Monday registration day was becoming more and more hazardous. Equally important was the continuing popularity of observance of the annual Fourth of July holiday. Suspension of classes meant the use of a Saturday to make up the time lost. Already the holding of registration on Monday had resulted previously in scheduling the last day of final examinations on the last Saturday of the final week. This was running counter to the universal trend toward a five-day week with Saturday free from classes. The mid-week registration provided the two days needed to avoid operation on Saturdays.



Enrollment continued to increase in 1961. Two thousand five hundred and three students were registered, the largest population since the summer of 1947. In the six-week Summer School the increase over the previous summer was nineteen percent. Twenty-six Special Programs were in operation enrolling 1302 students. One encouraging feature about the six-week registration was the 33 percent increase in undergraduates, 59 percent of which were Cornell undergraduates. In common with many of the major institutions across the country conducting summer sessions, Cornell's summer enrollment totaled approximately one-fourth the size of the student body in the academic terms.

Planning for the 1962 session included a very significant step toward unifying the administration of all instruction in the summer under the Division of Summer Session and Extramural Courses. This came about through closing out the three separate summer budgets of the State-contract units, Agriculture, Home Economics, and Industrial and Labor Relations, and consolidating the entire operation in one University-wide Summer Session budget. The balances remaining in the accounts of the State units, accumulated largely in the years when each was receiving State appropriations for summer instruction, were turned over to the respective unit. This was done under an agreement worked out with the University Controller, the Budget Director, the Assistant Treasurer, and the Provost (see p. 227), and approved by the Dean of each State-contract unit.

The terms of the agreement specified that all courses proposed for the summer must have the approval of the Summer Session Director; that no State-contract unit would suffer any financial loss due to insufficient tuition income to meet instructional costs; and, that the Summer Session would retain \$5 from the tuition paid for each hour of credit for which students were registered in State-unit courses. This \$5 was retained for two purposes: (1) in anticipation of need for reimbursing for losses incurred by unprofitable courses; and (2) to pay the proportionate share of the cost of administrative services furnished by the Summer Session Office. The latter charge had been assessed formerly as a cost item in the budget of each State-contract unit to pay its proportionate share of expense for publicity, office personnel, supplies, and other operating expenses in the production of services. A formal Policy release embody-



ing this understanding was not made until September, 1964, after a trial period of three summers (see p. 241).

On the negative side, the planning of the 1962 Summer Session was affected adversely by a modification of the policy of the College of Agriculture, initiated in the academic year 1960-61 to become effective the following year, concerning the period during which annual salaries of its instructional staff were to be paid. The revised policy sought to convert all nine-month periods of payment to twelve months, usually expressed as payment in twelfths. Prior to this proposed change all but the more recently appointed staff had been receiving their annual salaries distributed over a nine-month period exclusive of the three summer months. The tacit understanding, however, had been that their employment covered the full year and that teaching in the Summer Session was one of several ways in which their employment responsibilities could be satisfied.

The significance of this modification was rooted in a long-standing regulation of New York State whereby its full-time employees were not permitted to receive salary through more than one State payroll at any given time. This meant that a faculty member in the State College of Agriculture whose annual salary was paid during the nine months of the academic terms legally could receive additional compensation through College funds for summer session teaching whereas an annual salary distributed over twelve months denied him additional compensation for such service.

On behalf of the College in this matter it should be explained that the modification in policy was an attempt to increase salaries of its faculty. The salary scale had begun to lag significantly in comparison with the scale in operation in the private or endowed sectors of the University and even in comparison with salaries in other comparable universities. Unlike the endowed colleges, Agriculture could not look to tuition increases for the necessary resources but was at the mercy of a State legislature more likely to react favorably to a lengthened term of appointment per year for faculty members as justification for increased appropriation for salary purposes than to any other reason.

Consequently this revised policy was presented to the Faculty for individual member decision by April 1, 1961, in the context of being the avenue for salary increase, the amount to be approximately 22% apportioned

over a two-year period. An option was given for those staff members who chose to remain on ninth's (nine-month employment with freedom to work as they pleased during the off-payroll period). This would limit them, however, to whatever normal salary increment which might become available annually for all faculty members.

Only a few chose to remain off salary for the three months thus resulting in virtual elimination of all College of Agriculture courses and staff from the Summer Session except as courses could be staffed with visiting instructors. This resulted in spite of an added inducement by the College to the nine-month employee of returning to his department whatever net tuition income his course earned in the summer.

This policy change in the College of Agriculture was followed only partially in the State College of Home Economic's and, fortunately for the Summer Session, not at all by the State School of Industrial and Labor Relations. It can be looked back upon as yet another example, of which there had been several down through the years, of the Summer Session being caught in the middle of the diversity which is and for years has been Cornell University. To accentuate the extent of the diversity in this particular instance there can be added parenthetically a reference to a related difference in employment practice. Whereas faculty members in the State-supported units were receiving their annual compensation prior to 1962 in a nine-month period for twelve months of service, the faculties of the endowed segments were employed for nine months but paid over a twelve-month period, a practice which continued.

The 1962 session brought the first increase in several years in tuition and fees. In addition to raising tuition to \$35 per credit hour, it was made uniform for all courses thus eliminating the previous differential between courses furnished by the State units and those in the endowed colleges. This was an admission that the competition between Cornell and the State-supported institutions in New York State and elsewhere for summer session students was not due as much to differential in tuition rates as had been anticipated.

However, the concern over decreasing attendance of teachers in the Summer Session, which had prompted in part the previous differential tuition rate between State and endowed segments of the University still was recognized but in a different manner. The new approach was stated in



the Summer Session Announcement:

"Teachers in accredited public and private schools and colleges may apply for tuition scholarships of \$10 per credit hour. Only those teachers not supported by grant funds or other comparable subsidy are eligible to apply. The privilege of tuition scholarships will be granted on the basis of formal application made to the Director of the Summer Session on forms provided on request. Applications must be submitted for action prior to registration."<sup>1</sup>

This device remained in effect for two summers at the end of which time decision was reached that its nuisance effect far exceeded its value as an attraction. It had been discouraging to discover the frequency with which teachers arrived for registration to discover they had overlooked the scholarship opportunity, yet insisted upon exercising the privilege even though the Announcement had specified that application had to be filed in advance supported by their school administrator or supervisor. It has been such experiences as this that has led Summer Session Directors and their advisory bodies to recognize that experimentation and trial and error often must be resorted to in Summer Sessions. Fortunately, such could be carried on with less risk of irreparable damage in summers than at any other time in a college year.

A somewhat minor addition to the Summer School Announcement for 1962 was the inclusion of an application form for admission required to be filed by each prospective student. This was thought at the time to be an innovation but actually was a revival of a procedure first used in 1902 and the following two summers (see pp. 51 and 59).

The Summer Session fee rate, last changed for the summer of 1959, was raised to \$5 per week. This increase, along with the tuition increase referred to earlier failed to hinder the trend toward increased enrollment. A new record high for Summer Session registration was set with a total of 2848 students, or 14% above that in the previous summer. The greater share of this increase was in the thirty-five Special Programs with a total enrollment of 1599 persons.

A trend toward decrease in the percentage of the Summer School

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<sup>1</sup>1962 Summer Session Announcement, p. 7.



population consisting of teachers and officers of elementary and secondary schools led the Director to comment about this fact in his annual report for 1962. On the one hand he compared the figure of 22% which such students represented with the accusation by some members of the University faculty a few years earlier (see p. 228) that teachers and 'busted undergraduates' constituted the bulk of summer students. However, he went ahead to acknowledge that many teachers were in attendance as participants in several Special Programs organized primarily for them and therefore not included in the 22 percent of the six-week Summer School enrollment.

