Quarter System

3 Terms from: Aut 1873 - Sum 1910
3 Semesters from: Aut 1910 - Sum 1921
4 Quarters from Aut 1921 - Spr 2012
3 Semesters from: Sum (June 18) 2012 -

Per University Catalogs/Other Published Information
REPORTS
of the Four-Quarter Plan for
The Ohio State University
TO THE UNIVERSITY TRUSTEES AND FACULTY:

Gentlemen—I submit herewith reports and papers concerning the proposal and discussion of the so-called four-quarter plan for the Ohio State University. This subject was favored and urged by Mr. Julius F. Stone of the Board of Trustees some years ago, and has been under more or less informal consideration and discussion ever since.

In order that all concerned may have the subject in more or less continuous form, I submit herewith the following papers, with some remarks subsequent to the papers:

REPORT OF THE COLLEGE OF ENGINEERING

Lord Hall, November 7, 1917.

TO THE UNIVERSITY FACULTY:

Gentlemen—The Faculty of the College of Engineering at a meeting held November 7, 1917, passed the following resolutions which are hereby transmitted to the University Faculty for appropriate action:

RESOLVED: (1) That it is the sense of the Faculty of the College of Engineering that the University should operate on the four-quarter plan instead of the semester plan.

(2) That each course should be repeated in as many of the four quarters as the demand for the subjects warrants.

(3) That in view of the war emergency this change should be made in 1918.

(4) That in so far as possible the curricula and schedules should be arranged to permit the earlier graduation of the students and especially the present junior classes.

The following reasons are offered for the adoption of the foregoing resolutions:

While the immediate call for this change is the military emergency, the intrinsic advantages of the four-quarter system warrant its permanent adoption. For services in connection with the war, it would not only permit the graduation of students several months earlier than by the present system, but it would mean that many could obtain their degrees whose courses would otherwise be interrupted by the draft.
As a permanent gain, there would be increased flexibility in the matter of periods of attendance by students, enabling them to fit their University courses in with outside work in industry, agriculture, etc. Cooperative relations with the industries would thus be facilitated.

The plant and equipment of the University would be more efficiently used. If the summer quarter had as many students as the other quarters, this would mean an increase in capacity of one-third. Since the value of the University plant is about $6,000,000 and the annual overhead charge on this would be, say, $360,000.00, this would mean a very substantial saving. The increased use would come when there is no expense for heating and little for lighting.

Expensive pieces of equipment, now used but once a year, would be used several times.

When the system should come into running order, a student could be graduated at the end of any quarter.

There would be less occasion for one- and two-hour courses, and hence each student would carry fewer subjects at one time.

A student would not have to wait so long before getting a chance to repeat a course, which he had failed.

Respectfully submitted,

(Signed) ROBERT MEIKLEJOHN,
Secretary.

Dean Coddington moved that the report be received; and that the President be requested to appoint a committee to investigate the matter of the four-quarter plan in the Colleges, and submit their report at the December meeting. Dean Denney moved that this report of the College of Engineering be referred to the Committee on Rules. The motion was seconded and carried. The original motion as amended, was adopted.

REPORT OF THE SUMMER SESSION COMMITTEE

December 19, 1917.

TO THE UNIVERSITY FACULTY:

The Summer Session Committee to which was assigned, by the President, an investigation of the four-quarter system, begs to submit the following report:

I. Schedule

Advantages:

For the student the four-quarter system allows much greater freedom for withdrawal and entrance at periods most advantageous to his interests. This applies to all students and is especially true of those of Agriculture and Engineering.

For the Faculty it allows a somewhat greater freedom in the selection of vacations.

Disadvantages:

The four-quarter plan does not coordinate with the present high-school system. Pupils graduating from high schools at the midyear cannot enter the University until the third quarter, an interval of about a month and a half or two months.

There will also undoubtedly be difficulty in retaining the most suitable teaching staff for the summer quarter. Indiana was not able to accomplish this.

II. Educational Advantages

The smaller unit of the quarter as opposed to the semester is advantageous to:

1. The maintenance of higher standards, because of the more frequent reclassification of the students;

2. The low-grade student, as the loss of credit due to failure is proportionately small and the opportunity of retaking the work more frequent;

3. The student in the wrong pew, as not so much time is lost before proper changes may be made.

In theory the student may complete his course in three full years with the four-quarter system. The experience of Chicago, however, does not seem to warrant the belief that many more students would complete the four-year course in three years on the quarter plan than do at the present time with the aid of the Summer Session. For students of Medicine and Law no shortening of the course by additional work is possible under present conditions.

III. Economic Advantages

1. The most valuable plant of the State open and running all the year around.

In the opinion of the Committee this reads well as an advertisement, but as an actual fact there would be but very little time gained by the four-quarter plan as opposed to the present semester plan plus eight weeks Summer Session. The difference between the Chicago schedule and ours is at the present time is but two weeks.

IV. Administrative Advantages

Putting the summer work on the quarter basis would avoid the necessity of a separate Summer Session organization.

V. Five-hour-a-week Recitations, or the Sliding Scale

In the minds of many, perhaps of most, the question of the four-quarter plan is directly associated with that of pronounced concentration of work. The courses to be given on the basis of
five hours a week and three such courses to constitute the
normal working schedule of the student. It should be understood
however, that the two are, at least in theory, entirely uncon-
nected. The major, or Chicago, system of class work is not a
necessary corollary of the four-quarter plan.

The educational problem involved is still a debatable ques-
tion and one on which there is not unanimity of opinion. There
seem also to be at present insurmountable difficulties in the way
of introducing the major or five-hour-a-week system into cer-
tain of the colleges; notably so in the case of the Colleges of
Agriculture and of Engineering.

As the matter stands, in Chicago, the four-quarter plan to-
gether with the major system of work, which is there regarded
as absolutely essential, has proved a success. It is said that not
5% of the Faculty desire a change; also that their greatest
difficulty is in preventing students from overspecializing. In In-
diana where for many years the four-quarter plan was in force
but without the five-hour-a-week basis of work, the semester
plan was adopted two years ago. Their greatest difficulty and
one of the reasons for abandoning the four-quarter system is
claimed to have been their inability to compel students to elect
correlated and sequent courses.

VI. Conclusion

After a somewhat careful and detailed investigation the
Committee, although recognizing the great difficulties involved,
which, however, it believes to be more seeming than real, is a
unit in the opinion that the four-quarter plan, together with
greater concentration of work, at least during the first two
years, would be a distinct advance. It therefore makes the
following recommendations:

1. The University year begin on the Tuesday nearest to the
1st of October and end on the Friday nearest the 31st of August.

2. That this academic year be divided into quarters of as
nearly twelve weeks each as possible. The end of the Autumn
quarter shall be the Christmas recess, the Winter quarter be-
inning on the first Tuesday after January 1st.

3. That all courses open to freshmen and sophomores be
given on the basis of five or three hours a week. The proportion
of five-hour courses offered by any department for these students
to that of three-hour courses to be as two to one.

4. That the normal election of a student in the first two
years of his course be three five-hour courses. No student of
the first two years shall be allowed to elect in any one quarter
more than two three-hour courses.

5. That each college of the University appoint a committee
of three to consider and plan with the departments of the col-
lege the necessary readjustments of schedules and curricula.

6. That the college schedules and curricula thus revised be
submitted to the Committee on Instruction for final approval and
by them reported to the University Faculty for adoption.

Respectfully submitted,

M. B. EVANS,
E. H. MCNEAL,
(Signed) SAM. W. BROWN,
J. L. CLIFFTON,
RAYMOND OSBURN.

Professor Evans moved that the report be received, and the
recommendations adopted. The motion was seconded. Discussion
followed. Professor Siebert moved as a substitute motion, that
all of the reports or the four-quarter plan be printed and cir-
culated among the Faculty, and that this subject be made a
special order for a subsequent meeting of the University Fac-
culty. The motion was seconded, and carried.

REPORT OF AGRICULTURAL FACULTY

TO THE UNIVERSITY FACULTY:

May 23, 1918.

Gentlemen—At a meeting of the Faculty of the College of
Agriculture held May 22, 1918, the following motion was passed
which is hereby transmitted to the University Faculty for ap-
propriate action:

RESOLVED, That the Faculty of the College of Agriculture
favors the adoption of the quarter system by the Ohio State
University, and respectfully suggests to the University Faculty
that it arrange for a conference of representatives of the prin-
cipal State Universities of the Middle-Western states with a
view of ascertaining whether it would be possible and desirable
for such institutions to adopt the quarter system, the same to
become effective at the beginning of the school year 1919-1920.

Respectfully submitted,

(Signed) V. C. SMITH,
Secretary.

Dean Vivian moved that the report be received, and referred
to the Administrative Council. The motion was seconded, and
carried.
ADVANTAGES AND DISADVANTAGES OF THE QUARTER PLAN AS IT APPLIES TO THE COLLEGE OF AGRICULTURE

A. Advantages

I. Greater freedom for withdrawal and entrance at periods most advantageous to the regular students:
   a. Entrance in fall after seeding.
   b. Withdrawal in spring before planting.
   c. With complete development of major and minor system would permit still later entrance and earlier withdrawal.

II. Prevents disturbing effect of midsemester vacations.

III. Greater freedom for faculty in selection of vacations for self-improvement.

IV. Permits student to concentrate on specialized work in senior and advanced degree work.

V. Would permit county agents to register for one term of regular advanced reviews of recent developments in the various departments without seriously interfering with their efficiency in the county which they serve.

VI. In case it were decided to offer the summer quarter it would be of value as follows:
   1. Teachers of agriculture in grades would be enabled to secure regular college work and credit both for undergraduate and graduate degrees.
   2. Agricultural high school teachers would be enabled to return for advanced work in desired subjects.
   3. Graduate students could carry on research problems during the growing season and in good weather.
   4. Make organization of separate Summer Session unnecessary.

VII. Would probably result in causing first-class high school graduates in Three-Year Course to register in the Four-Year Course.

VIII. Makes more economic use of University plant.

IX. More frequent reclassification of advantage to low-grade student.

X. Necessity of prompt attendance at beginning of each quarter is emphasized.

XI. Simplification of schedule difficulties.

B. Disadvantages

I. Increased cost of operation.
   1. In case summer quarter offered has longer period of operation.
   2. Increased cost of instruction.
   3. Increased cost of administration.

II. Difficulty in transfer of credits from other institutions, since most institutions are on semester plan.

III. Transfer of students completing courses at end of first semester not possible until beginning of third quarter.

IV. Large duplication of courses necessary.

V. One more period of registration and examination in quarter plan.

VI. Difficulties involved in building up summer quarter.

VII. Loss of little time because of sickness or other reason from a short term may be fatal to student.

VIII. If it is found that the University for financial or other reasons does not care to undertake the quarter plan in its entirety, a three-term plan would serve all the essential needs of the College of Agriculture.

Quarter-plan Schedule—University of Montana

First Quarter begins Oct. 1, ends Dec. 24—12 weeks
Second Quarter begins Dec. 31, ends Mar. 25—12 weeks
Third Quarter begins Apr. 1, ends June 24—12 weeks
Fourth Quarter begins July 1, ends Sept. 24—12 weeks
One week interval between quarters

Quarter-plan Schedule—University of Chicago

First Quarter begins Oct. 1, ends Dec. 23—12 weeks, 1 day
Second Quarter begins Jan. 3, ends Mar. 24—11 weeks, 3 days
Third Quarter begins Apr. 16, ends June 16—10 weeks, 4 days
Fourth Quarter begins June 21, ends Sept. 3—10 weeks, 4 days
10-day interval between 1st and 2nd quarter
9-day interval between 2d and 3d quarter
4-day interval between 3d and 4th quarter
21-day interval between 4th and 1st quarter

Suggested Schedule for 1918-1919—The Ohio State University

First Quarter begins Oct. 7, ends Dec. 21—11 weeks
Second Quarter begins Dec. 30, ends Mar. 15—11 weeks
Third Quarter begins Mar. 24, ends June 7—11 weeks
Fourth Quarter begins June 16, ends Aug. 30—11 weeks
May 15, 1918.

TO THE ADMINISTRATIVE COUNCIL:

Gentlemen—The Committee on the four-quarter plan beg leave to report as follows:

1. We have considered the reports of the College of Engineering and the Summer Session, the list of arguments pro and con presented in the College of Agriculture, the report of the University of Maine, the report of the conference of the fourteen state university deans of Arts and Science held recently at Urbana, Illinois, the report of the National Council of Education, and have taken the opinions of many members of the Faculty of the Ohio State University. We have found no professor or instructor who is opposed on fundamental educational grounds to the change to a four-quarter plan. Such difficulties as are cited are purely administrative, not educational, and are therefore negligible.

2. The fact that reorganization of higher education is now under serious consideration in two of our national associations and in many of our universities makes it highly probable that action will be taken soon in the direction of greater flexibility of curricula, shorter periods of accounting, and closer adjustments of the universities, both in subdivisions of the year and in curricula, to the life of the states and other communities which they serve.

3. In the case of the Ohio State University, if anything is to be done within the next two years, it is important that action be taken by the Faculty in the near future, favoring or opposing the adoption of a four-quarter plan; because the Budget estimates for 1919-21 must be made this summer.

4. We therefore recommend that a meeting of the University Faculty be called for a date shortly after commencement to consider the question of adopting a four-quarter system for the Ohio State University, in order that Budget estimates for 1919-21 may be made accordingly.

J. V. Denney,
A. Vintian,
B. C. Bowen,
M. B. Evans,
F. L. Landacre,

Committee.

Professor Siebert moved that a special meeting of the Faculty be held on Wednesday, May 29, at 10 a.m., to consider the four-quarter plan. The motion was seconded, and carried.

SUBMITTED TO UNIVERSITY FACULTY SPECIAL MEETING, MAY 29, 1913

We submit to the Faculty the following educational considerations:

1. Continuity of one or more lines of study may be secured under either the semester plan or the quarter plan; but concentration may much more easily be secured under the quarter plan, since there will be few studies at a time, each studied more intensively. Incidentally also the Christmas holidays fall between units of the four-quarter plan instead of interrupting the work of the first semester.

2. The more frequent classification under the quarter plan is a distinct advantage to the better students and favors a higher level of work, since the weak who keep the level down are eliminated more promptly.

3. Counting the Summer Session as a half semester, the substitution of a quarter means a theoretical minimum increase of twenty percent in the amount of educational service offered in a year, but as the summer quarter means the addition of a much larger number of courses in each department and the participation of a larger number of departments, the increase in educational opportunity would be much more than twenty percent. The plant and equipment would also be more efficiently used.

4. The advantage to technical, agricultural and commercial education, of utilizing the industries, the farms, and the various business occupations as part of the educational scheme, is already appreciated. The quarter plan accommodates itself to this educational idea far better than the semester plan, both in respect to dates of starting and stopping and in respect to necessary adjustments in the curricula of various classes of students.