In this same annual report reference to the Special Programs called attention to the extent of duplication of their program content in many cases with that of the Summer School program. Frequently the courses selected to satisfy the instructional objectives in a Special Program were open to and announced for the students in the Summer School as well. The class schedule and instructor were the same. The only distinction for purposes of registration was that the students classified as members of a Special Program had been selected according to its own specifications to receive whatever advantage, usually financial, it offered. Had this dual enrollment of students in courses not been possible it would not have been feasible to finance the offering of some courses or possible to find sufficient staff to teach separate sections of them.

A somewhat belated administrative change within the combined Division of Summer Session and Extramural Courses was made following the 1962 session. It was initiated by the Director in a letter to President Malott in August. The letter called attention to the fact that the two existing Boards - the Administrative Board of the Summer Session and the Advisory Committee for Extramural Courses - were composed of appointive members chosen to represent quite similar units of the University. Two such members held membership in both groups. Furthermore, the two ex-officio members of each were the same individuals.

The recommendation made by Director Smith, surprisingly as late as four years after working with the two separate bodies, was that the Advisory Committee for Extramural Courses be abolished in favor of a single Administrative Board for the total Division; that the new Board have a membership of nine in addition to the Director who always had served as

chairman; that the two ex-officio members - Dean of the Graduate School and Dean of the University Faculty - be joined by a third ex-officio member, the Dean of the School of Education; and, that the remaining six members continue to be selected to represent Schools and Colleges of the University whose courses and faculties were most prominently represented in the program of the total Division. An additional specification in the recommendation would make binding what had generally been accepted in the past as a three-year term of appointment for membership.

This recommendation was approved and made effective in the naming of the membership of the Administrative Board for 1963. For those newly appointed members less familiar with the history and operation of Extramural Courses, a summary was provided in condensed form which reviewed and brought up to date the history reported on pages 218-226.

Registration for the six-week Summer School was held in Lynah Hall for the first time in 1963. Barton Hall, the location for Summer Session registration since 1945, inadvertently had been scheduled for the Ithaca High School Commencement exercises on the date of registration causing what was expected to be only a temporary shift. Lynah Hall proved to be such a satisfactory location that registration was continued there for the remainder of the period covered in this history.

Only students registering for the six-week session were asked to appear at the central location in which all offices of the University involved in the registration process were represented. Students were able to complete the total process of course enrollment, filing with the Registrar, making any necessary arrangements about the use of motor vehicles, and if desired, consulting with a representative of the Dean of Students Office on Registration day. Even admission to the session could be applied for by students who had failed to do so earlier. The payment of tuition and fees, a part of the process for which a grace period of five days without penalty was granted, had to be completed in the Day Hall (administrative) office of the Treasurer.

All other students in the Summer Session (those in Special Programs) were directed to a location on the campus, separate for each Program, where they could meet with the Program Director and receive any directions needed both for registration and their program participation. All such



students had been preadmitted and, in many cases, they were fully supported financially, thereby having less registration responsibilities.

The distinction between Special Program students and those in the six-week Summer School was made a part of the Announcement for 1963 for the first time:

"The Special Programs differ from the Summer School program in one or more features such as tuition rates, length of period, clientele to be served, application procedures, registration process, and otherwise. The variations are noted in the description of each program."<sup>1</sup>

The attempt begun in 1959 to distinguish between the six-week Summer School and the Summer Session as having different identity was succeeding by 1964 to the extent that the Announcement carried the title on the fly-leaf "Summer School and Other Programs of the Summer Session." The preponderance of enrollment in Special Programs and the variability of their scheduled operation within the period of approximately three months between the end of one academic year and the start of another was resulting in the acceptance of the broader concept of Summer Session.

A very significant action toward total unity in the administration of summer instruction was taken in 1964. It was in the form of a statement on tuition policy resulting from the experience of three summers of operation under a single Summer Session budget. It is quoted in its entirety because of its important place in Summer Session history.

"SUMMER SESSION TUITION POLICY\*  
(With particular reference to the State Units)

- "1. Tuition will be at a uniform rate as fixed yearly for all courses in the Summer School session. (Tuition is exclusive

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<sup>1</sup>Summer School Announcement, 1963, p. 47.

\*Based on agreement reached in 1961 when the separate existing Summer Session budgets of the State-supported Units were discontinued and existing balances as of January 1, 1962, were credited to each appropriate College account.



of the general Summer Session fee.)

- "2. Tuition for courses in Special Programs (those which for administrative reasons require budgeting separate from that of the Summer School account) may vary from the Summer School rate with the approval of appropriate officers of the College or School Unit in which the Program is staffed, the Provost, the University Budget Director, and the Director of the Summer Session.
- "3. Tuition income from Summer School registrations in courses provided by the State Units will be credited to the particular Unit which furnishes the course, less operating costs other than salaries and \$5 per credit hour retained by the Summer Session to meet (a) costs of Summer Session services provided, and (b) any deficit in courses for which instructional costs exceed income. The Summer Session will reimburse each State Unit in the amount of the tuition income for those courses.
- "4. Tuition or comparable income from Special Programs will be credited to the particular Program account. For those organized by and staffed entirely from within a State Unit, the net income (total income less operational and instructional expense, and a Summer Session services charge in an amount not to exceed \$2.50 per week) will be transferred to the particular Unit. Any loss due to excess of costs over income will be born by the State Unit in which the Program is organized.
- "5. The selection of State Unit courses in the Summer Session (Summer School and Special Programs) will be made as follows:
  - a). The Summer Session Director will invite each college or School Dean to name those Departments which may be invited to propose courses or Programs for the Session.
  - b). The Summer Session will extend the invitation to the Departments named.
  - c). The Summer Session Director will have authority for approval of any course or program after conferring with the Department concerned and/or with the Dean of the College or School. Factors to be considered are: (1) source and demand for the course or program; (2) its contribution in making the total Summer Session more attractive to students; and (3) its potential for development into an educationally and financially sound Summer Session activity.

- "6. Recommendation for appointment of Summer Session Faculty to teach courses furnished by the State Units will be made to the President of the University by the Summer Session Director following approval by the Dean of the appropriate unit. Salaries will be paid by the Finance and Business Office of the State Units. The standard policy for rate of calculation will apply, viz., 1/9 of academic year (9 months) salary per month of service for a full summer-teaching load (6 credit hours). In the 6-weeks Summer School this becomes 1/6 of academic year salary. The salary of Special Program Directors may exceed that derived from the usual formula at the discretion of the Summer Session Director and with the approval of the Director of the Budget.

"Salaries for visiting Faculty members are arrived at by equating to the salary of the member of the resident faculty being replaced with leeway for negotiation in terms of costs of translocation.

"Approved - September 29, 1964  
by Dale Corson, Provost" <sup>1</sup>

For the first time in the records of the Summer Session the Director in his annual report of the 1964 session, referred to the financial aspects of the Summer Session fee as being an asset to the University. This fee had never been credited to the Summer Session account for the quite obvious reason that the services for which it was collected were under other administrative authority. However, the Director called attention to the fact that it was the Summer Session enrollment which was responsible for such income to the University as well as being the recipient of the services provided. He reported that collection of the fee in 1964 had provided a total income of \$55,790.05, from which the University retained \$33,173.95 for general operating expense. The remainder was credited to the Medical Clinic (\$16,077.15), and to the Willard Straight Student Union (\$5,538.95) for their respective services rendered. The Director wished to make the point that this should be recognized in holding the Summer Session accountable for financial solvency.

On June 30, 1965, the Director reached the point of mandatory retirement from his status as a member of the College of Agriculture

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<sup>1</sup>From the files of the Summer Session Office.



Faculty due to the age limitation. He was, however, retained on a year-to-year basis of appointment only as Director of the Division of Summer Session and Extramural Courses. Thus it was that for the first time in history the Summer Session had a full-time Director, granting the combination of that responsibility with that of the merged Division of Extramural Courses in 1958.

The summer program of 1965 operated with little change from its immediate predecessors except for a second annual increase in tuition to \$40 per credit hour and the innovation of having a separate registration form for use with students in non-credit Special Programs. The number of such programs had been increasing and seemed likely to continue to do so. The new form was adapted to the simplification in the amount and kind of information needed about such students.

The increase in the number and variety of instructional programs scheduled during a summer had reached a point in 1965 which prompted a decision concerning administrative jurisdiction for their operation. The growth in number of such programs under the auspices of the Summer Session already had been referred to, but those scheduled outside of such jurisdiction also were increasing. The latter had been organized and conducted under the sole sponsorship of individual Colleges and Schools of the University or even of individual academic departments of those units. Their students did not register with the Summer Session and therefore, were not required to pay the fee charged all Summer Session students.

Two consequences of growing concern were apparent. One was the inequity of the unregistered student having access without cost to services for which the registered Summer Session student was required to pay. This discrepancy was a particular concern for the Student Union and the center for University Health Services, both of which were sharing from the income of the Summer Session fee. Their concern was over the number of unregistered, non-fee paying students making claim upon their services and facilities. In fact, the Health Services office was demanding an increase in income to meet costs either through a greater share of the Summer Session fee or an increase in the total amount of the fee for its benefit.

The other consequence was the lack of official record of participa-



tion for the unregistered student. This was not likely to be of immediate concern to either the student or to the various offices of the University in which official records of registration were kept, including the office of the Summer Session. But experience had proved time and again the need for verification in later years of attendance in a particular summer and program, usually upon request of the student himself. With no past records available such requests could not be fulfilled.

Experience with these two problems led to a statement in March, 1966, of policy on Summer Programs, to be effective for the following Summer Session. This statement in conjunction with the Tuition Policy statement of 1964 (p. 241) marked the culmination of policy which had been in the making since 1898 when both the University Faculty and the Board of Trustees first decreed that no summer programs outside the jurisdiction of the Summer Session would be approved (see p. 39). True it was that this policy had to be reiterated from time to time, (see pp. 62, 116 and 150) as conditions fluctuated or past decisions were ignored. Now it was hoped that the basis for unified or centralized administration of all organized instruction in the summer period had been achieved:

March 16, 1966

"MEMORANDUM

"TO: Deans, Directors and Department Chairmen

FROM: Dale R. Corson, Provost

SUBJ: Policy Statement on Summer Programs

"Official registration is expected of all persons admitted to programs involving organized formal instruction during the three months period of the summer between academic terms. This does not apply to the short conferences of less than a week. It does apply to programs requiring use of classrooms, use of libraries, staff appointments, and budgetary approval, regardless of whether or not academic credit is granted.

"Registration provides the participant with an official Identification Certificate as evidence of entitlement to medical, library, recreation, Safety Division, and Willard Straight facilities and services, and admission to a variety of events arranged for students in the summer. Also, registration provides information to the various agencies of University Administration essential to their serving the participants during and following the period of the program.

"Cost of registration is at the rate of \$5 per week, established by the Board of Trustees as a Summer Session fee, and a service charge of \$2.50 per week or per hour of credit (whichever is applicable). In the case of programs whose budgets provide an indirect cost ("overhead") item or margin of income over direct program costs, the Summer Session and services fee may be deducted without additional charge to the program participant if such overhead is sufficient.

"The process of registration involves the use of forms provided by the Office of the Registrar and administered by the Office of the Summer Session. Completion of the form is under the supervision of the Director of each program, with the assistance of the Summer Session Office as needed. This may be accomplished prior to the participant's arrival. Only in the case of a program in which the participants are required to appear personally in the office of the Treasurer for payment of tuition and/or fees is it necessary for them to present their completed forms in person to the offices concerned. Otherwise the final processing can be accomplished by the Office of the Summer Session."<sup>1</sup>

The Director referred to this policy statement in his report to the President for the year ending June 30, 1966, as it dealt with the planning of the 1966 session. He commented as follows:

"I am pleased to report what seems to be significant progress toward a uniform policy during the summer for scheduling and administering special programs which are a week or more in length and call for organized instruction. I refer to the March 16 memorandum issued by Mr. Corson, Provost, to Deans, Directors, and Department Chairmen, entitled "Policy Statement on Summer Programs." So far as I can determine, this is bringing about a uniformity of services administered in a more equitable manner than has been the case in the past. Internally, it seems to be operating with advantage to those agencies and departments of the University which serve program participants. These [agencies] include the Clinic, Housing and Dining, Physical Education and Athletics, Willard Straight, the Libraries, The Safety Division and others. All participants in such programs are now being officially registered and are provided with Certificates of Identification."<sup>2</sup>

The 1966 Summer Session program included an eight-week session in addition to the traditional six-week session and the various Special

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<sup>1</sup>From the files of the Summer Session Office.

<sup>2</sup>Annual Report of the Director, July 31, 1966. From the files of the Summer Session Office.



programs. The decision to experiment with the lengthened session stemmed largely from the insistence begun in 1960 that courses in the summer provide the same credit value as their counterparts in the academic-year terms. Some academic departments of the University, notably in the sciences, mathematics and engineering, desired to offer certain four-credit courses in the summer. But they contended, quite properly, that it was relatively impossible to do so in a class schedule geared to a six-week term.

Therefore, for the first time since 1948 multiple sessions were planned. Unlike the scheduling of multiple sessions in previous years to follow in tandem, the two sessions overlapped with the eight-week session beginning two weeks ahead of the shorter session and both terminating on the same date. This innovation was accompanied with a change in the title of the official Announcement which reverted to the designation, "Summer Session" with the three parts of "Eight Weeks' Session," "Six Weeks' Session," and "Other Programs in the Summer Session," listed on the fly-leaf along with the dates of the first two (see p. 248).

The calendar overlap of the six and eight weeks' sessions permitted a student who elected to apply for the eight-week session to plan his program of courses from those offered in the six-week session along with those in the longer session. The basis for calculating salaries for faculty, instituted in 1960 was readily adaptable to the lengthened period and the additional credit-hour teaching load of the eight-week session. At first the lengthened period of eight weeks was given precedence over the credit-hour basis of salary calculation but that soon gave way to the credit-hour formula to avoid the possible tendency to shift courses of three credit-hours for the six-week session to the eight weeks solely for a salary advantage.

In spite of a third consecutive year of a \$5 per credit-hour increase in tuition to \$45 per hour the total registration in 1966 reached a record high of 3283 students. This was not due to the addition of the eight-week session, as might have been expected, but rather to a marked increase in Special Programs and a consequent increase in that category of students. In fact, the total enrollment in the six and eight-week sessions was slightly less than had been registered in the single session of six weeks the year before. But the 47 Special Programs produced a



**Cornell University**

**Summer Session**

**1966**

- **Eight Weeks' Session, June 20–August 13**
- **Six Weeks' Session, June 29–August 13**
- **Other Programs in the Summer Session**

registration of 2188 students.