5. Students needed on the farm, or in the industries, would be able to take hold at more advantageous dates than the semester plan permits. The shorter unit inevitably renders the University's courses much more readily adaptable to the needs of all students who cannot spend the whole year in residence. It likewise enables students who are strong both mentally and physically to shorten the total calendar years of residence by continuous residence during their course. This probably will never be possible for the majority of stu-
dents, but it would be utilized as an opportunity by a considerablenumber every year, and (as the Engineering report suggests) could be resorted to whenever emergency required. It is reported that five percent of the undergraduates of the University of Chicago are in the class of those who remain four quarters to the year.

6. The quarter plan makes possible for professors a more advantageous system of leaves of absence. It also would enable the University to more easily arrange for the services of eminent specialists in regular course for a single quarter's work.

We also submit the principal objections to a change:

The objections to the change have to do mainly with administration and finance. The more important are the following:

1. Lack of funds. It is the purpose of this report to secure a vote of the Faculty on the educational desirability of the four-quarter plan, regardless of financial considerations, in order that the President and Trustees may decide whether or not to apply to the next Legislature for additional funds for the purpose. There is no doubt that it will mean increased expelense to the University.

2. Difficult transfer of credits from and to other institutions on a different plan. This difficulty is not serious. It amounts to multiplying a whole number by a fraction.

3. Loss of time to high-school graduates who now enter at the beginning of the second semester. This is undesirable and yet the number of such is at present not large. As an offset the increased opportunities of a summer quarter for such students is a fair consideration. Moreover, the school and smaller colleges have in the past followed the universities promptly in educational changes.

4. Lack of time adjustment at the end of the summer quarter to the opening of public schools. Such adjustment can be made by a ten weeks' summer quarter of six days each. The Summer Sessions are already accustomed to this economy.

5. One more period of registration and examination each year. This is undeniable, but should not weigh very heavily against the larger good in educational opportunity and public service.

6. The University should wait until the end of the war or until a number of other universities have made the change, or until the N. E. A. has acted or until further conferences have been arranged among institutions similar to our own. To all of these considerations, the committee begs leave to reply that our purpose is to secure an independent vote of this Faculty on the educational desirability of such a change regardless of the action of other institutions. Our representa-

tives in the N. E. A. and other educational bodies will then be able to represent us intelligently in such conferences as may be called, and our Board of Trustees who have final authority in the matter will be advised of the Faculty's position. To quote from President Thompson's communication to the Administrative Council:

"The suggestion is made that the four-quarter plan might as well be brought to a conclusion within a reasonable time and put into the biennial proposals for the next Legislature, if approved by Faculty and Trustees."

The Committee recommends the adoption of the following resolution by the Faculty:

RESOLVED, That the University Faculty favors the adoption of a four-quarter plan with provision for enlarged educational opportunities including a full summer quarter to the end of increased efficiency in higher education and greater educational service to the state and nation, and the Faculty hereby pledges itself to put a four-quarter plan into operation as soon as sufficient funds are provided for the purpose.

J. V. DENNEY, Chairman,
A. VIVIAN,
(Signed) F. L. LANDACRE,
B. L. BOWEN,
M. B. EVANS.

Dean Knight moved that the report be received, and that the recommendations of the Committee be adopted. The motion was seconded, and after a discussion of two hours the motion was carried.

As a further contribution to the discussion, the following resolution is submitted. It was presented and adopted by a convention of 187 colleges and universities held in Washington, D. C., in May, 1917, at the invitation of the National Council of Defense.

"We believe that all colleges and universities should so modify their calendars and curricula as will most fully subserve the present needs of the Nation and utilize most profitably the time of the students and the institutional plant, force and equipment. With this end in view, we suggest, as an emergency measure, the colleges consider the advisability of dividing the college year into four quarters of approximately twelve weeks each, and that, where necessary, courses be repeated at least once a year so that the college course may be best adapted to food production."

In general it may be said in concluding this exhibit of reports from various sources that there are three important considerations—educational, administrative and financial.
The chief educational considerations are: (1) Whether it is desirable for the state to provide educational facilities available at any and all times to meet the convenience or necessity of students. Economy of time and the necessity for self-support are factors in this problem. The traditional idea that education cannot be pursued at the time of the year when the majority of the population is doing its hardest work will probably not bear investigation.

(2) The progress of the student and the advantage to society from an earlier completion of formal education are important factors. At present the organization of institutional education is not determined by either of these factors. A history of the development of the school year will show that education has been extremely conservative in view of the rapidly changing conditions in the world of industry and business.

Administrative problems are never impossible or fatal to any measure having real merit. There are difficulties of administration, but they suggest the chief reason for having administrative officers. It is their business to deal with these matters. No important educational measure should ever be adopted or defeated for administrative reasons.

The third consideration—namely, that of finance—will be recognized as vital to the whole program. The first issue is whether the proposal is worth what the additional cost will be. If it is worth the money, can the state be persuaded to support the University in the program?

It should be plainly understood that the four-quarter plan does not contemplate any pressure on students requiring continuous study of four quarters in each year. That question should be left to the individual. The requirements for a degree will not be materially changed, although the continuity of work may be somewhat interrupted and the traditional sentiment attached to class organizations modified. The four-quarter plan if generally adopted over the country would, doubtless, check the tendency to regard mere clock hours as a measure of education and place more emphasis upon intellectual development and achievement. It is important to save time in our education. It is also important to determine the time necessary in our educational process to secure intellectual poise and maturity.

Nor should we assume that the four-quarter plan automatically increases the time a teacher shall be in the class room and the salary he shall receive. It does, however, involve a new definition of what constitutes a year’s work. It may involve a reconstruction of our ideas as to the relation of the teacher to the University and to his profession. It ought to involve the welfare of both the teacher and the University. Any other assumption would be fatal to the proposal.

Information has been received that the University of Chicago is preparing a bulletin containing replies to inquiries re-
TENTATIVE RULES AND REGULATIONS OF THE FOUR-QUARTER PLAN

(Salaries and Vacation Credits)

All persons of the rank of Instructor or higher shall automatically go on the Four-quarter Plan and the Teachers' Retirement System, unless exmpted under special contract.

The Four-quarter Plan, so far as time credit is concerned, shall not be applied to Deans, Executive Officers, and other employees, except full-time teaching engagements.

The title "Instructor" shall represent a status, because of the application of the Four-quarter Plan and the Teachers' Retirement System.

All salaries shall be paid on a twelve months' basis, except in case of special contracts.

Salaries of Assistants, Graduate Assistants, and Student Assistants, and all temporary instruction shall be regarded as special contracts. Payments will be made monthly for the quarters in which the service is rendered.

The monthly payment of salary shall begin with the date on which the appointment becomes effective.

All persons promoted from any lower rank to the rank of Instructor shall be deemed new appointments.

All contracts for instruction shall be approved by the Board of Trustees prior to service; otherwise, no obligation against the University will exist.

Each regular contract shall show the quarters in which the instruction is to be given.

Professors shall give instruction during three quarters of the year with a minimum of twelve hours per week or its equivalent; for all others the teaching schedule shall be recommended by the Department subject to the approval of the Dean and President.

The regular vacation may be taken in any one of the four quarters subject to the approval of the President.

For every quarter in a year he may teach in addition to the schedule as required, he receives, according as it may be arranged by the President, either an extra full vacation or an extra two-thirds pro-rata salary.

No person shall accumulate more than two quarters extra vacation credit, at any one time.

Regular vacation is time earned by teaching three quarters in a year.

Extra vacation is time earned by teaching a fourth quarter in a year.

Fourth-quarter instruction is defined as the quarter in an individual's year in addition to regular instruction.

At the time extra vacation credit is taken, salary is paid at the rate at which the vacation was earned, the most remote being paid first.
Extra vacation taken in advance must be repaid by fourth quarter instruction in a subsequent year.

A person who resigns with extra vacation credit will be paid for such extra vacation credit on a two-thirds pro-rata salary.

In case of resignation where salary has been paid in advance of service rendered, due to the taking of vacation credits before they have been regularly earned, the final settlement shall require the refund to the University of all such advance payments.

Regular vacation credit may be earned only by teaching three full quarters.

Extra vacation credit may be earned only by teaching three full quarters and an additional full fourth quarter.

The University reserves the right to adjust on an equitable basis any exceptional cases not provided for under these rules.

TEACHERS’ RETIREMENT SYSTEM

All appointees, except those exempted prior to September, 1921, of the rank of instructor or higher are required by law to enter the Teachers’ Retirement System.
(See Section 7896-1 G.C.)

The Teachers’ Retirement System provides that each person shall contribute four percent of his annual salary up to $2000, which is deducted from his salary. In addition, he shall contribute one dollar each year to the Expense Fund. This is deducted the first month.

INFORMATION FOR ALL MEMBERS OF THE INSTRUCTIONAL FORCE

There is submitted herewith a number of regulations concerning the Four-quarter Plan, involving the topics of general interest, viz: the vacation credit system and the payment of salaries. The University has taken counsel with the University of Chicago as to the experience there and has tried to adapt that experience to conditions here. It is altogether probable that experience here may develop some infelicities of administration. The University, therefore, sets out these regulations in a tentative way, to be formally approved by the Trustees at the first opportunity and to be amended later, if experience should develop such amendment desirable.

Concerning the payment of salaries it may be noted that all new appointments will receive their first payment in October, the appointment being effective October first. All those not on the permanent staff and not subject to the Four-quarter Plan and the Retirement System will receive payment in accordance with the terms of the contract—that is for the quarter or longer, as the case may be. Those on the permanent staff will receive payment in twelve equal payments.

October first, 1922.
Report
Submitted by the President of the University to the Board of Trustees and to the Faculty of The Ohio State University, Columbus, Ohio on the
Four-quarter Plan
INTRODUCTORY

At the outset it may be stated that prior to the World War the question of changing to the Four-quarter Plan was the subject of occasional conversation. In the Board of Trustees the feeling seemed to prevail that the change was desirable in the interests both of economy of organization and educational efficiency. The initial promotion of the idea of a Fourth Quarter in the Board of Trustees was due to Mr. Julius P. Stone while a member of the Board. Some favorable echoes to such a sentiment were discovered in the minds of State officials, legislators, and occasionally in the minds of citizens. No definite conception of a Four-quarter Plan, however, was in the minds of any of these people. The participation in the World War interrupted, of course, all plans and projects. The University was adjusted to a war basis and all plans for orderly development were abandoned. Since the war, however, the question of a Four-quarter Plan has again arisen. It is a matter of common knowledge that the Faculty voted approving the project and that the Board of Trustees concurred in this general approval. This must not be interpreted, however, as assuming anything like a concurrent agreement between the Faculty and Trustees upon a particular program. It was a commitment of both bodies for the time to the general considerations and to the desirability of inaugurating the Four-quarter Plan. Subsequently, the legislature made a small initial appropriation definitely assigned to this project. This appropriation will be recognized as inadequate, but at the same time it is worth while to observe that it is a departure from the usual custom of the legislature in appropriating for a project or enterprise before it has been brought into existence. Ordinarily a project must be started before the legislature will undertake to maintain it. For some years after the institution was opened the legislature declined even to pay the expenses of the Board of Trustees. It is, therefore, not to be assumed that the action of the legislature already taken is anything else than an encouragement to the project.

As a matter of record attention may be directed to the fact that under date of June 15, 1918, the President submitted a report on the Four-quarter Plan. Under date of November 7, 1917, the report of the College of Engineering was presented to the University Faculty. Under date of December 19, 1917, the Summer Session Committee submitted a report to the University Faculty. Under date of May 23, 1918, the Agricultural Faculty presented a report. In November, 1917, the motion was adopted by the University Faculty requesting the President to appoint a committee to investigate the matter of the Four-quarter Plan and to report at the December meeting of the Faculty. On May 15, 1918, a report was submitted to the Administrative Council. On May 29, 1918, a special meeting of the University Faculty was held and a report submitted setting out the educational considerations with the following recommendation, which was adopted:

"Resolved, That the University Faculty favors the adoption of a Four-quarter Plan with provision for enlarged educational opportunities including a full summer quarter to the end of increased efficiency in higher education and greater educational service to the State and Nation, and the Faculty hereby pledges itself to put a Four-quarter Plan into operation as soon as sufficient funds are provided for the purpose."

This action was taken during the World War and may be presumed to have reflected in some degree the necessities recognized as growing out of conditions due to the war.

Later, at a meeting of the Trustees held November 5, 1920, Mr. Mallon presented the following resolution, which was adopted:

"The Board of Trustees, having considered at several meetings the policy of inaugurating a system of four terms a year and having received a favorable report on the question from the Faculty, hereby approve said policy and request the President of the University to report upon the necessary adjustments and the feasibility of making such change effective in the fall of 1921."

Under date of February 2, 1921, the President presented to the Board of Trustees the following resolution adopted by the University Faculty:

"That the Board of Trustees be requested to appoint a committee of that body to collaborate with a committee of this Faculty to bring back to the Faculty a more detailed statement as to what is involved in changing from the Semester to the Four-quarter Plan; that the Faculty doubts the feasibility of changing to the Four-quarter Plan in September, 1921."

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Upon motion, a committee consisting of Dr. Mendenhall and Mr. Cunningham was appointed to meet with a similar committee from the Faculty as requested in the above resolution.

Under date of February 11, 1921, the President presented the following communication from the Secretary of the Faculty:

"At a meeting of the University Faculty held on Thursday, February 10, the following report was received from the Engineering College:

"At a meeting of the Faculty of the College of Engineering held February 9, 1921, the following motion was passed and is hereby transmitted to the University Faculty for appropriate action.

"The Faculty of the College of Engineering approved the general principle of the Four-quarter System of the division of the college year for all colleges and recommends that the curricula of each of the four quarters be arranged by the college faculty concerned to suit the specific needs of that college, subject to the rules of the University Faculty.

"On motion it was agreed that this report be received and placed on file, and a copy transmitted to the Board of Trustees.

"Professor Caldwell, chairman of the committee appointed to collaborate with the Board of Trustees, presented the following report:

"Your committee has held two informal meetings with Dr. T. C. Mendenhall, one of the conference committee of two, appointed by the Board of Trustees. The other member, Mr. Cunningham, has so far been unable to take part in the meetings. A formal session of the whole committee is scheduled for this Thursday evening. Your committee has therefore no official information from the Board. It appears, however, that the Board has been considerably disappointed that there has been so much delay and that so long an interval has elapsed since their first action on November 5. The Board expects to take final action on Friday.

"After conference with Dr. Mendenhall, the Faculty members of the joint committee on the Four-quarter Plan are of the opinion that such a plan would mean an academic year of 48 weeks divided into four terms, or quarters of 12 weeks each, as nearly as possible; that the proposed plan does not necessarily imply concentration; that is, the increase in the number of hours per week of the subjects taught, but in general the tendency would be in that direction, with the elimination for the most part of one-hour and two-hour courses; that it is our understanding that three quarters would constitute the regular teaching load of instructors of all grades, who by teaching extra or four quarters would be allowed to accumulate a corresponding amount of leave of absence on pay for use in improving themselves professionally; that it would not be feasible to begin this plan at the Ohio State University before the summer of 1922. It is understood, of course, that the details of such a plan would have to be worked out carefully in the light of the needs of this University and out of the experience of other institutions where the Four-quarter Plan is in operation.

"The committee has received the definite impression that the Board of Trustees desires that the Faculty take action at this meeting and we recommend that a vote of the Faculty be taken on the merits of the Quarter system.

"Respectfully submitted,


"Professor Caldwell moved that this report be received and placed on file. The motion was seconded and carried.

"Dean Hitchcock presented the following resolution:

"'Resolved, That the University Faculty does hereby affirm its action of May 29, 1918, in favor of the adoption of the Four-quarter Plan, but that it expresses to the Board of Trustees the advisability of postponing its inauguration till the summer quarter of 1922.'

"It was moved and seconded that this resolution be adopted. The motion was carried by 53 ayes and 38 noes.'

At this same meeting of the Board of Trustees, Dr. Mendenhall, chairman of the special committee of the Board of Trustees appointed to confer with a like committee from the Faculty on the Four-quarter Plan, presented the following minute which was unanimously adopted:

"Your committee appointed to confer with a committee of the Faculty upon the question of the adjustment of the work of the University upon a 'four-quarter' basis, begs to report that after several conferences with said committee, the following resolution which was adopted by the Faculty by a vote of 53 to 38, was received:

"'Resolved, That the University Faculty does hereby reaffirm its action of May 29, 1918, in favor of the adoption of the Four-quarter Plan, but that it suggests to the Board of Trustees the advisability of postponing its inauguration till the summer quarter of 1922.'

"In view thereof, it is recommended that the inauguration of the Four-quarter Plan be set for July 1, 1922, and that the President and the Faculty are hereby requested to proceed at once to the preparation of a scheme for adjustment of the work of the University in accordance with this action.'

A special meeting of the University Faculty was called for May 10, 1921, to consider the following recommendations of the Central Committee on Four-quarter Plan:

"1. That accrediting be left on the hour basis.

"2. That the work of the first (i.e. Freshman) year be arranged on the basis of five-hour courses, the student to carry
each quarter three five-hour courses exclusive of Deans' courses, Physical Education, Military Drill, and Hygiene.

"2. That the work of the second (i.e. Sophomore) year be arranged on the basis of five-hour courses, the student to carry each quarter three five-hour courses exclusive of Physical Education and Military Drill, subject to the following modifications:

"(a) That any student who has shown unusual ability during the first year may on the approval of the executive committee of the college carry an additional course.

"(b) In prescribed curricula where more than 15 hours are required, the student shall carry two five-hour courses, the remaining hours to be distributed at the discretion of the college."

"4. That for work beyond the second year the number of hours per course shall be left to the discretion of the college, but that the principle of concentration be strongly endorsed in order that the student may carry the least possible number of courses in any one quarter."

Pursuant to the actions as intimated above, the Trustees authorized the President to secure some special assistance in order to make a study of the university organization and of the changes that would appear to be desirable or necessary in order to initiate the Four-quarter Plan. Acting under this authority Mr. Frazer of Frazer and Torbet, Chicago and New York, was employed, and associated with him was Mr. McKinsey, an expert in organization familiar with all the details of university organization and with the operation of the Four-quarter Plan. Both of these gentlemen have served as college professors in Wisconsin, Illinois, Chicago, and brought to their study a practical experience in university faculties. In addition to this service, Professor M. B. Evans of the University rendered valuable service in collecting from the University Faculty data desired by Mr. Frazer and has assisted at every point in the arrangement of this material.

A report comprising about one hundred pages of typewritten material has been submitted. The chief outlines in this report cover the following topics:

A. Recommendations as to Organization.
B. Proposed Budget for Instruction for the Fiscal Year Beginning July 1, 1922.

Under Item A the following subdivisions are treated:

I. The Basis for Organization.
II. Organization of the Department.
III. Organization of the College.

IV. Organization of the office of the President.
V. Organization of the Faculty.
VI. Proposed By-laws of the Board of Trustees.

Under Item B the following topics are treated:

I. Purposes and Basis of Preliminary Budget.
II. Organization of Budget Data.
III. Summary of Budget Data.
IV. Recommendations with Reference to the Preparation of Future Budgets.

The above outlines were, of course, treated in great detail and subjected to careful analysis and subdivisions.

After repeated readings of the report and some consideration, the President is of the opinion that a large amount of the report bearing upon the question of organization is exceedingly valuable as a discussion of organization. It does not occur to him, however, that the essential and vital issue involved in installing a Four-quarter Plan carries with it either the acceptance or rejection of the suggestions concerning organization. It was freely stated by Mr. Frazer in interviews that the study in organization aimed to retain the desirable and valuable features of organization that have been developed at this institution through the years and at the same time so to crystallize these features as to insure their permanence. The desire was further expressed of so developing the existing organization as to improve it and to distribute in a more desirable way the functions of administrative officers through a better definition and a more formal statement of the duties of offices authorized and created through the authority of the Trustees. It will occur to anyone upon reflection that the modern university with its enormous growth demands adequate organization. It will be obvious, however, that most institutions, and especially those where a long tenure of office has existed on the part of presidents and other administrative officers, have grown up without the desirable readjustments in organization. This forms the real argument and basis for a somewhat radical treatment of university organization. The question is, of course, open as to whether such reorganization is possible under administrative officers of long standing, or whether changes in administration are necessary in order to bring about desirable reforms and improvements. The President has tried to view these questions of organization with an open mind and records at this point his
appreciation of the outline of organization proposed and of the fact that it is a distinct advance over the existing form of organization at the Ohio State University. There is some doubt, however, whether an organization such as is proposed could be installed at once. It is, however, desirable, that the future development of the organization should keep clearly in mind and in view the changes suggested as presenting the goal toward which administrative reforms should be directed. No revolutionary process would result from the adoption of the general plan of organization as proposed provided that its installation was accomplished by degrees. The President, regarding these questions of organization as he does, would defer action upon them for the present, but at an appropriate time will recommend that they be taken up for consideration and the adoption of so many of them as after discussion may be deemed wise. As illustrating this principle, let it be noted that the report proposed to maintain the present line organization of the Faculty. Any changes made here are in the interest of increased efficiency and better definition. On the other hand it is proposed to provide for staff officers who should be advisory to the President and who could perform such services as were required from time to time. The plan would permit of an indefinite tenure or a definite tenure as might be determined. Such an organization would permit of an organization appointed for a specific purpose whose term of office should expire when the purpose had been realized.

As illustrating further the comment on organization, reference may be made to the organization of the college. Here a grouping of departments somewhat different from the grouping of departments now existing was suggested. The suggestions offered have a good deal of merit in many particulars. It would involve perhaps the transfer of some departments or the unifying of some existing departments and perhaps the creation of other departments by division of existing departments. It will be recognized at once that this is a subject worthy of consideration and study but not essentially involved in the issue now before the University, namely: the installation of a Four-quarter Plan. It might be readily admitted that the proposed organization of college departments and the modifications of existing rules of organization would improve the University either under the present semester plan or under the proposed

Four-quarter Plan. These improvements, however desirable, from the point of view of one who favors them, have to do with the better working of the machinery of the University. They have no important relation to a particular question as to whether the University year shall be divided into terms or quarters or semesters.

The Issues Involved

The issues involved, as the President sees them, are three: first, the financial issue, involving the budget; second, the educational issue, involving the general question as to the utilization of the plant, the Faculty, and the student body for the purposes for which an institution is supposed to exist; and, third, whether such a proposal is socially justifiable.

I. The Financial Issue

It will be recognized at once that the inauguration of a Four-quarter Plan involves increased expense. This increased expense, however, is not as great as would at first appear. The most reliable estimates received to this date are that the increased expenditure would range somewhere from twenty to twenty-five percent of the existing budget. The first suggestion that it would require thirty-three and a third percent increase will not bear investigation. Furthermore, the Four-quarter Plan should not be regarded as having anything whatever to do with the question of remuneration. All our thinking on the matter of salaries should appropriately be in definitely fixed units. The most natural unit is the year. On the part of the Administration this has been the point of view. All persons permanently in the service of the University have their remuneration fixed with the year in mind as the unit. Those who are temporarily in the service may, of course, be omitted from our present consideration of the general issue involving administration and instruction.

In estimating the increased cost of a Four-quarter Plan it is well to have in mind that the University is in a large sense a going concern. The plant is here as a fixed thing. Certain service goes on indefinitely without any reference to the teaching of students. It would perhaps be better if more service, especially that of experimental or investigational character, were continuous. This applies also to the personnel. Administrative officers and many others find that the need for their service is
a continuous need and cannot be bounded or limited by any division of the year into weeks, months, terms, or semesters. An adequate conception of the University would imply that every feature of its organization would be available at any time and should be able at any time to render the service proposed by the University. For example, there is no reason why a given department having a relation not only to students but to the University as a whole and to the public, should not be in position to meet the just demands upon that department from the public point of view. It is doubtful whether some of our departments should ever be permitted to be in such a state of disorganization that someone would not always be prepared to answer officially correspondence pertaining to the department and questions that might well arise in which the department and the University are immediately and directly interested. Personal and private business should have little if any place in the organization of the University but the highest efficiency of the educational organization would seem to require that the University be equipped for the immediate discharge of its duty. In the large development of the modern university it is not fair to assume that all its business can take a three months' vacation without serious interruption or damage. Nor may it be assumed that any one person is exclusively responsible for the efficiency of the University. It is a reasonable organization that provides for continuous service of an official character by some person representing the University. The Four-quarter Plan proposes, therefore, to make the University and all its resources available continuously. It proposes that someone, not necessarily the President or a dean or a head of a department, but someone, shall be available at all times for such service as may be appropriately required from the University. The proposal to make these utilities and facilities available is, of course, the large issue involved in a continuous operation of the university. The established order in giving way to a new order does not necessarily propose any revolution in ideas but simply an extension and development of the fundamental idea involved so that education may for at least a part of the people be a continuous opportunity. This requires a larger body of competent people than would be required to operate a shorter period of time. This requirement should be squarely faced and provided for. Any failure to make adequate provision for the increased personnel would in so far defeat the ideals of education. This principle is entirely true whether we think of education as offered for one term a year or for four terms.

Furthermore, the Four-quarter Plan emphasizes the fact that the university professor is the university professor continuously and always. The fact that he draws his salary at intervals or that he teaches certain portions of the year should not have the large place in our thinking it has hitherto occupied. If I may use as an illustration the Supreme Court of the United States I should say that the intelligent judgment is that this court is continuously and always at the service of the government and of the people. Very few have any idea as to how many days or weeks or months such a body is in session hearing or deciding cases, or as to how much time may be given by individual members of the court in the review of or preparation of decisions. It has seemed to me that the tendency in university circles is to emphasize the two factors of teaching and research. It is true that these two factors constitute the most important phase of a professor's life. But the assumption that a man is not in the service of the University when he is on the high seas or when playing golf is an unwarranted assumption. The proper conception as I see it is that no matter where a man may be or what he is doing his life is being expended in the interests of the cause of education. His most valuable moments, therefore, in the way of service may well be at times and places least recognized. The Four-quarter Plan, therefore, puts no particular emphasis upon the fact of payment. Payments could be made annually without any sacrifice of principle. The fact that salaries are paid in ten or twelve installments is a mere convenience and an accommodation to our economic habits rather than the expression of any principle. It may be necessary, therefore, to revolutionize our minds so that we may think of ourselves as men in a life service for the cause of education rather than as men hired temporarily for a given remuneration. I resent with emphasis the occasional references in current educational literature to professors and teachers as being hired men, and the comparisons often made between the teacher in the exercise of his profession to the ordinary wage earner. Such comparisons lose entirely the idealism that makes teaching a profession.
The responsibility for the increased expenditure of money involved in the Four-quarter Plan must, in the last analysis, rest with the legislature. Prior to that time, however, there is a certain responsibility attached to the Faculty itself. The Faculty must first of all make up its mind whether such a continuous opportunity of the educational facilities should be presented to the youth of the land. This is primarily an educational issue. It is in no sense a salary issue nor is it an issue necessarily involving the amount of time a teacher should devote to instruction or research. It is primarily a question of public policy. If, in the judgment of educational experts such as a Faculty may be presumed to be, this continuous opportunity for education is in the interest of the general welfare and commends itself to their judgment, it would seem to me to be the duty of a Faculty to say so. The judgment of the Faculty is primarily the basis on which any further expenditure of money may be justified. This principle I regard as fundamental whether we are thinking in terms of a Four-quarter or of a two-quarter plan. The primary justification for the expenditure of money must proceed from intelligent people dealing with the cause of education. The public have reposed that confidence in the teaching body of the country. It seems, therefore, proper that the Faculty should express its judgment upon the desirability of a Four-quarter Plan from purely educational reasons. Furthermore, the judgment of the Faculty is a little less directly involved in the wisdom of expending increased funds for education. It is obvious that a continuous opportunity for education might be highly desirable, while at the same time an increased expenditure of money for such purpose might not commend itself to our judgment. Other considerations would have to do with that conclusion. The Faculty does not lose its right to sit in judgment upon questions of public policy involving the expenditure of money simply because it has practically exclusive judgment as an expert in matters of educational policy. The further use of funds, therefore, might conceivably be recommended on a two-semester, or a three-term basis rather than upon a Four-quarter Plan.

Passing, therefore, for the present the function of the Faculty, it may be remarked that the responsibility of the Board of Trustees is pretty clear. The Trustees must face the question of approving or failing to approve the educational policies proposed by the Faculty. The Trustees could not at this point evade their responsibility if they would. They are set as the responsible body by the State to deal with questions of educational policy. Of their own motion they have assembled a faculty of competent persons to which faculty custom refers the initiative on practically all questions of educational policy. In addition to this, the Board of Trustees must accept or decline to accept the responsibility for presenting with adequate justification the unusual program called for by the inauguration of a Four-quarter Plan. The Faculty is entirely free to present to the Trustees any communication concerning the plan which in its own judgment is desirable. This may involve either educational or financial policies. When that shall have been done, the Trustees must accept or decline to accept the responsibility for any financial program having final approval. It will be understood at once that a proposal might pass back and forth between the Trustees and Faculty a number of times before final approval was secured. When, however, such final approval is secured, the Trustees stand as responsible before the State for the adoption, administration, and execution of these financial and educational policies. It is fair to assume, therefore, that the Trustees in developing their conclusions will take into consideration all the factors involved. The welfare of the Faculty is quite as important to the Trustees as the welfare of the students or the welfare of the public. We may rely upon the Board of Trustees to give all the factors in the case adequate consideration.