The enrollment in 1966, the first session of operation under the policy of a unified administration for all summer instruction, may reflect the influence of such policy. It is doubtful that there were any more persons attending instructional programs than formerly but more of them were registered. This is borne out through comparison of the amount collected in the form of summer session fees in 1966 and in 1965. The respective amounts collected at the rate of \$5 per week per student are shown, including the fee distribution for services provided as follows:

	<u>1966</u>	<u>1965</u>
For services to the University General Fund	\$45,968.60	\$37,460.20
For Infirmary Services	19,961.80	17,046.90
For Student Union membership	6,582.60	5,682.30

Note: Fractions of dollars were due to refunds made on account of withdrawals after partial attendance.

Little has been said in this report of Summer Session history about the extent of its annual financial operation. Comparisons made yearly or from any one period to another would have little meaning unless interpreted in terms of variations in enrollment and in tuition. However, it may be of interest to quote from the financial report of the 1966 session, the largest on record in terms of registered students. Total income from tuition (@ \$45 per credit hour) and from grants in support of Special Programs was \$780,688.89. This does not include the \$45,968.60 collected in the form of fees, reported above, since such income never was credited to the Summer Session but distributed directly by the University Treasurer to the agencies responsible for the services provided.<sup>1</sup>

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<sup>1</sup>For the Division as a whole, including Extramural Courses with income of \$101,992., the total income for the year July 1, 1966 to June 30, 1967, was \$882,680.89. (Taken from Director's Financial Report on file in the Office of the Division.)

Thus ended the first 75 years of Summer Session history. It had witnessed the University Summer Session going full cycle from complete responsibility for all officially recognized summer instruction into a succession of periods of fragmentation and diversity of program and administration, then gradually back to being designated again as the sole administrative agency for all formally organized instruction during the summer months. Barring repetitions of the interruptions or emergencies of the past, such as the war periods and their aftermath, it appears that Summer Session at Cornell will continue to serve its present purposes and in its current pattern to fill the interval between academic semesters. The major threat, if any, to such future for the Summer Session would be replacement of the two academic-year semesters with a year-round operation consisting either of the trimester or the quarter system. Either likely would spell the doom of any Summer Session.

In retrospect, the complexities encountered and the manner of resolving them are not surprising. The history of its Summer Session, to a great extent, is a reflection of the first 100 years in the life of Cornell University itself, conceded to be the most complex in structure and organization of any institution of higher learning found anywhere. Even so, the exact path taken during the first 75 years in the life of the Summer Session has revealed to this investigator sufficient surprises and unanticipated events and developments to challenge and sustain his interest throughout the investigation. Hopefully, it has had a comparable appeal to you, the reader.



## ADDENDUM

1967-1970

Four summers have elapsed between the end of the 75th Session and the completion of this report. Major developments in these four years are hereby included in brief to bring the record up to date. The experience with an added session of eight weeks in the 1966 Summer Session was sufficiently encouraging to warrant administrative approval of its repetition in the ensuing four summers. This decision was based more on the larger number of courses permitted by adding two weeks of instruction rather than the prospect of attracting additional enrollment. In fact the enrollment in the six- and eight-week sessions combined was sixty-five students less in 1967 than in 1966.

The remainder of the 1967 program continued the provision of additional opportunities for summer study through Special Programs both with and without academic credit. Among the innovations were programs offering preparation for wider use of leisure time as well as emphasizing the concept of continuing education for adults having a variety of purposes and needs.

Conformity with University-wide standardization of official Announcement format was the basis for a considerably enlarged listing of University officers in the 1967 Summer Session Announcement. The list follows:

Dale R. Corson, University Provost  
Mark Barlow, Jr., Vice President for Student Affairs  
John E. Burton, Vice President - Business  
Lewis H. Durland, University Treasurer  
Franklin A. Long, Vice President for Research and Advanced Studies  
E. Hugh Luckey, Vice President for Medical Affairs  
Thomas W. Mackesay, Vice Provost  
Paul L. McKeegan, Director of the Budget  
Steven Muller, Vice President for Public Affairs  
Royse P. Murphy, Dean of the University Faculty  
Robert L. Sproull, Vice President for Academic Affairs  
Neal R. Stamp, Secretary of the Corporation, and University Counsel

The list was followed by the Faculty roster in the rear of the Announcement. The name of the Director of the Division was listed at the head of the membership of the Administrative Board for the Division appearing inside the front cover of the Announcement.

Director Smith resigned on June 30, 1968, by which time the planning for the Summer Session of that year had been completed and certain of the summer programs set in motion. His successor had been selected early in 1968 with appointment to become effective July 1. The appointee, Professor Martin W. Sampson, took full advantage of the opportunity provided to keep in close touch with planning for the session he was to administer and to participate in all current decision making.

Sampson came to the Division from the position of Associate Professor of Industrial Engineering and Operations Research in the Faculty of the School of Mechanical Engineering, College of Engineering. He brought a new dimension to the position of Director of Summer Session and Extramural Courses in that he was to continue as Director of the University's Division of Unclassified Students. He had held this latter appointment for two years as a part-time adjunct to his faculty appointment.

It will remain to be seen how much of a threat this new combination of responsibilities will pose to the time required for directing the Division of Summer Session and Extramural Courses. The Division of Unclassified Students serves full-time students, about seventy-five per term, who formerly were candidates for an undergraduate degree in Cornell but who, for one or more of a variety of reasons, are permitted to seek a change in candidacy from their original school or college to another within the University. As in the case of Extramural Courses, the bulk of the administrative load in serving such students occurs during the academic semesters.

Sampson was freed from his former teaching responsibilities in the College of Engineering when his appointment as Summer Session Director began. But, unlike the merger of the Division of Summer Session with the Division of Extramural Courses into a single Division when the preceding Director was appointed in 1958, that combination remained separate from the Division of Unclassified Students. Also, there was no change in the separate identity of the respective advisory bodies or committees for the two.

The new Director's familiarity with the Summer Session stemmed from having served for several summers on its instructional staff and a three-year term, 1952-54, on the Administrative Board. The fact that his father was a member of the University Faculty in the Department of English from 1908 to 1930 provided for Sampson a familiarity with the University which was an asset in any capacity at Cornell which he subsequently was to undertake. His father also had taught in the Summer Sessions of that early period in history.

Tuition was increased by five dollars per credit hour during each of the three years 1967 through 1969 with a \$10 increase to \$65 in 1970. However, the revised rates resulted not only from concern over avoiding financial loss but also through desire to maintain a reasonable degree of equity between tuition charged in the summer and that in the academic terms.

A few comparisons from the statistical reports of the 75th session and those of 1969 and 1970 attest first to the trend toward increase in enrollment and second to the continuation of Summer Session policies in process of establishment. Enrollment in 1966 had reached the high point for the 75-year period with a total of 3283 students of which 1095 were registered in the six-and eight-week sessions and 2188 in the 47 Special Programs. In 1969 the total was 3593 students with 967 in the two main sessions and 2627 in Special Programs. The following year, 1970, the total increased to 4085 of which 937 were in the programs of the six-and eight-week sessions and 3148 or almost a thousand more than in 1966 were distributed among 50 Special Programs.

The emphasis on the variety and flexibility of the specialized-program opportunity as a legitimate portion of summer sessions, which began in the 1950's, was clearly in the ascendency. In fact it was so pronounced in contrast with the trend of decreasing enrollment in the core six- and eight-week sessions that concern was growing over how to reverse the latter trend.