**Budget Implications**

A final word on this division may be presented due to certain budget implications that seem to be involved. As already intimated, the sum total of the budget is a general issue that we must have in mind. Aside from this, however, a study of the organization and preparation of the budget as presented in the report already referred to, would seem to intimate that the budget is essentially tied up with all considerations of educational policy. This no doubt is a true view. The Four-quarter Plan, therefore, will bring a little closer to the Faculty than the present organization does the question of the budgetary importance of all their educational proposals. It will of necessity, in my opinion, throw some additional responsibility upon those who propose new facilities or the extension of existing facilities.
So far as this grows out of increased attendance no responsibility would lie with the Faculty. So far, however, as these proposals grow out of new proposals the question will at once emerge as to the ability of the budget to carry the proposal. I do not regard the implications referred to, however, as involving any principle other than a readjustment of our organization. This might well be done under the present semester plan, and in fact as I view it such responsibility ought to be assumed. It is not easy, however, to bring to departmental consideration the financial responsibility for proposals involving new courses or the extension of time allotted to already authorized courses. These proposals, however, usually involve budgetary considerations and should not be adopted until we are assured of our ability to carry them. This general principle is now expressed in the rules of the Board of Trustees but the Faculty will recognize at once how difficult it has been to apply the principle. Under the Four-quarter Plan it would appear probable that this responsibility would be somewhat more definitely located.

As an example of our experience illustrating the budgetary consideration, let me say that occasionally there comes a request for additional instruction based upon the increased number of freshmen or freshmen and sophomores. The request is granted. The following year new courses of an advanced character are proposed from the department and adopted by the Faculty. This is done on the theory that no additional instruction will be required. The next step is that the incoming freshmen or freshmen and sophomores, as the case may be, brings another crowded condition and more instruction for freshmen is called for, to be followed by more advanced courses being offered and this to be followed again with renewed requests for instruction for freshmen. This presents at once the acute issue that will arise under the Four-quarter Plan and has already arisen under the two-semester plan. The President hears occasionally that the exact facts do not come to the President and, therefore, he is misled in consenting to new instruction when he ought as a matter of fact to have some agency by which or through which the instruction of the department could be better balanced and restricted. The real issue in every department is to maintain a proper balance in the work offered while making reasonable provision for advanced and elementary work. In this connection it may be intimated that the proposed staff organization, if adopted, would furnish probable opportunity for some investigation by a person or a group of persons charged with the duty of making a study of just such questions, and of recommending therefore a policy that will be consistent throughout the University.

**The Educational Issue**

In attempting to set out for consideration by Trustees and Faculty the educational issues involved, I shall discuss particular phases in the hope that this discussion will fix our minds upon the debatable issues. First of all, I mention the fact of the teaching year. In the preparation of the report it seemed to be necessary to assume some basis of consideration and discussion. Accordingly, a proposal has been made that the work be organized on the basis of a teaching year of thirty-five (35) hours. That is to say, a person would teach fifteen (15) hours for one quarter and ten (10) hours for two other quarters, and be at liberty for a fourth quarter. There is nothing vital about the number thirty-five (35); so far as the theory goes it might just as well have been thirty (30) or forty (40) or any other number. It is further recognized that some modifications and adjustments to this principle would be altogether possible upon the assumption of any number of hours as a standard or basic measure of a year's work. The theory of thus dividing the year is, first, that some basis shall be determined upon, and, second, that when determined upon, the program of a teacher or of a department would be determined by that fact and the further consideration has been held in mind, namely: that almost anyone can carry one quarter of relatively heavy teaching work with two quarters of lighter teaching work, having thus some time for research during the active portion of the year in addition to the long vacation. If such a program should be developed, teachers might project their plans from year to year with reasonable certainty.

By way of illustration as to the significance of this program, let it be said that a given department having five (5) men would be able to offer one hundred seventy-five (175) hours of instruction. This may be regarded as the departmental resources. Those resources must be so distributed throughout the four quarters of the year as to present a continuous opportunity for teaching the subject involved. Due regard must also be had in this distribution for the student who desires to avail himself of these resources, or who may be required to do so by Univer-
sity rules. It is obvious under such an organization that a Four-quarter Plan cannot be operated as an individual matter but requires that every teacher be fitted into the general scheme of things and thereby assume his share of the responsibility for the program. The adjustment of the teaching time of the members of such a department would always need to be with the consent of all members of the department. It will be obvious also that any attempt to fix the amount of work to be given to a particular department such as is under consideration in this illustration will require the teachers to adjust themselves to the needs of the teaching program. This will affect the courses to be offered as well as the general departmental schedule. In my judgment, we face here one of the most difficult problems in connection with the Four-quarter Plan. That is to say, the ability of the department to make its own adjustments and at the same time to co-ordinate with other departments in making similar adjustments. It will still further occur as we consider this question that new courses of instruction or the extension of the time given to a particular course will not be possible without deliberate consideration upon the part of the entire department and possibly a readjustment of the budget. Within the scope of one hundred and seventy-five (175) hours, five (5) men would be limited as to what they might offer. In the case of a large increase of students it is obvious that the only relief would be the appointment of additional instruction. It is obvious also that under this organization one department or one college could not set up as a requirement instruction in another department or college without first consulting the department and securing from it assurance of the department's ability to carry the proposal into effect. Where such proposals involve an increase in the budget it will probably require that they be made a year or more in advance in order that the budget may be adjusted to the new situation.

Unless there were an unlimited supply of money it would become necessary for each department, recognizing its own limitations, to close its doors when these limitations have been reached. Recurring to the illustration above, the one hundred and seventy-five (175) hours, or whatever the number may be, representing the resources, the department cannot give beyond its own resources. Its offerings must be limited by that fact. It may be assumed, therefore, that the department will do two things.

First, it will keep in mind that professors are due for three quarters out of four, and in the second place, it will keep in mind that its instruction covers a certain range of elementary, advanced, and graduate courses. It will become necessary, therefore, with the resources in hand so to distribute this instruction as to make reasonable provision for all the three grades. The practical working of this situation will, therefore, force upon any department the careful consideration of the proportion of the time it may give to either graduate work or to elementary work. When that proportion has once been determined and agreed to, no important change can occur without the general issue of educational policy being involved. In other words, this organization will practically compel every teacher to be a student of education and of educational administration. The department must justify its own actions. It must be able to justify its procedure. Under such circumstances, it will, in my opinion, be much easier to make a clear case for additional personnel. The principle involved in the illustration above should apply to all departments. In other words, any department of the University will be confronted with the necessity of working out its program with the resources available and of so balancing that program as to make the best possible provision for elementary courses, advanced courses, and graduate work.

WORK AND VACATION CREDIT

Certain assumptions had to be made and, of course some of them were arbitrarily made in the preparation of the report upon which this communication is based. In working out the thirty-five (35) hour year, it was assumed, for example, that a man with the rank of professor should teach twelve (12) hours a week or its equivalent, thirty-five (35) being practically three times twelve; assistant professors would have forty (40) hours per year of three quarters. In terms of five-hour courses this would mean that an assistant professor would teach three classes during two quarters of the year, and two classes during one quarter of the year. Persons of the rank of instructor would be given forty-five (45) credit hours per year of three quarters. This would mean in terms of five-hour classes, three classes for each of the three quarters. Persons below the rank of instructor would be assigned in accordance with the terms of their employment.
It is assumed also that the vacation credit would observe the following limitations: first, no obligation against the University for the extra vacation credit, that is, beyond the usual one quarter, shall be created except by vote of the Board of Trustees. Second, as a guiding principle, no member of the Faculty may acquire at a given time more than three terms or nine months of vacation credit. Third, that no person lower in rank than an instructor would be entitled to obtain extra vacation credit.

Another issue involved is whether the payment should be in nine, ten, or twelve installments. As intimated elsewhere, in this report, this is purely a matter of convenience and not a matter of principle. My own judgment would favor twelve equal payments. I base this judgment on my belief in the year as the unit of computation. I furthermore believe that this is in the long run the wisest and safest basis on which salaries may rest.

I am aware that in certain minds the fear exists that if salaries were paid in twelve installments, the inference might be drawn that service should be continuous through a period of twelve months. I do not entertain this fear for the simple fundamental reason that the vacation idea is pretty well established in the minds of the people who control public affairs. The length of vacation, however, is not uniform. In ordinary business circles two weeks is granted. In this institution for all administrative employees the vacation has been one month. Among the teachers of the country the school year has been accepted as substantially nine months; that is, not to exceed thirty-six (36) weeks. The idea of a summer session has prevailed so long that most people now recognize that it is an extra contract service. No difficulty, therefore, has been experienced in the payment for service rendered during special summer sessions. Where a Four-quarter Plan has been inaugurated the same principle has been recognized. It would be recognized as this plan proposes at the very outset at the Ohio State University. There would seem to be no reason other than our fears on which to base a judgment that the legislature or the State would raise an issue such as has been suggested above. The real thing, in which, in my judgment the State is interested is a continuous opportunity for education for such persons as are able to avail themselves of it. There is no disposition to enforce the continuous education of the individual student nor would there be any disposition on rational grounds to insist upon what may be termed four-quarter teaching. I should not be willing to obscure the merits of a great issue by the fears growing out of the payment of salaries on the plan of twelve installments. If that were the case, salaries could be paid in nine installments during the quarters of active service. I should prefer to bring a new emphasis upon the fact that the university professor is never out of the service of the University. Too many professors, in my opinion, have thought of themselves as employed for about three quarters of the year. I should like to reconstruct their thinking to the theory that they have been elected to a life of service and that vacation periods are to be construed as making an important contribution to the increased efficiency of the professor when actually engaged in the art of teaching.

Another issue is as to the payment for service rendered during the vacation quarter. In my judgment, there should be no payment for the ordinary vacation credit. Where for unusual or exceptional reasons services are required, then special contracts should cover the remuneration for that service. The adoption of the Four-quarter plan should be with the distinct understanding that it is to discourage and not to encourage the teaching of four quarters as a permanent policy on the part of any individual professor. It is conceivable that an occasional teacher might be physically able to teach continuously and that his scholarly taxes would be entirely satisfied with the teaching schedule. On the other hand, there are men, and we trust an increasing number of them, who base their teaching upon their progressive attainments in their chosen field of study and research. Such men should not be put to a disadvantage. By superior devotion to the advancement of learning they contribute a rare service that only such men can contribute. A salary schedule should, if possible, search out such men for the premiums and highest awards.

**Is the Four-quarter Plan Socially Justifiable**

Some intimation has already been offered as to the basis on which belief in the Four-quarter Plan rests. In view of what has already been expressed in this report it may be appropriate now to add that the more one contemplates the future of state universities, the more convinced he becomes of their growing
importance. There can be no reasonable doubt that they will always have a large patronage of students. There can be no reasonable doubt that they will have the best libraries in the several commonwealths. They will probably have among the best, if not the best, supply of apparatus of all sorts and kinds. It is to be hoped that they will be provided with sufficient number of adequate buildings and the ordinary physical facilities for education. All these facilities are inanimate but potential and available for the advancement of learning and the development of the State's greatest resources, namely: its young men and young women. In order that this may be realized it is only necessary to provide a sufficient personnel to do the teaching for the fraction of the year in which these great and important resources are not now utilized. If there is any justification for our belief that intelligence and education lie at the basis of permanence for free governments and free peoples, then society cannot well ignore the highest utilization of those resources which contribute to the development of intelligent and trustworthy citizenship. To my mind, poverty in a state is no justification for continuing the old order of things; it is rather a strong appeal to re-establish a more adequate order. There is a sense in which poverty is its own curse, but, thank Heaven, there is a sense in which education and intelligence and the character developed through education constitute the resources that give us dominion and power, and the disposition to use that power for the general welfare. If a great free people cannot afford education, there is little in the future that is inspiring or encouraging.

In order that we may properly estimate the propriety or wisdom of a Fourth Quarter, let me repeat certain assumptions drawn from the report of Mr. Frazer. These assumptions are:

1. That the fourth quarter is to be an integral part of the academic year and shall be designed to meet the needs of the following:
   (a) Beginning students who may desire to enroll in the University immediately after graduating from high school instead of waiting until the autumn quarter.
   (b) Undergraduate students, both in the College of Arts, Philosophy, and Science, and in the professional schools, who desire to shorten the length of time in terms of the calendar years required for obtaining a degree of the college in which they are enrolled.

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(c) Teachers in the public schools who desire to complete work for undergraduate degrees or to obtain work of a general nature which will make them more proficient in their particular line of work.
(d) Teachers who desire to do graduate work towards graduate degrees.
(e) Resident graduate students who desire to continue during the summer quarter courses leading to graduate degrees.
(f) Graduates of professional colleges who desire during the summer quarter to do advanced or research work.

The above assumptions would seem to form a reasonable basis on which to argue in behalf of a continuous opportunity for education. Reference may now be made to the fact that throughout the country the most forward-looking cities under the leadership of progressive superintendents are utilizing the school buildings to a much larger degree than hitherto. This utilization is to provide for part-time instruction for persons of legal school age who are employed; for what is sometimes called the opportunity school, and for other purposes. If we take the public view of education, including all the physical facilities, it would seem clear that we ought to carry it to a logical conclusion and make available continuously all the resources at our command.

The assumptions listed above carry with them certain other implications. It is obvious that the teachers in the schools of the land require some special provision in order that they may either complete their formal education or develop their efficiency through subsequent post-graduate education. This is not always necessarily a graduate character. It is really a post-professional experience of great service to the individual, and through the individual to his students and the schools generally. The fact that the University owes something to the other educational agencies of the commonwealth needs a little more emphasis than it has ordinarily received. The summer session in a degree has furnished opportunity for this added emphasis. The Fourth Quarter will probably increase opportunity for such emphasis.

Budget of Departments

Subject to the assumptions that have been recited in this report, Mr. Frazer has prepared a budget for the year beginning July 1, 1922, and running through four quarters. This budget was prepared on the basis of existing salaries and on the basis of a thirty-five- (35) hour year. It covers only the departments
of instruction and has nothing whatever to do with administrative or operation and maintenance services. It is, therefore, strictly speaking, a teaching budget. The totals are affected, therefore, by the organization and the system, and not by the question of new instruction or of increase of salaries. The budget for the current year for purposes of comparison shows the total as of the 1st of July, 1921. The amendments or additions to the budget since that time would modify the comparisons but do not in any way affect the general principle. The total of the budget for the year 1921-22 was $1,279,749; the proposed budget for 1922-23 as suggested above presents a total of $1,385,352, making an increase during the regular year of $26,540 and the summer session of $79,593, or a total increase of $106,133.

In a second classification of this budget of quarters, the totals show for the first quarter $426,228.00; for the second quarter, $427,308.00; for the third quarter, $399,811.00; for the fourth quarter, $131,920.00, making a grand total for the four quarters of $1,385,352.00.

Let it be noted that this budget as suggested is not a model budget. It is simply a budget. Furthermore, it is a budget that could be worked out for the following year without decreasing either the salaries of individuals or the number of the personnel, and that it can be made to come within the available resources. In checking up the comparative budgets by departments I find in one case a decrease in the amount of $1,500.00 from a budget exceeding $50,000.00. In a few other cases a department shows no increase, but in the great majority of departments very definite increases are named. In some cases this increase is more for the summer session than for the regular year as would be expected. It will also be obvious in the totals for the quarters that the first and second quarters carry the heaviest load; the third and fourth quarters the lighter loads.

The amount actually appropriated for the fourth quarter for the biennium was $120,000.00. The increase above is, therefore, approximately $22,000.00 less than the amount actually appropriated by the legislature. This money would, of course, be available for distribution upon the same principles as illustrated above to the general administration and the operation and maintenance budgets. The ratio between the operation and maintenance budget and the teaching budget would seem to intimate that this margin would make about the same provision for these other departments that the $107,000.00 makes for the teaching divisions.

Some question has been raised as to whether the money appropriated for the fourth quarter could be used in any other portion of the year. The above totals intimate that it is not necessary to do so. The redistribution of time plus the money available shows a fourth quarter total of $131,920 or a sum of money somewhat in excess of the appropriation for the fourth quarter.

The budget as proposed includes the professional colleges of Law and Medicine. In my opinion the adoption of the fourth quarter by the University does not necessarily carry with it the application of the principle to these colleges. That subject however, has not been discussed with the Trustees nor has the question been raised as to whether the four-quarter principle should be applied, leaving for the present at any rate the professional colleges to continue as they are. It is obvious that all the preparation work as required in Medicine, for example, would be provided for through the other colleges quite as readily on the Four-quarter Plan as at present.

**Trial Schedules on the Four-Quarter Basis**

In the preparation of the budget it was deemed desirable to develop a system of blanks on such topics as Budget of Courses, Budget of Instructor's time, Financial Budget, Comparative Budget, Notes and Comments. As an appendix to this report, I am submitting two samples of these trial schedules, for the departments of American History and of Botany. These were selected in order to take different kinds of subjects, namely: one representing a group with laboratories and another representing a group not having laboratories. From both of these trial schedules omission has been made of the names of instructors for the reason that they were not readily available, and also the comparative statistics concerning past attendance and an estimated attendance for the period to be covered by the proposal. These comparative statistics were not easily available and are not essential to this report. In the case of Botany we have substituted the number of clock hours for the column ordinarily
used for instructor. It will be noted that in both of these departments the amount of work offered is greater than has hitherto been offered in the summer session. Without offering any criticism upon either department used for illustration in this report, the Faculty will see at once that a budget prepared on such blanks will at once raise the question as to the justification of the courses offered, the question as to whether or not the teaching force is adequate, and fix attention upon the place where remedy is needed. They are presented, therefore, simply as typical illustrations of how a budget would be prepared and for the purpose of illustrating also that a somewhat more careful study of the departments would result from an examination of departmental budgets so set up. They also bring to our consideration the practical issue as to the varying needs of the different quarters and would doubtless within a few years bring a very definite policy as to the time and place for emphasis upon particular features of education.

**Some Objections**

The attention of the President has been directed to certain objections to the Four-quarter Plan arising out of the proposal to concentrate certain subjects into given quarters and to increase the number of hours. The College of Engineering, for example, objects to substituting the study of English five hours a week for one quarter for the present method of two hours a week for the year. As a matter of fact, the clock hours given to instruction under the present method would be somewhat more than five hours a week for one quarter. To require it for two quarters would considerably increase the instruction in English. The Engineering Faculty seems to adhere to the opinion that the adoption of the Four-quarter Plan does not necessarily involve the five-hour system in English. The same Faculty also suggests that other subjects, like Engineering Drawing, would suffer if the work were concentrated into a single quarter. As a matter of comment the President feels that if there is a sound educational reason involved an adjustment ought to be possible and that so important an issue as a Four-quarter Plan could not go on the rocks because of a schedule involving the number of hours in which a few subjects are to be taught. Furthermore, it may be assumed that some departure from the established usages will follow. This occurred when we changed from the three-term to the two-semester plan. It was then affirmed that certain subjects could not be satisfactorily presented on the semester basis. This very sincere statement was doubtless due to the fact that most of the Faculty had been brought up on the three-term plan, both as students and as teachers. Our experience in the Aviation School, for example, during the war demonstrated that it was entirely within the limits of reason “to do the impossible.” We did it a number of times until some members of the Faculty seemed to enjoy it. It may require, therefore, a very earnest and a very persistent effort to adjust these difficulties and to remove the objections, but it would be a matter of profound disappointment if we should find such objections taking the form of immovable obstacles. There are two sources of objection to the Four-quarter Plan sincerely believed to have force in them. One is, that we have not the available resources and cannot secure them. As a sort of corollary to this statement, there are those who believe that the inauguration of such a plan will have a tendency to hinder the progress of the University in the matter of salaries. The other source of objection seems to be that the plan cannot be successfully worked in an institution like the Ohio State University. The fact that it works in a university like Chicago does not seem to carry any weight in the argument. In the consideration of this subject, I have assumed always that there was a sincere and genuine desire to disclose all the factors in the problem and to take such action as this investigation would warrant. A difference in point of view and perhaps a difference in opinion exists among the members of the Faculty. This is not to be regretted. It insures a better consideration of the question than would be otherwise possible. It is incumbent upon the proponents of this theory to justify their proposal and it is also incumbent upon the objectors to sustain their objections.

**Summary**

The question of a Four-quarter Plan has been so well stated in other reports and so fully discussed that it seems almost a waste of time to restate the case. The necessity, however, was upon me. The action of the Trustees and Faculty made it my evident duty to present the case with my recommendations as to the future policy of the University. I have undertaken that task and assume willingly the responsibility involved. I have
tried to separate the essential issues involved in the inauguration of the Four-quarter Plan from the issues involved in a better organization of the forces of the University. In case the Faculty and Trustees proceed, as I hope they will, to authorize the Four-quarter Plan, I shall hope to see the proposals for the improvement of the organization given consideration as soon as the necessary preliminary work in preparation for the new program has been sufficiently advanced to permit the study of the questions involved in a modification of the existing organization. I desire to have this report considered and acted upon as soon as careful and thoughtful debate will permit. I shall be glad to render any assistance in my power to put at the command of the Faculty all the facts and considerations underlying my recommendations.

I submit the following recommendations:

1. That the University Faculty and Trustees approve and formally adopt the Four-quarter Plan as the future policy of the University.

2. That this policy go into effect July 1, 1922.

3. That the plan be built upon the theory of service for three quarters out of four.

4. That all salaries be put upon an annual basis—a year being the unit—and payments made in twelve installments.

5. That no additional salary be paid for the fourth or vacation quarter except in unusual or extraordinary circumstances where for temporary purposes the Trustees authorize the exception.

6. That vacation credits may not be accumulated through adjustments or continuous teaching for more than three quarters. During such accumulated vacation period the salary in full would be continued.

(Note: The purpose of this recommendation in connection with Number 5 is to discourage departures from the established rules.)

7. That the teaching year be upon the basis of a 35-hour year, substantially as set out in the Report.

8. That the application of the procedure proposed be made to include rank of Instructor and the terms of all persons below that rank be subject to contract.

9. That in adopting the Four-quarter Plan the Faculty and Trustees recognize and approve the difference between teaching and investigation and will approve such an adjustment of duties within a department as will make it possible to assign men from time to time to either function.

10. I recommend that the Faculty provide a committee on adjustments to report on such questions as are presented by the Faculty of the College of Engineering; and that all such issues arising from any source be referred to said Committee.

11. That all items not covered in the above recommendations or in recommendations proposed by the Faculty or Trustees and approved by both bodies shall come through the usual channels from time to time as amendments to the proposal.

Respectfully submitted,

W. O. THOMPSON.

Columbus, December, 1921.
## Samples of Trial Schedules

### Department Budget of Courses

#### Summer Quarter

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<tr>
<th>No.</th>
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<th>Credit Hours</th>
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| Total | 58 | 88 |

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| Total | 116 | 168 |

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| Total | 123 | 170 |

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| Total | 98 | 131 |

The grand total is 390 credit hours, or 657 clock hours. To meet this the department credit hours, or on the basis of 46 clock hours as the yearly teaching load, 390 clock hours. that the addition of the equivalent of 3 full-time instructors at $2000 each, or $6000, would has at present available, on the basis of 85 credit hours as the yearly teaching load. 275 The deficit is then in credit hours 115, or in clock hours 165. The department considers enable it to carry the complete schedule all four quarters.
## DEPARTMENT OF

### BUDGET OF

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<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
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</table>

The grand total is 352 hours. To meet this the department has at present available, on the assumption of the equivalent of 3 full-time instructors. The department considers that the addition of the equivalent of 3 full-time instructors

basis of 35 hours as the yearly teaching load, 240 hours. The deficit is then 112 hours, at $2000 each, or $6000, would enable it to carry the complete schedule all four quarters.
The Ohio State University

Recommendations as to Organization
Under the Four-quarter Plan
Chicago, September 29, 1911.

RECOMMENDATIONS AS TO ORGANIZATION
UNDER THE FOUR-QUARTER PLAN

President W. G. Thompson, The Ohio State University, Columbus, Ohio.

DEAR SIR:

At your request, as approved by your Board of Trustees, a study has been made as to the requirements laid upon the University by the action of the 84th General Assembly of Ohio in providing an appropriation of $120,000.00 for personal services of a Fourth Quarter.

Upon recommendations of your University Faculty, approved by your Board of Trustees, the courses in instruction of the University are to be placed upon the Four-Quarter basis, beginning with the fall Summer Quarter in 1922.

The University, since its opening in September, 1873, has offered instruction on the basis of a university year extending from September 1 to June, together with an accredited Summer Session.

Preliminary consideration of the requirements laid upon the University by the Four-Quarter plan both by your faculties and by your administrative officers has developed the fact that the Four-Quarter plan involves fundamental changes in the organization of instruction as well as changes in the financial budget.

Recommendations are submitted herewith under two headings:
A. Recommendations as to Organization.
B. Proposed Budget for Instruction for the Fiscal Year beginning July 1, 1922.

The present organization of the University is fully set forth both in the Annual Catalogue for the current year and also in the By-Laws of the Board of Trustees. In making recommendations hereunder as to changes in organization, exhibits are introduced as to present organization merely to present information as to proposed changes. For a full statement as to present organization reference is made to the Annual Catalogue and to the By-Laws.

A. RECOMMENDATIONS AS TO ORGANIZATION

Recommendations as to organization are presented under the following section headings:
I. The Basis for Organization.
II. Organization of the Department.
III. Organization of the College.
IV. Organization of the Office of the President.
V. Organization of the Faculty.
VI. Proposed By-Laws of the Board of Trustees.

The present organization of the University has developed since 1873. In the recommendations now presented there is no thought of abandoning the general plan of organization of the University which has been formulated under wise administrative guidance as a result of large experience over nearly fifty years. The changes suggested are thought to be the logical evolutions of the present organization and each change and addition suggested is recommended because of the actual requirements of the Four-Quarter plan.

The theory underlying the proposed plan of organization is somewhat briefly discussed in Section 1, Basis for Organization, and the actual plan of organization is detailed in the following sections of this report. The plan is set forth in specific terms in Section VI as Proposed By-Laws of the Board of Trustees.

Sections 2, 3, and 4 of Chapter 1, in re the Board of Trustees, and Section 1 of Chapter III, in re the President of the University, have been taken from the present by-laws without material amendment. Section 4 of Chapter IV, in re Work and Vacation Credit of Members of the Faculties, has been adopted from a similar statute of the University of Chicago.

No section has been included as to a pension system for the University, as it is understood that this matter is taken care of by a recent law of the State of Ohio.

The present by-laws include a considerable number of sections having to do with rules and regulations for the Administrative Services. These rules and regulations seem to re to be admirable and no recommendations are made as to them other than that they should not be part of the by-laws of the Board but should be adopted by the Board as “Rules for Administrative Services”. There seems to be no good reason why such rules should be part of the by-laws, but, of course Chapter IX, herein, can readily be expanded by the inclusion of the present rules as to Administrative Services.

B. RECOMMENDATIONS AS TO BUDGET

In Part B. of this report recommendations are made as to the budget for instruction for the fiscal year beginning July 1, 1922. Section V of Part B. contains recommendations as to the budget procedure of the University under the proposed plan of organization.

During the progress of this preliminary work frequent conferences have been had with yourself and with members of the Faculty Committee on Organization for the Four-Quarter plan, Professor M. B. Evans, Chairman. Grateful acknowledgment is made of the many valuable suggestions received from yourself; Dr. Evans; the Secretary of the University, Mr. Carl K. Stebb; and from several members of the Faculty.

My colleague, Mr. James O. McKinsey, has prepared much of the material upon which this report is based. I am, however, responsible for the recommendations as to organization.

Faithfully yours,

Geo. E. Frazer.
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THE OHIO STATE UNIVERSITY

I. BASIS FOR ORGANIZATION

THE UNIVERSITY FUNCTION

The Ohio State University, in common with the other universities of the world, is charged with three functions:

(1) Instruction,
(2) Research, and
(3) University Extension.

These three functions of society are not intrusted to the universities alone. It is not possible to define a university as a School of Instruction. It must be recognized that the overwhelming bulk of quantity of instruction is given in primary and secondary schools, while a large percentage of quality in instruction is to be found in the instruction offered by colleges and professional schools independently organized and not part of any university. Similarly, the function of research is not confined to the universities. Doubtless, it is true that the overwhelming bulk of quality of research is performed by independent students not formally associated with a university and that much of the quality of sustained research is to be found in independent research institutions. Similarly, the dissemination of knowledge is in no sense a peculiar function of the university. Newspapers, books, libraries, museums, and hundreds of kinds of institutions serve this important social function.

Nevertheless, it is the duty of a university to offer instruction, to foster research, and to disseminate knowledge and the primary function of any university is to coordinate these three functions into a single working programme for each field of human knowledge.

THE LEGAL STATUS OF THE OHIO STATE UNIVERSITY

The Federal and State laws under which the Ohio State University is established are liberal in their recognition of the university function. Under these laws the University is free to offer instruction, to conduct research work, and to disseminate knowledge in any division of human learning.

The University is free from political and sectarian control and this is not merely a negative freedom. All of the laws under which the University is established give evidence of the intent of the legislators that the University shall develop instruction, research, and extension of knowledge in all divisions of human learning likely to serve the people of the State of Ohio. This liberal foundation in law lays a positive duty upon the University to provide a programme of development in fields of learning quite as positively as the University has a responsibility for a campus plan.
FIELD OF INSTRUCTION

By law the Ohio State University is established as a part of the Public School system of the State, particularly in that its course of instruction must be open without entrance examination to the graduates of Ohio public schools. The field of instruction of the University, therefore, begins in the public school system of the State with high school graduation. In the field of general culture the University is free to extend its courses to any limit for which any General Assembly may provide funds. In professional schools the extent of courses in terms of university years is limited directly and indirectly by legal requirements as to period of education required preliminary to State Professional examinations. Thus in order to provide fully the instruction prerequisite to admission to the practice of medicine the University must offer instruction in Medicine covering a period of seven years.

The University has accepted the standard set by the great universities of the world with reference to the work required for the degree of Ph.D., the highest degree in cultural subjects offered by the University. In the philosophy of the University catalogue the student is expected normally to attend seven years of instruction following high school graduation as the basis for final examinations for the degree of Ph.D. The degree offered by the University requiring the longest attendance are the degrees of Ph.D. and M.D. Each of these requires seven years of instruction. The field of instruction of the University may, therefore, be said to extend over a period of seven years, and terms of organization may be somewhat clarified by the consideration of the University as comprising Grades 13 to 19 of the public school system of the State of Ohio.