In relation to the first 75 years of Summer Session operation the added four years of operation referred to above tend to confirm that the legacy of policies and practices which the 75-year period had produced was being continued with only minor adjustments and refinements. But,



just as history has demonstrated that little remains static or inflexible for very long in Summer Session at Cornell, who would risk forecasting what the future might hold.

## APPENDIX I

## FINANCIAL REPORT OF THE 1892 SUMMER SESSION

Prepared by the Treasurer of the Committee of Faculty Members which petitioned the Board of Trustees for permission to conduct the summer program. (See pp. 14 and 15.)

"Gentlemen:

Permit me herewith to present my report as Treasurer of the Summer School. The amounts collected in tuition fees by the different Professors and Instructors were as follows:

Prof. G. W. Jones, Mr. Rappleye & Mr. Tanner (Mathematics)	\$700.00
Dr. C. Von Klenze (German & French)	345.00
Mr. Orndorff and Mr. Chamot	303.50
Prof. O. F. Emerson (English)	230.00
Mr. Rogers (Physics)	195.00
Mr. Wright (Greek & Latin)	162.50
Mr. Gutsell (Drawing & Art)	140.00
Mr. Rowlee (Botany)	90.00
Dr. Hitchcock (Mr. Horton) (Physical Culture)	40.00
Prof. Creighton (Philosophy)	23.00
Total Tuition Fees	<u>\$2229.00</u>

"The expenses for advertising, printing, mailing, etc. have been \$446.10 distributed as follows:

April 23, 1892, Stamps (Jones) Voucher No. 1	\$40.00
" 30 " " " " " 2	20.00
" 30 " Advertising "Review of Reviews"	
(May & June ) (O. F. Emerson) Voucher No. 3	8.00
May 10, 1892 Advertising "Nation" April Voucher No. 4	3.24
" 13 " " "Advance" " " 5	6.30
" " " "Interior" " " 6	7.88
" " " C. H. Hillick (binding 15M. Pamphlets)	
Voucher No. 7	22.50
" " 1892 E. D. Norton (printing) Voucher No. 8	48.13
" 23 " Enz & Miller (paper & bristol board)	
Voucher No. 9	69.52
" 28 " Advertising "Christian Herald" No. 10	9.98
" 30 " " "Harpers" (June) " 11	15.00
June 6 " " " "Nation" (May) " 4	6.48
" " " " "Century" (June) " 12	15.00
" 11 " " " "Christian Advocate" 13	14.00
" 23 " " " "Academy" (May & June) 14	5.00
" 30 " " " "Journal Education" (Boston)	
Voucher No. 16	14.00
July 5 " Advertising "Nation" (June) Voucher 4	6.48

May 16	"	Clerk Hire (Jones)	"	17	27.50
" 16	"	Cartage, Stamps &c. (Jones)	"	17	6.50
Aug. 15	"	Advertising "Christian Union" (April, May, June) Voucher No. 18			20.00
" 15,	1892	Andrus & Church (printing invitations, envelopes, etc.) Voucher No. 19			2.75
Aug. 15,	1892	Andrews & Slocum (catering for reception) Voucher No. 20			7.50
Aug. 15,	1892	O. F. Emerson (Secretary's expenses) V. No. 21			2.85
" "	"	W. W. Rowlee (Advanced \$25. Share expenses \$16.10)	" "	22	8.90
" 15,	1892	E. Hitchcock, Jr. Advanced \$25 Share expenses \$7.15)	" "	23	17.85
" 15,	1892	J. E. Creighton (Advanced \$25. Share expenses \$4.15)	" "	24	20.85
" 15,	1892	Advertising in Scribners (June)	" "	25	15.00
Sept. 12,	1892	W. R. Orndorff (Treasurer expenses)	" "	26	3.89
					<u>\$446.10</u>

"The expenses were paid by those taking part in the teaching, pro rata according to the amounts of tuition fees collected as follows:

Prof. Jones, Mr. Rappleye & Mr. Tanner	\$125.15
Dr. C. Von Klenze	61.70
Mr. Orndorff and Mr. Chamot	54.25
Prof. O. F. Emerson	41.15
Mr. Rogers	34.90
Mr. Wright	29.05
Mr. Gutsell	25.00
Mr. Rowlee (Advanced \$25, paid back \$8.90, see Expense a/c	25.00
Dr. Hitchcock " " " " 17.85 " " "	25.00
Prof. Creighton " " " " 20.85 " " "	25.00
<u>\$446.20</u>	

Amt. paid -- to cover expenses	\$446.20
Expenses	<u>446.10</u>
Balance in Treasurer's hands	.10

"In addition to the \$2229.00 collected in tuition fees, the following amounts were paid in to the University treasury as Laboratory fees

Chemistry - - - - -	\$198.68
Physics - - - - -	58.50
Botany - - - - -	<u>4.75</u>
Laboratory fees - - - - -	261.93
Tuition - - - - -	<u>2229.00</u>
Total Receipts - - - - -	\$2490.93



"The vouchers for all the money paid out together with an itemized account of the Treasurer's expenses has been sent to the Secretary, Prof. O. F. Emerson with a copy of this report.

Respectfully submitted,

W. R. Orndorff,

Treasurer Summer School."<sup>1</sup>

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<sup>1</sup>C.U. Archives - 6901, D61. Cornell University Summer School, Announcement 1892-1901.

Note. This writer was privileged to meet and talk with the widow of Prof. W. R. Orndorff in August, 1970, while this manuscript was still in process of preparation. In addition to his having been the treasurer of the Committee representing the instructional staff, he was one of the eight petitioners for permission to conduct the first summer program in 1892 and repeated as a member of the instructional staff each of the following three summers. Mrs. Orndorff recalled her husband's very sincere interest in the Summer Session.

## APPENDIX II

## THE TRAVELING SUMMER SCHOOL OF AGRICULTURE

"1. The following recommendation of the Faculty of Agriculture for a traveling summer school in Agriculture for 1906 was approved on condition that the University assume no financial responsibility beyond the deposits made by students:

"The Traveling Summer School of Agriculture

"The Committee recommends that a traveling summer school for 1906, which includes such studies of field and orchard crops, animal husbandry and the manufacturing and utilization of plant and animal products, be established in the College of Agriculture, under the following provisions:

"1. The minimum period shall be six weeks, the maximum period to be determined by the professor in charge, who shall be appointed on or before February fifteenth of each year by the Faculty, this choice being governed mainly by the subjects of the students electing the course.

"2. This course is open to all those who have completed a total of not less than sixteen hours of undergraduate work in the Departments of Agronomy, Horticulture, Animal Husbandry, and Dairy Industry, or equivalent.

"3. Students may elect this course only upon permission of the Faculty, who will use their discretion in limiting the number and selecting the persons who may take the course. If less than ten elect the course, it may not be offered.

"4. Students may receive a credit of six hours upon the satisfactory completion of the terms work. All persons electing the course will be required to do the work assigned. Failure to do so in a satisfactory manner may result in exclusion from the course at any time at the discretion of the instructor in charge.

"5. A deposit of four hundred (\$400) will be required of each person electing this course, payable at the University Treasurer's office on June first of each year. The traveling expenses of the professor in charge who shall

give his services without salary and who shall also act as disbursing agent for the school on behalf of the University Treasurer, shall be borne by the students electing the course. Any unexpended balance after paying the expenses of the trip will be returned."<sup>1</sup>

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<sup>1</sup>Proceedings of the Board of Trustees (Executive Committee), Dec. 12, 1905, pp. 37-38.