In theory, and in point of law, the University is privileged to offer instruction in any division of human learning. In practice the field of instruction covered by the University has been developed historically to meet the requirements of the youth of Ohio for vocational training. The Act of 1870 establishing the University established it as a College of Agriculture and Mechanic Arts, not excluding the Liberal Arts and Sciences. The general plan of the University for nearly fifty years has been a College of Philosophy, Arts, and Sciences offering general instruction looking towards all vocations, together with professional colleges offering instruction for the established professions of the State. The field of instruction of the University at present includes full courses of preparation for the principal professions such as teaching, law, medicine, agriculture, and engineering.

The University has never attempted to offer instruction for all the professions actively practiced in the State. Perhaps the most notable example of this lies in the fact that the University has never offered any form of instruction for the profession of theology. Among other professions the following may be named as professions actively practiced in Ohio, preparation for which has not as yet been recognized in the University curricula: Actuary, Librarian, Industrial Engineer, The Musical Professions, Fine Arts, Naval Architect.

FIELD OF RESEARCH

In theory each department of instruction in the University is now organized as a department of research for the development of knowledge within the field of the department useful to mankind and particularly useful to the people of Ohio. Many of the present facilities for research now maintained by the University have been originated in connection with instruction for graduate degrees rather than in the interests of the development of pure and applied science. Nevertheless, the University has taken important steps in establishing centers of research in certain subjects, particularly in the establishment of the Engineering Experiment Station and the Bureau of Educational and Mental Measurements. The intimate cooperation now provided by law between the University and the Ohio State Agricultural Experiment Station affords another example of the present status of the University in research work.

Any plan of organization developed at the University must have in contemplation the continued development of facilities at the University for research in all divisions of knowledge. Within recent years there has been a rapid development of new courses of instruction at the University, particularly in the fields of agriculture, education, chemistry, and commerce. If the history of other universities is followed at Ohio State University this development of courses for professional training will result in a very considerable demand from professions in the State that the University establish centers of research for the further development of the subject matter of the professions. This observation is intended to apply not only to the professions organized primarily for gain, such as the business professions, but also to the more purely cultural professions, such as that of the archeologist.

FIELD OF EXTENSION

That the duty of the Ohio State University in the dissemination of knowledge has been constantly in the minds of the administrators of the University is evidenced by the establishment within the University of university publications, university libraries, and museums open to the public. Public lectures, short courses, summer-session courses, agricultural extension, and similar forms of University extension, including various cooperative endeavors, such as membership in scientific associations and cooperation with the other institutions of higher education in the State. Outside of agricultural extension, it must be admitted, however, that the Ohio State University has not established a definite organization for university extension work. For example, the university publications are not developed through a University press, such as the University press maintained at Yale or the Chicago University press. Any plan of organization proposed for the University must take into consideration this largely undeveloped field of university extension.
BASIS FOR UNIVERSITY ORGANIZATION

In the action that has been taken in establishing a fourth quarter for the University to commence with the Summer Quarter in 1929, it has been assumed both by the faculty and the Board of Trustees of the University that the Summer Quarter should be organized on the same general principles as the other quarters of the University year. In the historical development of the Ohio State University three general principles of organization have been followed with a fair degree of consistency:

(1) Each department of the University is organized for the development of instruction, research and extension as a coordinated programme in a definite field of learning. Thus, the department of Botany is the unit of University organization for the development of instruction, research and extension in Botany and separate units of organization are not to be created for research work in Botany; for extension in Botany, or for advanced grades of instruction in Botany.

(2) It is the province of the office of the president to coordinate each University function, i.e., instruction, research, and University extension throughout all the departments of the University. Thus, a staff officer for the president, the dean of graduate courses, advises the president in the coordination of graduate instruction throughout the University and a separate graduate college or graduate school is not organized.

(3) The authority of the University is vested in the Board of Trustees and the Board of Trustees gives full opportunity to members of the faculty for recommendations and discussions as to all matters of University policy, including the University budget. Thus, the Board of Trustees is the sole authority for budget legislation but there is much precedent for participation by the faculties in budget recommendations.

It must be recognized that each of these basic principles has had historical development at Ohio State University, especially during the past twenty years. The present report is not so much, therefore, a statement of novel principles in University organization as it is an attempt to define and develop an organization plan based upon the existing University organization.

ORGANIZATION OF THE DEPARTMENT

It is recommended that each department of the University be organized as a unit for the development of instruction, research, and University extension in a well defined field of human learning. The field covered by the department should not be limited exclusively in terms of instruction. The field of each department should be considered as well from the essential standpoints of university research and of university extension. For example, it may serve certain purposes of efficiency in instruction to organize as separate departments a department of European History and a department of American History, but the most careful consideration must be given at this point to determine whether such separate history departments are properly organized from the standpoint of research work in history and from the stand-point of university extension work in history. On the other hand, the field of a department should not be limited exclusively to the function of research without full consideration of the coordinate function of instruction and extension. Very important arguments may be brought forth, for example, for setting up a department of Rural Economics having in mind research work in farm products marketing. From the standpoint of university instruction, and particularly from the standpoint of university extension, the necessity for a separate department for Rural Economics as distinguished from General Economics may well be questioned.

As a matter of principle, it would seem that a department should be defined, therefore, in terms of university personnel engaged in instruction, research and university extension. The form of government chosen for the department must also take into consideration the function of the department, not only in instruction but also in research and extension.

ORGANIZATION OF CAMPUS

It is submitted that the basis for college organization in the State University should be the vocational interests in the State which are to be served by the college, not only in the development of instruction but in the development of research and through university extension. The college, as a unit, therefore, should be thought of in terms of active and continuing professional interests. Nor will this definition be found too narrow if a College of Aries, Philosophy, and Science is regarded as the college for general preparation for all vocational learning. Colleges now organized in the universities are largely organized upon the basic principle of professional interest. The anomalies to be found are largely to be explained on historical grounds, if not in terms of the efficiency of particular college administrators. The departments of the college of Agriculture in the Ohio State University serves as an example. The college very properly includes the curricula in Agronomy, Horticulture, Dairy Husbandry, and Animal Husbandry. These fields of learning comprise subject matter of active and continuing interest to the farmers of Ohio and hence these subject matters are properly comprised within the College of Agriculture, not only from the standpoint of instruction but also from the standpoint of agricultural research and agricultural extension. But the college of Agriculture also includes a department of Home Economics, a vocational subject of as much interest to the manufacturers of Ohio as it is to the farmers of Ohio. Home Economics is a profession, and it is a profession that has immediate relation to a very wide circle of citizens of Ohio who are not immediately concerned with agricultural problems. To the extent that this is true, there arises an argument in favor of setting up a college of Home Economics as distinct from the college of Agriculture.

The college may be organized so as to comprise a group of departments, or the college may be organized so as to comprise the faculty contributing courses to a given curriculum or to related curricula. It is thought that proper consideration as to research and as to university extension leads to the conclusion that the college should be a definite unit of administration comprising the personnel of certain departments. The responsibility for
instruction may perhaps be placed in the hands of a faculty organized from a considerable number of unrelated departments, but the requirements of research for permanence and continuity over long periods of time would seem to require the organization of the college as a definite group of departments rather than as a group of personnel. In instruction, the college should begin with the high school graduate and carry the responsibility for the student through all the years of undergraduate and graduate work that the student may remain in residence at the University. From the standpoint of research, the college should assume a definite responsibility to a professional group of the people of the State, and this responsibility should be immediate and intimate in its character. From the standpoint of university extension, the College should be an immediate and continuing source of information for the same group of people that the college serves in research. If it is the purpose of the University to serve all the people, the purpose of the college, as a unit of the University, should be to serve a recognizable unit of the people. Over any considerable period of years this sense of responsibility to the people will be the most effective guarantee of proper university standards. For example, the faculty of Landscape Gardening, now regarded as a division of the department of Horticulture in the college of Agriculture, may be expected in the long run to maintain its standards according to the demands of its constituency. If the constituency of the courses in Landscape Gardening lies among the agriculturalists of Ohio, then the courses are properly located in the college of Agriculture.

LINE ORGANIZATION OF THE UNIVERSITY

Thus far it is proposed that the University should organize its departments on the basis of responsibility for instruction, research and university extension in particular fields of knowledge and that the University should organize its departments into colleges on the basis of responsibility of allied departments for the development of subject matters of common interest to professional groups within the people of the State. Emphasis has been laid upon the organization of the department as an entity with instruction, research and university extension in a particular field of learning. This point has been emphasized because of suggestions current at the University for organic division of given fields of learning into—

(a) A department of instruction for Undergraduate students,
(b) A department of instruction in each college for students of that college,
(c) A separate department or departments for instruction in advanced and graduate courses,
(d) Separate bureaus or units of organization for research work, and
(e) Separate organization units for university extension.

For example, it would be possible to organize the field of Economics into the following units of University organization:

(a) A department of Economics in the college of Philosophy, Arts and Sciences.
(b) A department of Agricultural Economics in the department of Agriculture, a department of Engineering Economics in the college of Engineering, et cetera.

(c) A graduate department of History and Theory of Economics.
(d) A bureau of Economic Research, and
(e) A section for Economics in a University extension division.

This example is not altogether fanciful, as illustration of this tendency in department subdivision may be found not only in the Ohio State University but also in other universities.

Emphasis has been placed upon the organization of allied departments into colleges because of an apparent confusion on this point existing at the present time at the Ohio State University. To illustrate, the college of Engineering, for budget purposes, would seem to be an organization of departments, while the college of Engineering, for the purpose of determining educational policy, would seem to be an organization of those offering instruction to engineering students, whether members of departments in the college of Engineering or members of departments in other colleges.

It may only be fair to add, however, that the historical tendency at the Ohio State University has been towards the establishment of departments equally concerned with instruction, research and university extension. The historical development of colleges in the University does not seem so clear as to have recognized this principle.

The theory of organization advanced as to departments and colleges is a frank recognition of Line organization. Each field of learning is to be organized into a department so that the head of that department may be responsible for proper development in that field of learning, both to his superiors in the University and to the people of Ohio. Similarly, the colleges is to be organized with full responsibility for the development of general culture, as in the case of the college of Philosophy, Arts, and Science or of a specific professional interest in the case of each of the other colleges. The dean of each college, as a Line officer, is responsible for the development of a definite social interest and this responsibility is not only to the president and trustees of the University but the dean is also accountable to that section of the people of Ohio who are concerned with the cultural or professional interest thus intrusted to his college.

THE PRESIDENT AND THE UNIVERSITY ORGANIZATION

The chairman and faculty of each department should feel a definite responsibility to the people of Ohio for the development of instruction, research and university extension in the field of learning represented by the department. The dean and professors of each college should feel a definite responsibility to the people of Ohio for the development either of general culture interests in the State as in the case of the dean and the faculty in the college of Arts, Philosophy, and Science, or of a definite professional interest of the State as in the case of the dean and faculty of a professional college. The president of the University, together with the professors of the University comprising the University faculty or senate, should feel a definite responsibility to the people of Ohio for the entire programme of the University in all fields of university instruction, research and extension.

The president of the University, as the executive officer for the board of Trustees, is the authoritative representative of the people of the State of
Ohio in the University field. The professors of the University, organized as
the University faculty or senate, should stand in the University line of author-
ity as the chief deliberative body of the University, advisory, through the
president, to the Board of Trustees.

THE STAFF ORGANIZATION OF THE UNIVERSITY

Frank and complete recognition has been given above to the function
of the department and to the function of the college in the development of
particular fields of learning. The department and the college are units not
only for instruction but also for research and extension. Obviously, one of
the chief administrative problems in the University is the coordination of
similar work throughout the University so that all work of a similar
character shall be of university standards, i.e., equally useful to the people
of the State of Ohio. It is the function of the president to coordinate all
of the instruction of the University and to insist upon proper standards
in teaching throughout the University. Similarly, it is the function of the
president to coordinate all of the research work of the University and to
insist upon proper standards for research work throughout each and every
college and department. And it is equally the function of the president to
coordinate all university extension activities in all of the University de-
partments. The University senate should be organized to include all of the
full professors of the University and this body should be advisory to the
president in setting these proper standards. Obviously, the University
senate, as a deliberative body, can not, in itself, make continuing or even
recurring investigations adequate to advise the president as to the necessity
for new standards or the importance of existing standards throughout the
University. An attempt can be made to do this necessary staff work by the
appointment of committees of the University faculty. It is the experience of
this, and other universities, that such committees, while useful, can not be
expected to make adequate investigations, both because the members of the
committee are charged with individual responsibilities in the departments
to which the members belong and because the committee form prevents full
personal responsibility of an individual for the adequate investigation of a
specific subject.

To assist the president of the University it is proposed that there shall
be established a staff organization in the office of the president having distinct
responsibilities for advice to the president as to each of the three functions of
the University. It is proposed to create the office of assistant of the faculties to
advise the president as to standards of University instruction; to create the
office of director of research to advise the president as to standards of re-
search work in all departments of the University and to create the office of
director of university extension to advise the president as to standards of uni-
versity extension work in all departments.

The staff organization proposed is as follows:

A. For the coordination of instruction.
   Dean of the Faculties
   Dean of the Fundamental Courses
   Dean of the Advanced Courses
   Dean of Graduate Courses

B. For the coordination of University research.
   Director of Research
   University Library Staff
   Directors of Laboratories
   Curators of Museums

C. For the coordination of University extension.
   Director of University Extension
   Staff assistants to the Director, e.g.
   The University Editors
   Manager of the University Press

The faculties of the University have given considerable thought to the
subject matter of supervision of instruction, and by action of the faculty,
recommendation has been made to the president for the creation of the office
of Dean of Freshmen and for the separate organization of a Freshman faculty.
From the official action taken by the faculty it would appear that the faculty
favors a distinct line organization for the freshmen in the University. This
proposition is opposed to the theory of departmental and college organization
proposed in this report. The need for supervision of instruction in the
fundamental course is, however, clearly recognized. The fundamental courses
of the University are now offered both in the Freshman and Sophomore
years, and hence the recommendation is made for the dean of the fundamental
courses rather than for the creation of a supervisory office having to do with
Freshman courses only.

The office of the dean of advanced courses has not been suggested in the
discussions of the faculty and no such office is now to be found at the University
unless, indeed, in commission in the form of the Faculty Committee on
University Policy. It is perhaps immaterial whether the supervisory office
having to do with advanced and professional courses of instruction is known
by the title of dean of the advanced courses, or by the title of dean of the
faculties, or by the title of University provost.

The office of dean of the graduate courses is already established as a
supervisory office.