# APPENDIX III

## CHRONOLOGY OF OPERATIONAL INNOVATIONS

(Item, year of origin, and page to which referred)

Initial official use of term 'Summer School'.	1892	p. 19
Opportunity for 'original research' stressed.	1892	p. 19
Extra-curricular activities for students provided.	1892	p. 19
Summer School declared to be an "integral part of the university."	1892	p. 23
The 'Announcement' included among the official Announcements of the University.	1893	p. 24
Administrative responsibility vested in two committees-- (representing each the Trustees and the Faculty).	1893	p. 24
'Summer Courses' (term) listed in the annual University calendar.	1893	p. 26
Academic credit for summer study approved.	1893	p. 28
Direction of summer school instruction vested in the General (University) Faculty.	1894	p. 28
The Announcement cover page identified the session as 'The Summer School'.	1894	p. 30
Administration vested in an Executive Committee.	1894	p. 30
Registration fee required which provided an identification card for admission to classes.	1894	p. 33
Use of a 'Preliminary Announcement'.	1894	p. 34
Use of supplementary announcements.	1895	p. 35
Approval of the teaching staff by the Executive Committee of the Board of Trustees required.	1897	p. 37
The term 'Summer Session' becomes official.	1898	p. 39
A charge for tuition inaugurated.	1898	p. 40
A Dean of the Summer Session faculty appointed.	1898	p. 40
A 'Special Program' (Nature Study) scheduled.	1899	p. 42
Salary scale for instructors based upon academic rank.	1899*	p. 67
Credit in time (residence) for summer session graduate work authorized.	1899	p. 44
Colored print introduced on the 'Announcement' cover.	1900	p. 52

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\*Basis of scale in earlier years not ascertained.

Departments and colleges offering degrees listed on the back of the 'Announcement'.	1900	p. 52
'Announcement' incorporated in the series of all official University Announcements.	1900	p. 52
Summer Session application form included in the 'Announcement'.	1902	p. 54
School of geology and geography scheduled.	1903	p. 55
Chief administrative officer designated as 'Director'.	1906	p. 60
Numerical sequence of Summer Sessions identified for the first time.	1906	p. 60
Announcement contains section devoted to 'General Lectures, Musical Recitals, and Readings'.	1906	p. 60
Pictures of campus views included in Announcement.	1906	p. 60
Index to the Announcement and map of campus included in the Announcement.	1906	p. 60
Sunday religious services in Sage Chapel featured.	1906	p. 60
Announcement made uniform in format with all other official Announcements of the University.	1910	p. 65
Jurisdiction over students between Commencement Day and registration for fall term vested in a faculty committee of which the Director of the Summer Session "shall be a member."	1910	p. 66
Standards tightened to prevent admission of undergraduates with poor academic records in regular terms.	1910	p. 69
Program of instruction offered in Public School Music.	1910	p. 69
Program of weekly evening lectures introduced.	1910	p. 71
Summer School in Agriculture established.	1911	p. 74ff
Free tuition for New York State residents attending Summer School of Agriculture.	1911	p. 80
Application of summer study to graduate degree requirements re-stated.	1911	p. 81
Model and observation elementary school in the summer established in cooperation with Ithaca Board of Education.	1912	p. 89
Summer School in Agriculture merged with the Summer Session.	1914	p. 95
Summer Term in Agriculture created (16 weeks).	1914	p. 96ff
Amount of credit for work done in a summer session be left to the several Faculties.	1917	p. 101
Administrative Board of the Summer Session established.	1918	p. 105

Summer Term in the College of Arts and Sciences authorized.	1918	p. 107
Undergraduate women students assigned to live in Residential Halls "or in other approved lodgings."	1919	p. 109
A 'Warden' appointed for Prudence Risley Hall (a residence hall for undergraduate women).	1919	p. 109
Availability of medical services for students announced.	1920	p. 110
The Association of Summer Session Deans and Directors organized.	1917	p. 112ff
Concert Series inaugurated.	1922	p. 117
Summer Term in Agriculture discontinued (the length of the term shortened to 12 weeks in 1919).	1923	p. 118ff
Summer School of Biology inaugurated.	1923	p. 120
Summer Theatre Company functioning.	1924	p. 161
'Conduct and scholarship' alluded to in the Announcement.	1925	p. 126
Willard Straight (or University) Theatre in operation.	1926	p. 162
Members of University Faculty admitted as visitors to courses without charge.	1926	p. 127
University Division of Education created and approved to offer its own summer program as a part of the Summer Session.	1927	p. 127ff
Summer School of Home Economics authorized.	1928	p. 129
State College Council created.	1925	p. 129ff
Summer Schools of the State Colleges referred to as the 'New York State Summer Session'.	1931	p. 131
Summer School of Hotel Administration established.	1928	p. 132
Graduate School of Education constituted.	1931	p. 135
Graduate School of Education summer program identified as a separate unit of the Summer Session Announcement.	1932	p. 135
Facilities of Willard Straight Hall become available to summer students.	1926	p. 136
Willard Straight Hall summer fee charged.	1926	p. 136
'Incidental' fee (administrative) charge made to all tuition-free students.	1930	p. 137
"Special Unit Courses" initiated.	1928	p. 138
Tuition charge adjusted for graduate students.	1930	p. 138ff
Geography and geology post-session field trip inaugurated.	1931	p. 140
Summer Field School in Geology scheduled.	1931	p. 141



'Automobile Permit' fee charged.	1932	p. 141
Motor Vehicle Registration and Parking permit required.	1935	p. 141
Statutes of the University amended to establish a single Summer Session designated - 'The Cornell University Summer School [sic] University and State Summer Sessions [sic]."	1934	p. 146
Director's salary apportioned between endowed and State funds.	1934	p. 148
Uniform tuition legislated.	1934	p. 194ff
'Incidental Fee' charged to New York State residents registered in State Summer Schools abolished.	1935	p. 152
Use of letters - S, A, E, and H - preceding course numbers for endowed, Agriculture, Home Economics and Hotel courses respectively.	1935	p. 154
Tuition for unit courses (less than six weeks' duration) charged by the week.	1935	p. 157
Academic credit policy revised.	1935	p. 158
Termination of the Summer School of Biology.	1935	p. 159
Preliminary Announcement published.	1935	p. 160
Student Directory published.	1935	p. 160
Summer Theatre program given prominence in General Information section of the Announcement.	1935	p. 161
Summer Film series inaugurated.	1936	p. 162
Summer Session Calendar printed and distributed in quantity.	1936	p. 165
Experimental Mechanical Engineering courses introduced.	1937	p. 166
"Cornell Summer School for Town and Country Ministers" conducted outside the jurisdiction of the Summer Session and without academic credit.	1939	p. 169
Comparable program to the above offered under Summer Session jurisdiction and with credit.	1940	p. 169
President of the University permitted to approve Summer Session budget details within the appropriation made by the Trustees.	1940	p. 168
Extension Service Summer School conducted.	1941	p. 170
Certificate of admission, signed by Director, made prerequisite for registration.	1941	p. 171
Transcript of academic record and certificate of good standing required for admission of undergraduates from institutions other than Cornell.	1941	p. 171
Multiple sessions introduced to meet war-time conditions.	1942	p. 172ff

Charge made for health and infirmary services.	1942	p. 177
Most Schools and Colleges of the University offer sixteen-week summer terms.	1943	p. 178
Courses identified in the Announcement by levels of students - graduate, undergraduate or both.	1943	p. 180
Position of Assistant Director created.	1943	p. 181
Sixteen-week (summer) terms of most colleges terminated.	1945	p. 183
Barton Hall used for registration.	1945	p. 185
'Registration for Attendance' permitted.	1945	p. 185
Summer Session posters printed and distributed.	1945	p. 186
Admission denied undergraduates from other institutions who have not completed one-half or more of requirements for their degree.	1946	p. 188
Veterans (World War II) eligible for G.I. benefits admitted to use them.	1946	p. 188
Summer Term for School of Chemical Engineering authorized (outside Summer Session jurisdiction).	1947	p. 193
State School of Industrial and Labor Relations represented as a unit of the Summer Session.	1947	p. 194
Reference to the State Summer Schools on the cover of the Announcement abandoned.	1947	p. 196
Cornell undergraduates required to have their course programs approved by a designated officer of their College to gain admission.	1948	p. 196
'Special Student' classification of students created.	1949	p. 197
'Engineering Industrial Cooperative Program' introduced.	1950	p. 203
'Special Programs' listed as such within the calendar of the Summer Session.	1951	p. 204
'Special Program for Teachers of Engineering' offered by the College of Engineering.	1951	p. 203
Differential tuition instituted between undergraduates and other students.	1951	p. 198
Tuition scholarships (partial) established for undergraduates in the State Colleges who are New York State residents.	1951	p. 199
'Executive Development Program' of the School of Business and Public Administration authorized.	1952	p. 200
College of Architecture summer program placed under the jurisdiction of the Summer Session.	1952	p. 201
'Summer Survey Camp' referred to in the Announcement of the Summer Session.	1953	p. 207

Last summer for which New York State Legislature provided subsidy for summer programs of the State units.	1953	p. 208
Tuition charge per credit hour established for students having less than full load.	1954	p. 202
Summer Session Office moved to Day Hall.	1953	p. 209
Partial tuition scholarship for State resident undergraduates withdrawn.	1954	p. 208
Presidential Committee appointed to study the outlook for the Summer Session.	1954	p. 209
Map of campus published in the Announcement.	1955	p. 210
Authority to confer degrees voted.	1957	p. 210
'Special Programs' listed in separate section of the Summer Session Announcement.	1957	p. 211
'Statement of Summer Session Objectives' prepared by the Administrative Board.	1957	p. 212
The Divisions of Summer Session and of Extramural Courses combined under a single Director.	1958	p. 217
Tuition charged per credit hour.	1959	p. 229
Tuition rate varied between courses offered by State-supported (public) units and private (endowed) units. (Discontinued in 1962.)	1959	p. 229
Summer Session fee charged by the week.	1959	p. 229
Announcement reverts to use of the term Summer School. (Discontinued in 1966.)	1959	p. 230
Distinctive registration form used for students in Special Programs.	1959	p. 231
'Auditor' status of registration revised.	1959	p. 231
Summer Courses to carry credit value equivalent to their counterparts in the terms of the regular year.	1960	p. 231
Length of daily class periods increased.	1960	p. 232
Salaries for summer instruction calculated proportionate with those received in the academic year.	1960	p. 232
Registration shifted to midweek for the six-week program.	1961	p. 234
Separate budgets of the three State-contract units terminated.	1962	p. 235
Change in employment policy in College of Agriculture affects availability of faculty for instruction in summer.	1962	p. 236
Partial tuition scholarships established for teachers. (Discontinued in 1964.)	1962	p. 238



Jurisdiction of the Administrative Board of the Summer Session extended to replace the Advisory Committee for Extramural courses.	1962	p. 239
Site of registration changed to Lynah Hall.	1963	p. 240
Policy of uniform tuition reestablished.	1964	p. 242ff
Director appointed for full-time service.	1965	p. 244
Policy created <u>re</u> jurisdiction over summer programs.	1966	p. 245ff
Multiple sessions revived.	1966	p. 246

## APPENDIX IV

## ADMINISTRATIVE OFFICERS OF THE SUMMER SESSION

<u>Year</u>	<u>Administrative Body and Personnel</u>												
1892	Faculty Committee - Geo. W. Jones, Chm.; O. F. Emerson, Sec.; W. R. Orndorff, Treas.												
1893	Committee for the Trustees - Jacob Gould Schurman, Pres., and Emmons L. Williams, Treas. Committee for the Corps of Instruction - Geo. W. Jones, Chm.; O. F. Emerson, Sec.; W. R. Orndorff, Treas.												
1894	Executive Committee - Charles E. Bennett, Chm.; O. F. Emerson, Sec.; Geo. W. Jones, Treas.; W. W. Rowlee; L. A. Rhoades.												
1896	Executive Committee - W. W. Rowlee, Chm.; Geo. P. Bristol; Frederick J. Rogers.												
1897	Executive Committee (presumably of the Board of Trustees) members not named.												
1898	Same as for 1897.												
1899	Executive Committee not named. Charles De Garmo appointed as Dean of Summer Session Faculty taking same role as the Summer Session Director as designated in 1906.												
1900 through 1905	- same as in 1899.												
1906	Director - George Prentice Bristol.												
1907 through 1918	- same as in 1906.												
1919	Administrative Board created and continued each year through the years to follow. (Membership reported for each year.)												
<table> <tr> <th><u>1919 through 1921</u></th><th><u>1922 through 1923</u></th></tr> <tr> <td>Robert M. Ogden, Chm.<sup>1</sup></td><td>Robert M. Ogden, Chm.</td></tr> <tr> <td>Benton S. Monroe, Sec.</td><td>Benton S. Monroe, Sec.</td></tr> <tr> <td>James E. Creighton</td><td>James E. Creighton</td></tr> <tr> <td>Frank Thilly</td><td>Dexter S. Kimball</td></tr> <tr> <td>Dexter S. Kimball</td><td></td></tr> </table>		<u>1919 through 1921</u>	<u>1922 through 1923</u>	Robert M. Ogden, Chm. <sup>1</sup>	Robert M. Ogden, Chm.	Benton S. Monroe, Sec.	Benton S. Monroe, Sec.	James E. Creighton	James E. Creighton	Frank Thilly	Dexter S. Kimball	Dexter S. Kimball	
<u>1919 through 1921</u>	<u>1922 through 1923</u>												
Robert M. Ogden, Chm. <sup>1</sup>	Robert M. Ogden, Chm.												
Benton S. Monroe, Sec.	Benton S. Monroe, Sec.												
James E. Creighton	James E. Creighton												
Frank Thilly	Dexter S. Kimball												
Dexter S. Kimball													

---

<sup>1</sup>Chairman also was Director of the Summer Session.

1924

Riverda H. Jordan, Chm.  
Benton S. Monroe, Sec.  
Ralph H. Keniston  
Dexter S. Kimball  
Robert M. Ogden  
George A. Works

1928 through 1930

Riverda H. Jordan, Chm.  
Benton S. Monroe, Sec.  
Rollins A. Emerson  
Dexter S. Kimball  
Robert M. Ogden  
Rolland M. Stewart

1935

Loren C. Petry, Dir.  
Julian E. Butterworth  
Robert E. Cushman  
Floyd K. Richtmyer  
George H. Sabine  
Herbert H. Whetzel

1938

Loren C. Petry, Dir.  
Julian E. Butterworth  
Benton S. Monroe  
Floyd K. Richtmyer  
Oscar D. vonEngeln  
Robert H. Whetzel

1940

Loren C. Petry, Dir.  
Julian E. Butterworth  
William W. Flexner  
Howard B. Meek  
Benton S. Monroe  
Oscar D. vonEngeln

1925 through 1927

Riverda H. Jordan, Chm.  
Benton S. Monroe, Sec.  
Rollins A. Emerson  
Dexter S. Kimball  
Robert M. Ogden  
George A. Works