Under the present organization of the University the dean of the grad-
uate courses also functions as a staff officer in relation to the research conducted
by the University departments. Emphasis is here laid upon the recommen-
dation that the office of dean of the graduate courses be separate and distinct
from the office of director of research, even although the two offices are held
by the same individual. Many forms of research in which the University is
now properly engaged are not intimately associated with graduate instruction
and it would seem essential that emphasis be laid upon research as a service
to the State rather than as an adjunct to successful graduate teaching.

The entire field of university extension largely remains to be developed,
with the exception of the beginnings that have already been noted, particularly
the excellent foundation in agricultural extension. The recommendation for
the establishment of the office of director of university extension is a
recommendation for a new office in the University and may serve to call
attention to the lack of emphasis upon university extension at Ohio State
University.
Organisation of the Office of the President

The president, as the executive officer of the Board of Trustees of the University, is the head both of the line officers of the University, the staff officers of the University and of the University administrative services. His function is that of coordinator, with final executive authority. In this sense the office of the president may be said to comprise

(a) The deans of the colleges,
(b) Staff officers, and
(c) The secretary and business manager as the head of the administrative services.

The college deans are the representatives of the president in the line administration of the University, and the maintenance of proper university standards will require uniformity in methods of administration in each college, e.g., in the matter of student discipline. It is, therefore, suggested that the deans be organized into an administrative council charged with responsibility to the president for the establishment and maintenance of uniform administrative standards and methods, particularly as to the regulation of student life.

The staff organization comprises the coordinators of the University functions. Staff officers are advisers to the president and must be without authority in their own right in order that there may be a clear separation of function between the staff and the line of University organization. It is essential that full recognition be accorded, however, to the staff officers as the advisers to the president. For this purpose it is suggested that the staff officers be organized as a permanent committee on University budget so that all recommendations of the deans of colleges as to budget matters may be referred by the president to the staff officers for their consideration and advice.

The immediate office of the president should include a secretary to the president, who should be without authority other than to provide an avenue through which all officers of the University, both line, staff and administrative, may be certain that their recommendations and communications are brought to the attention of the president.

Organisation of the Administrative Services

The administrative services of the University are well organized and no recommendations are made. The administrative services, including the offices of the secretary and business manager and his assistants, are clearly and properly recognized as the University as service departments. With staff officers exercising supervision over instruction, research and university extension, additional service requirements will be laid upon the administrative service.

It may be useful to point out that the University libraries, laboratories and museums are not administrative services, but are University departments for instruction, research and university extension.

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Organisation of the Board of Trustees

Under state laws and by historical development, the Board of Trustees is the legal authority responsible for all of the acts of the University. While the members of the Board of Trustees are appointed by the Governor, the intent of the law is that their appointment shall be non-political and that the responsibility of the members of the Board of Trustees shall be to the people of the State. The accountability of the Board of Trustees may be said to be established in the legal necessity for the Board of Trustees to seek appropriate blame from the General Assembly.

A consideration of the facts related leads to the conclusion that the Board of Trustees is responsible for the development of the fundamental policies of the University. The establishment of new activities in instruction, research or university extension, or the discontinuance of present activities in these functions must necessarily be reflected in the estimate submitted by the Board of Trustees to the General Assembly. The Board of Trustees represents the people of the State and the authority of the Board is representative rather than executive.

Recognizing this fundamental position, the Board of Trustees under its by-laws has very properly delegated the executive authority of the University to the president and the Board of Trustees constantly holds the president accountable for his executive acts. The situation at the Ohio State University seems to be almost ideal among American universities in this important particular.

The president of the University is in constant communication with members of the Board of Trustees and in attendance upon all meetings of the Board, which are held frequently. Since large authority is vested in the president of the University and since the Board of Trustees is representative of the people of Ohio with respect to University matters, it would seem desirable that there should be created an executive committee of not over three members of the Board of Trustees to whom the president could refer university matters between meetings of the Board.

By-laws of the Board of Trustees

As the Board of Trustees represents the people of Ohio, and as all of the University activities are accountable to the people of Ohio, it would seem that the organization of the University should be clearly stated in the by-laws of the Board of Trustees. While the faculty of each college, the University faculty as a whole, and the officers of the line and staff should feel entirely free to submit recommendations as to organization at any time, it is urged that all matters of University organization should be finally set forth in the by-laws of the Board of Trustees as the legal authority of the University, and that all votes of faculties or expression of opinion of administrative officers should be communicated as advisory to the Board through the president of the University as the executive officer of the Board. Emphasis is laid upon this as a basic consideration in university organization because of the numerous suggestions current in the university world that departments of colleges, or the university faculty, or university administrative officers
should undertake to establish rules of organization as affecting their own units.

As a matter of principle, it is strongly urged that the organization of any unit of the University, however large or small, should be effective only by incorporation in the by-laws of the Board.

Recommendations as to Organization

This part of the report is intended to deal only with the underlying principles of university organization and the illustrations cited are given only to illustrate the argument as to such principles. The specific plan of organization proposed for the University is developed in the following sections covering the organization of the department; the organization of the college; the organization of the office of the president; and the organization of the faculty.

II. ORGANIZATION OF THE DEPARTMENT

The Field of the Department

It is proposed that each department of the University shall be organized as a unit for instruction, research and university extension in a definite field of learning.

It is to be expected that there will always be a wide variation of opinion as to what constitutes the delimitation of any field of learning. Such delimitations must largely be a matter of historical development both at the Ohio State University and elsewhere throughout the university world. In setting out what shall constitute a university department, consideration must be given to the proper correlation of instruction, research and university extension with relation to the specific problem of the needs, demands and resources of the people of Ohio. As illustrating this principle, the following opinions are expressed as to departmental organization at the Ohio State University:

1) Department of History.

The present departments of American History and European History should be combined so as to insure proper efficiency in research and university extension in History.

2) The department of Economics and Sociology should include the department of rural Economics so as to insure the proper coordination of instruction in Economics.

3) The departments of Greek and Latin should be combined as a department of the Classics so as to insure a proper coordination of instruction, research and university extension in the Classics at the Ohio State University, giving due consideration to the resources available for the Classics at this university.

New Departments

It is to be expected also that new departments must be created out of existing departments to give recognition to the development of applied sciences. The following opinions are expressed as to this probable development at the Ohio State University in the immediate future:

1) The following departmental organization for Commerce should be established in the College of Commerce and Journalism.

   Department of Accounting and Statistics.
   Department of Marketing Management.
   Department of Production Management.

2) The department of Library Science should be expanded into a department of Library Science.

3) The opportunities now offered for training in athletic coaching should be expanded into a department of Physical Education as a unit for instruction, research, and extension in the field of athletic coaching as distinct from a department of Athletics inclusive of the inter-collegiate sports, the inter-mural sports and the gymnastic activities of the university.

While no recommendations are made for such immediate development, it is recognized as probable that professional interest in applied sciences may require the future development of such departments as Plant Pathology and Entomology.

Functions of the Department

It is proposed that each department as an unit of organization shall serve as:

(a) A faculty of instruction.
(b) An institute of research.
(c) A bureau for university extension.

Thus it is proposed that the department of Political Science shall be organized to serve as a faculty in Political Science; as an institute of Political Science, and as a bureau of Governmental reference.

Emphasis is directed at this point to the tendency in the University to organize research departments independent of the departments of instruction, as, for example, the separately organized bureau of Education and Mental Measurement. Similarly, in the college of Agriculture there is a separate organization for agricultural extension.

No recommendation is made that each department should undertake at once extensive developments in research and extension. Such development, in many cases, must await increased State appropriations or private en-
It is further recommended that the members of the University of the rank of assistant professor, or of lower rank, shall be eligible to but one re-appointment in any given grade.

PROMOTIONS AND RE-APPOINTMENTS

It is recommended that the promotions and re-appointments shall be made through the same channels of recommendation as are recommended for original appointments.

WORK AND VACATION CREDIT OF MEMBERS OF THE DEPARTMENTS

The establishment of the university on the four-quarter plan makes it necessary, in our opinion, to establish definite standards as to the work required from each member of the department and as to the vacation credit to be extended to each member.

It is recommended that each resident member of a department shall give instruction 36 weeks of the year, twelve hours a week or its equivalent, with the provision that members of the department below the rank of assistant professor may, at the discretion of the president, give instruction 15 hours a week or to perform equivalent work. In the present practice of the university there is very great variation as between departments as to the teaching requirements laid upon members of the faculty. This statement of teaching requirements is obviously not intended to be a statement of the full work required of members of the faculty. Each member of the faculty should be expected to engage in definite research work and most members of the faculty will be required to participate in various forms of university extension, while a minimum of faculty time must be set aside for such general educational work as attendance upon faculty meetings.

It is not thought advisable to set out definite standards as to the amount of time to be given by members of the faculty to research work or to university extension work.

The matter of vacation credit becomes a more acute problem under the requirements of the four-quarter plan. The vacation of a member of the faculty in the ordinary sense of that term as a complete rest from all duties need not, and in the case of members of the faculty of a state university, probably should not exceed four weeks. On the other hand each member of the faculty engaged primarily in teaching should have a "vacation from teaching" of at least three months during each year so that he may spend at least that much time in personal research activities. Under the four-quarter plan opportunity should freely be offered to members of the faculty to accumulate this "vacation from teaching" credit. It should be possible, for example, for a professor to teach six consecutive quarters and thus accumulate six months "vacation from teaching" credit. It will be apparent that a professor can undertake much more extensive research work in a six months' period free from teaching than is possible in the ordinary three months vacation from teaching.

In our opinion, it is necessary that there should be a limitation upon this accumulation of vacation credit, not primarily from the standpoint of...
the personal comfort of the professor but rather from the standpoint of the efficiency of his teaching. The rule is suggested that a member of the faculty should not accumulate more than nine months' vacation credit in other words, a member of the faculty should not be permitted to teach more than nine consecutive quarters without a "vacation from teaching" and when taken the "vacation from teaching" should be in length proportionate to the number of quarters taught since the last "vacation from teaching". Thus a member of the faculty who has taught three quarters should be allowed three months "vacation from teaching"; a member of the faculty who has taught six consecutive quarters should be allowed six months "vacation from teaching"; and a member of the faculty who has taught nine consecutive quarters should be allowed nine months "vacation from teaching". These recommendations as to "vacation from teaching" periods are based on the assumption that the "vacation from teaching" is to be used for worth while research work approved by the dean of the college and by the president of the university. So far as possible the people of Ohio should understand that a member of the University faculty who has a vacation from teaching is not given a vacation for idleness but is given a vacation from teaching in order that he may build up his teaching resources.

**Organization of the Department**

The following form of organization is proposed for each department:

1. A chairman for the department as the administrative head of the department.
2. A departmental budget committee composed of members of the department of professorial rank.
3. A departmental faculty composed of all members of the department.

**Chairman of the Department**

The chairman of the department should be elected annually by the Board of Trustees upon nomination by the president and should hold professorial rank. In making nominations, the president should receive recommendations from the dean of the college, who should, in turn, consult, either formally or informally, the members of the department of professorial rank.

While elected for an annual term, the tenure of the chairman should be indefinite in the sense that the chairman should be re-elected from year to year so long as his services are satisfactory to the dean and to the president. The annual election should serve to emphasize the accountability of the chairman of the department to the Board of Trustees through the dean and the president. There is no intention, therefore, to recommend a rotation of members of the department in the office of the chairman.

The chairman should be the administrative head of the department and as such should be responsible for the development of the department. In undertaking this responsibility it is necessary that the chairman should be held personally responsible for the budget recommendations of the department; for recommendation as to the appointments in the department, and for recommendations as to the work of the department in instruction, research, and university extension.

The chairman of the department, as the administrative head of the department, should be the adviser of students registered in courses in the department and should hold himself responsible for the conduct of the students. To this end the chairman should make recommendations to the dean of the college in matters of student discipline, both in general and in individual cases.

**The Departmental Budget Committee**

It is recommended that the professors and assistant professors of the department, under the chairmanship of the chairman of the department, shall constitute a standing departmental committee on budget. While the chairman of the department should be held personally responsible for budget recommendations as to the department, the chairman should discuss his recommendations, formally or informally, with members of the departmental budget committee before such recommendations are transmitted to the dean of the college. It is not the thought that the departmental budget committee should vote upon items in the departmental budget unless the chairman calls for such an expression of opinion. It is rather the thought that the departmental budget committee should be the vehicle through which members of professorial rank in the University should have full opportunity to make recommendations as to the financial requirements of their work and of the work of their department.

So far as the departmental budget involves increases in salaries for members of professorial rank it may be advisable for the chairman of the department to hold informal rather than formal conferences. It may even be advisable for the chairman of the department to discuss such salary matters with individuals rather than in a meeting of the group. But in any event each member of professorial rank should be given full opportunity to make recommendations to the chairman of the department.

The budget adopted by the Board of Trustees for each department should be reported to the chairman of the department to the departmental budget committee so that all members of professorial rank in the department may have full information as to the departmental budget. It is thought that this departmental budget committee organization will be sufficiently elastic in its terms so as to meet all requirements for a judicial committee for recommendations in the case of misdemeanors or inefficiency charged to any member of the department.

**The Faculty of the Department**

In the consideration of matters of educational policy all of the members of the department should meet as the faculty of the department under the chairmanship of the chairman of the department. The chairman of the department should appoint a secretary for the faculty who should keep minutes of its meetings and report such minutes to the chairman of the department and to the president of the University.

The departmental faculty should meet at the call of the chairman but not less frequently than once during each quarter of the year. From the stand-
point of the four-quarter plan it is especially important that the faculty meetings held in the summer quarter should be considered of equal importance and weight as those held during any other quarter of the year. The following subjects are suggested as matters of educational policy upon which this departmental faculty might well make recommendations:
A. The University calendar.
B. Entrance requirements.
C. Classification of courses.
D. Degrees and certificates.
E. Status of fellowships and scholarships.
F. Regulations affecting matriculation, registration, and examination of students.

While advisory boards are suggested later in this report for the consideration of matters of research and university extension, departmental faculties should feel free to consider and make recommendations on research and extension activities.

All recommendations made by the faculty of the department should be to the faculty of the college and should be transmitted by the chairman of the department.

III. ORGANIZATION OF THE COLLEGE

FIELD OF THE COLLEGE

It is proposed that the college shall be defined as a unit of the University responsible to the people of the State for the development of:
(a) The cultural interests of the State, i.e., the College of Philosophy, Arts, and Science, or
(b) The specific professional interests of the State as in the case of each of the other colleges.

Opinion will always vary as to the proper delimitation of professional interest. Such delimitations should be made after careful consideration not only of the demands of instruction and preparation for professional vocations but also after consideration of the demands of the people of Ohio for research in the subject matter of professions and for university extension in such subject matter.

To illustrate the principle laid down and as a matter of opinion, it is suggested that the departments of the University should be organized into colleges as follows:

Agriculture
- Agricultural Chemistry and Soils.
- Agricultural Education.
- Agricultural Engineering.
- Animal Husbandry.
- Dairying.
- Farm Crops.
- Farm Operations.