1931 through 1934

Riverda H. Jordan, Chm.  
Benton S. Monroe, Sec.  
Floyd K. Richtmyer  
Dexter S. Kimball  
Robert M. Ogden  
Rolland M. Stewart

1936 and 1937

Loren C. Petry, Dir.  
Julian E. Butterworth  
Robert E. Cushman  
Floyd K. Richtmyer  
Oscar D. vonEngeln  
Herbert H. Whetzel

1939

Loren C. Petry, Dir.  
Julian E. Butterworth  
William W. Flexner  
Howard B. Meek  
Benton S. Monroe  
Floyd K. Richtmyer  
Oscar D. vonEngeln

1941

Loren C. Petry, Dir.  
Julian E. Butterworth  
Gustavus W. Cunningham  
William W. Flexner  
Howard B. Meek  
Benton S. Monroe  
George H. Sabine



1942

Loren C. Petry, Dir.  
 Sarah G. Blanding  
 Julian E. Butterworth  
 Gustavus W. Cunningham  
 William W. Flexner  
 Howard B. Meek  
 George H. Sabine

1944

Loren C. Petry, Dir.  
 M. Lovell Hulse, Asst. Dir.  
 Sarah G. Blanding  
 Julian E. Butterworth  
 Gustavus W. Cunningham  
 Howard R. Anderson  
 James Hutton  
 Ernest J. Simmons

1946

M. Lovell Hulse, Act. Dir.  
 Sarah G. Blanding  
 Gustavus W. Cunningham  
 Anson W. Gibson  
 James Hutton  
 Loren C. Petry  
 Ernest J. Simmons

1948

Charles W. Jones, Dir.  
 William A. Smith, Asst. Dir.  
 Margaret Hutchins  
 Gustavus W. Cunningham  
 M. Lovell Hulse  
 John R. Moynihan  
 Andrew L. Winsor  
 Loren C. Petry

1943

Loren C. Petry, Dir.  
 Sarah G. Blanding  
 Julian E. Butterworth  
 Gustavus W. Cunningham  
 Howard R. Anderson  
 James Hutton  
 George H. Sabine

1945

Howard R. Anderson, Dir.  
 M. Lovell Hulse, Asst. Dir.  
 Sarah G. Blanding  
 Gustavus W. Cunningham  
 Anson W. Gibson  
 James Hutton  
 Carleton C. Murdock  
 Loren C. Petry

1947

Charles W. Jones, Dir.  
 William A. Smith, Asst. Dir.  
 Gustavus W. Cunningham  
 M. Lovell Hulse  
 Margaret Hutchins  
 Loren C. Petry  
 Frank A. Southard  
 Andrew L. Winsor

1949

Frederick H. Stutz, Dir.  
 William A. Smith, Asst. Dir.  
 Margaret Hutchins  
 Charles W. Jones  
 M. Lovell Hulse  
 John R. Moynihan  
 Andrew L. Winsor  
 Robert A. Polson

1950

Frederick W. Stutz, Dir.  
 William A. Smith, Asst. Dir.  
 Charles W. Jones  
 M. Lovell Hulse  
 John R. Moynihan  
 Robert A. Polson  
 Grace Steininger  
 William F. Whyte  
 Andrew L. Winsor

1952

Frederick H. Stutz, Dir.  
 Charles W. Jones  
 Frances E. Mineka  
 Robert A. Polson  
 Martin W. Sampson  
 Grace Steininger  
 William F. Whyte  
 Andrew L. Winsor

1954

Lloyd H. Elliott, Dir.  
 Sanford S. Atwood  
 C. Arnold Hansen  
 Glenn W. Hedlund  
 Frances E. Mineka  
 Jeanette M. Read  
 Martin W. Sampson  
 Andrew L. Winsor

1956

Lloyd H. Elliott, Dir.  
 C. Arnold Hansen  
 Glenn W. Hedlund  
 John W. McConnell  
 Frances E. Mineka  
 Jeanette M. Read  
 Everett M. Strong  
 Andrew L. Winsor

1951

Frederick W. Stutz, Dir.  
 Charles W. Jones  
 Frances E. Mineka  
 John R. Moynihan  
 Robert A. Polson  
 Grace Steininger  
 William F. Whyte

1953

Frederick H. Stutz, Dir.  
 C. Arnold Hansen  
 Glenn W. Hedlund  
 Charles W. Jones  
 Frances E. Mineka  
 Martin W. Sampson  
 Grace Steininger  
 Andrew L. Winsor

1955

Lloyd H. Elliott, Dir.  
 Sanford S. Atwood  
 C. Arnold Hansen  
 Glenn W. Hedlund  
 Frances E. Mineka  
 Jeanette M. Read  
 Everett M. Strong  
 Andrew L. Winsor

1957

Ralph N. Campbell, Dir.  
 C. Arnold Hansen  
 John W. McConnell  
 Frances E. Mineka  
 Jeanette M. Read  
 Sedgwick E. Smith  
 Everett M. Strong  
 Andrew L. Winsor

1958

Ralph N. Campbell, Dir.  
 John W. McConnell  
 Frances E. Mineka  
 Jeanette M. Read  
 Robert F. Risley  
 Sedgwick E. Smith  
 Everett M. Strong  
 Andrew L. Winsor

1960 and 1961

William A. Smith, Dir.  
 Damon Boynton  
 C. Arnold Hansen  
 William D. Cooke  
 Jean Failing  
 True McLean  
 Robert F. Risley  
 Sedgwick E. Smith  
 Frederick H. Stutz

1963

William A. Smith, Dir.  
 Damon Boynton  
 Thomas W. Mackesey  
 Frederick H. Stutz  
 George C. Kent  
 George A. McCalmon  
 W. Donald Cooke  
 Jean Failing  
 True McLean  
 Thomas C. Watkins

1965

William A. Smith, Dir.  
 W. Donald Cooke  
 Jean Failing  
 Herbert L. Kufner  
 Royse P. Murphy  
 David Novarr  
 Howard G. Smith  
 Frederick H. Stutz  
 Gustav A. Swanson  
 Thomas C. Watkins

1959

William A. Smith, Dir.  
 John W. McConnell  
 Frances E. Mineka  
 Everett M. Strong  
 Sedgwick E. Smith  
 Robert F. Risley

1962

William A. Smith, Dir.  
 Damon Boynton  
 Thomas W. Mackesey  
 William D. Cooke  
 Jean Failing  
 True McLean  
 George C. Kent  
 George A. McCalmon  
 Frederick H. Stutz

1964

William A. Smith, Dir.  
 Damon Boynton  
 Thomas W. Mackesey  
 Frederick H. Stutz  
 George C. Kent  
 George A. McCalmon  
 Jean Failing  
 Thomas C. Watkins  
 David Novarr  
 Howard G. Smith

1966

William A. Smith, Dir.  
 W. Donald Cooke  
 Jean Failing  
 W. Keith Kennedy  
 Herbert L. Kufner  
 Royse P. Murphy  
 David Novarr  
 Howard G. Smith  
 Frederick H. Stutz  
 Gustav A. Swanson



1967

William A. Smith, Dir.  
W. Donald Cooke  
Herbert L. Everett  
Jean Failing  
Mauritz Johnson  
W. Keith Kennedy  
Herbert L. Kufner  
Royse P. Murphy  
Michael Shinagle

1968

William A. Smith, Dir.  
W. Donald Cooke  
Tom E. Davis  
Herbert L. Everett  
Jean Failing  
Mauritz Johnson  
H. Peter Kahn  
W. Keith Kennedy  
Robert D. Miller  
Howard G. Smith

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