Philosophy, Arts, and Science
- History.
- English.
- Geology.
- German.
- Classics (Greek and Latin).
- Philosophy.
- Political Science.
- Romance Languages.
- Economics and Sociology.
- Chemistry.
- Mathematics.
- Physics.
- Astronomy.
- Art.
- Zoology and Entomology.
- Botany.

Commerce and Journalism
- Accounting and Statistics.
- Financial Management.
- Marketing Management.
- Production Management.
- Business Organization.
- Journalism.

College of Dentistry
- Department of Dentistry.

College of Education
- History and Philosophy of Education.
- Industrial Education.
- Principles and Practices of Education.
- Psychology.
- School Administration.
- Physical Education.

Engineering
- Architecture.
- Ceramics.
- Civil Engineering.
- Electrical Engineering.
- Engineering Drawing.
- Industrial Arts.
- Mechanical Engineering.
- Mechanics.
- Metallurgy.
- Stone Engineering.
- Mineralogy.
Law
Department of Law.

Medicine
Anatomy.
Bacteriology.
Dispensaries.
Pharmacy.
Medicine.
Obstetrics.
Ophthalmology and Oto-Laryngology.
Pathology.
Physiology.—(Phys-Chemistry).
Public Health and Sanitation.
Surgery and Gynecology.
Physiological Chemistry, and Materia Medica.

Library Science
Department of Library Science.

Veterinary Medicine
Department of Veterinary Medicine.

It is to be noted that this arrangement of departments involves the transfer to the College of Philosophy, Arts, and Science of the Departments of Botany and of Zoology and Entomology from the College of Agriculture; of the Department of Economics and Sociology from the College of Commerce and Journalism; of the Departments of Astronomy, Mathematics, Chemistry, and Physics from the College of Engineering, and of the Department of Art from the College of Education. These transfers are recommended in consideration of the fact that all of these departments are cultural fields of learning that are more than one profession and hence properly part of the College of Philosophy, Arts, and Science. It is submitted that these general cultural subjects are not affected by such a professional interest as to make the development of these fields of learning of specific professional interest in the State of Ohio. It is submitted that their retention in professional colleges not only operate to prevent the full consideration of the subjects as general and cultural subjects, but also weaken the position of the professional college so retaining cultural subjects as a college primarily responsible to a definite section of the people of the State.

The transfer of pure science departments from the professional colleges to the College of Philosophy, Arts, and Science may very properly lead to the future development of applied science departments in the professional colleges such as Departments of Plant Pathology and Entomology in the College of Agriculture and a department of the teaching of art in the College of Education.

It is proposed that courses in Art in the College of Philosophy, Arts, and Science shall be investigated by the staff officers from the standpoint of their development into a College of Applied Arts, including architecture and landscape gardening.

It is proposed that definite recognition be given to the courses in Home Economics as having a professional content and interest separable from the courses in Agriculture. It is thought that the staff officers of the University should investigate the possibilities for setting up Departments of Home Economics as a separate professional college.

It is to be noted that definite recommendations are made as to the departmentalization of the College of Commerce and Journalism and the removal from that college of the Departments of Economics and Sociology.

As a matter for staff investigation and development, it is submitted that the Colleges of Homeopathic Medicine and Medicine, as well as the courses in Nursing, should be considered as one professional interest in the University. Under existing laws it is impossible to consolidate the Colleges of Homeopathic Medicine and Medicine.

A specific recommendation is made for the organization of a professional College of Library Science.

ORGANIZATION OF THE COLLEGE

The following recommendations are made as to the organization of each college:

1. Election of a dean by the Board of Trustees, upon nomination of the president, as the executive head of the college.

2. Organization of the chairman of the departments in the college as the budget committee of the college.

3. Organization of the professors and assistant professors of the departments comprised in the college as the faculty of the college.

OFFICE OF THE DEAN

It is recommended that a dean be elected annually by the Board of Trustees as the executive head of each college. In the selection of a dean for each college it is recommended that nominations be made by the president of the University after consulting, formally or informally, the chairman of the departments of the college. Where the college comprises but one department the dean of the college, will, of course, be the chairman of the department and should be selected in the same way as the chairman of the department.

The dean, as the executive head of the college, should be held responsible to the Board of Trustees through the president, for recommendations as to the development of the college. To discharge this responsibility the dean shall make recommendations through the president as to the college budget; appointments in the college; and standards for the work of the college in instruction, research, and university extension.

The dean shall be the agency of the president in the administration of student discipline as to all students registered for degrees in the college.

The president of the University and the dean shall be ex-officio members of the college budget committee and of the college faculty and the dean shall act as chairman of the college budget committee and of the college faculty.

COLLEGE BUDGET COMMITTEE

To advise the dean in matters of the college budget, including the budgets of all departments of the college, the chairmen of departments should be
organised as a standing budget committee of the college under the chairmanship of the dean.

The function of this college budget committee should be to advise the dean and to offer an opportunity for the chairman of each department to make recommendations on financial requests of the college. It is not intended to suggest that the dean should delegate any part of his budget responsibility to this budget committee other than to call for such expressions of opinion as the dean may find advisable.

FACULTY OF THE COLLEGE

It is recommended that the faculty of the college for the consideration of educational policies affecting the college shall be composed of all professors and assistant professors, under the chairmanship of the dean.

It is further suggested that the dean should appoint a secretary to the faculty whose duty shall be to keep minutes of meetings of the faculty and to report these minutes to the dean and to the president of the University.

Meetings of each college faculty should be held at the call of the dean but not less frequently than once during each quarter. From the standpoint of the four-quarter plan it is especially important that the meetings of the faculty of each college in the summer quarter should be considered of equal authority and weight in making recommendations as the meetings of the college faculty in other quarters of the academic year.

ORGANIZATION OF RESEARCH AND EXTENSION IN THE COLLEGE

The basis for all the recommendations in this report is that research work and extension work is to be organized within the several departments of the University rather than as independent units. Hence it is urged that research and extension activities of the college should be organized in the departments of the college rather than as separate units within the college organization. For example, it is suggested that the work now being conducted in agricultural extension should be organized within the departments of the College of Agriculture so that the dean of the College of Agriculture will be, in effect, director of agricultural extension and so that the chairman of each department in the College of Agriculture will be, in effect, chief of a division of agricultural extension.

There will doubtless be occasion for the appointment of members of the academic staff solely for research work or for extension work, but such research and extension members should be appointed in a department and should be considered as part of the faculty of that department, so that at all times there is effective machinery in the department for the co-ordination of instruction, research, and extension work.

JURISDICTION OF THE COLLEGE

It is recommended that all students registering in the University as candidates for a first degree shall be considered as matriculants of the college offering that first degree. For example, it is recommended that students registering for the first degree of B.S. in Medicine shall be considered as matriculants of the College of Medicine and that students registering in the University as candidates for the degree of B.S. in Commerce and Journalism shall be considered as matriculants of the College of Commerce and Journalism. The end in view is that the dean of each college, together with the heads of departments in that college shall have full responsibility for the development of the professional interest of the student, beginning with the date of matriculation. All students not registering for a first degree in a professional college will register as students for a first degree in the College of Philosophy, Arts, and Science.

This recommendation is antithetical to the recommendation of the faculty for the creation of a Freshman college.

It is urged that the dean of each college should be responsible for the discipline of the students registering for a first degree in that college. No recommendation is made for the creation of the office of Dean or Dean.

On the contrary, it is urged that full responsibility for discipline and conduct of the students should be vested in the deans and faculties of the several colleges.

IV. ORGANIZATION OF THE OFFICE OF THE PRESIDENT

FUNCTION OF THE OFFICE OF THE PRESIDENT

The President of the University is, and should remain, the executive authority of the University, elected by the Board of Trustees and responsible solely to the Board. The Board of Trustees is representative of the people of Ohio and the responsibility of the president should be to the people of Ohio through the Board and not to the faculties of the University.

PERSONNEL OF THE OFFICE

It will be useful from the standpoint of organization to consider the office of the president as comprising the following personnel:

The President.
The Deans of the Colleges.
The Staff Officers.
The Secretary and Business Manager.

No provision is made in the plan of organization proposed for the office of vice-president, as it is thought that the dean senior in length of service can well exercise the routine function of the president during the necessary absence of the president from the University. If a vice-president or acting president is to be designated it is submitted that the choice should fall upon one of the college deans rather than upon a staff officer. This suggestion is made because of the importance of disassociating the staff officers from executive responsibilities.
APPOINTMENT AND TENURE OF THE PRESIDENT

The president should be elected by the Board of Trustees. It is desirable that the president should be elected for indefinite tenure, i.e., for life, subject to usual conditions as to disability. Inasmuch as the State laws of Ohio do not permit such contracts for personal services, such elections are not possible excepting as expressions of the purpose and intent of the Board of Trustees.

THE STAFF ORGANIZATION OF THE PRESIDENT

A staff organization is proposed as advisory to the president of the University. The function of the staff organization lies in the coordination of similar activities throughout all of the departments and colleges of the University. The coordinator of the University is the president. The line of authority in the University is delegated from the Board of Trustees to the president; by the president to the deans and faculties of colleges; and by the deans and faculties of colleges to the heads and faculties of the departments constituting the colleges.

Staff organization is not proposed as a method of weakening line authority. On the contrary, staff officers are proposed for instruction, staff officers are proposed for research and staff officers are proposed for University extension for the express purpose of strengthening the department and the college as units of instruction, research, and extension. In other words, staff officers are proposed in lieu of the separation in line organization of instruction and research or of instruction and research from University extension. Without staff organization it is submitted that the University will continue to develop organizations in the line of authority for research and for extension independent of the organizations for instruction.

STAFF OFFICERS FOR INSTRUCTION

Two plans of organization have been considered for the staff supervision of instruction. Under one plan there would be a dean of faculties assisted by:

- University examiner and high-school inspectors.
- A chairman and board for the Freshman year.
- A chairman and board for the Sophomore year.
- A chairman and board for advanced courses.
- A chairman and board for graduate courses.

The theory of such plan of organization is that but one staff officer on full time is needed for the supervision of instruction and that the supervision of various stages of instruction can well be intrusted to professors acting as chairmen of faculty boards.

The rapid development of the University within recent years, both in number of courses offered and in the number of students in attendance, causes doubt as to the efficiency of a single staff officer for the coordination of all the instruction of the University.

Therefore, a second plan has been considered and is now recommended under which separate staff deans are suggested for each of the three stages of instruction:

- Dean of the fundamental courses.
- Dean of the advanced courses.
- Dean of graduate courses.

Nomenclature is of considerable importance in this connection. The terms junior dean and senior dean have been considered in lieu of the terms dean of the fundamental courses and dean of the advanced courses. The terms junior dean and senior dean have been urged because of the connotations of junior college and senior college. The plan of organization proposed does not favor the creation of such line organizations as "The Freshman Year," "The Junior College," or "The Senior College."

DEAN OF THE FACULTIES

The staff organization to the president as to university instruction should be made as simple as possible. One of the three staff deans should be named by the president as dean of the faculties and in that capacity should assist the president in the administration of the general university departments, i.e.: Office of the registrar. Department of athletics. Department of military training.

It is not intended to suggest that the dean of the faculty should be regarded as the vice-president of the University but rather as the senior of the staff deans. The president of the University may rely upon the dean of the faculty to advise him as to the staff work of the University but the dean of the faculties should himself be one of the staff deans charged with specific duties as to the investigation of instruction.

ADVISORY BOARDS ON INSTRUCTION

Each of the staff deans may well be advised by a board of professors. For example, the dean of the fundamental courses should be advised by the professors offering the fundamental courses and for this purpose such professors may be organized as a board of fundamental courses under the chairmanship of the dean of the fundamental courses. To make the board more effective the membership may be limited to one representative of each department, nominated by the chairman of the department upon advice of the department faculty. Or the membership in this advisory board may be further restricted by limiting representation to one professor selected by the chairman of each of the following groups of departments:

Division I.—Languages, including English, German, Greek Language and Literature, Latin Language and Literature, and Romance Language and Literature, together with Library Science.

Division II.—Philosophy and Education, including Philosophy, Psychology, History and Philosophy of Education, School Administration, and Physical Education.
Division III.—History and Economics, including History, Economics and Sociology, and Political Science.
Division IV.—Pure and Applied Mathematics, including Astronomy, Mathematics, Mechanics, and Physics.
Division V.—Chemistry, including Chemistry, Agricultural Chemistry, Ceramics, Metallurgy, and Pharmacy.
Division VI.—Biography, including Anatomy, Animal Husbandry, Agronomy, Bacteriology, Botany, Forestry, Geology, Horticulture, Zoology and Entomology, and Comparative Anatomy.
Division VII.—Art and Architecture, including Art, Architecture, and Engineering Drawing.
Division VIII.—Mechanical Engineering, including Engineering Drawing, Physics, Industrial Arts, Mechanics, Electrical Engineering, and Mechanical Engineering.
Division IX.—Civil Engineering, including Engineering Drawing, Physics, Mechanics, Astronomy, Mine Engineering, Architecture, and Civil Engineering.
Division X.—Chemical Engineering, including Engineering Drawing, Physics, Mechanics, Metallurgy, Chemistry, Mine Engineering, Mechanical Engineering, and Ceramic Engineering.
Division XI.—Agriculture, including Agricultural Chemistry, Agronomy, Animal Husbandry, Dairying, Horticulture, and Forestry.
Division XII.—Law, including all the departments of the College of Law.
Division XIII.—Veterinary Medicine, including all the departments of the College of Veterinary Medicine.
Division XIV.—Home Economics, including the Department of Home Economics.
Division XV.—Commerce and Journalism, including all the departments of that college.

Similarly, the dean of advanced courses should be advised by a board for advanced courses organized in the same way as the board for fundamental courses.

The dean of graduate courses is now assisted by the advice of the executive faculty of the graduate courses. It is recommended that this organization be retained.

In the case of each of these three boards the staff dean presiding should appoint a secretary who will keep minutes of the meetings of the board and report them to the dean of the faculties and to the president of the University. Each advisory board should meet on the call of its chairman but not less frequently than once each quarter of the academic year. At its meetings each advisory board should consider matters referred to it for recommendation either by the University senate, or by the president of the University, or by the chairman.

**STAFF ORGANIZATION FOR RESEARCH**

A single staff officer is proposed for the coordination of research throughout the University. The title of director of research is suggested as a descriptive title for this officer although no objection can perhaps be offered to the title "director of libraries, laboratories, and museums."

The University Library and the University Museum should be under the supervision of this staff director. He should be assisted by a faculty board.

**SUPERVISION OF UNIVERSITY EXTENSION**

A single staff officer is suggested for the coordination of the University extension activities, with the title of director of University extension. As rapidly as scientific publications are established by the University the editors of such publications should be organized on a board of the University press under the chairmanship of the director of University extension.

When, and if, the University develops university extension through correspondence study, members of the departments offering correspondence instruction should be organized as a board for correspondence instruction under the chairmanship of the director. It is not proposed that correspondence instruction should be organized as a separate line organization. It is proposed that each department shall offer correspondence instruction when, and if, such instruction is developed, and that the heads of departments and deans of colleges concerned shall be the line of authority for such correspondence instruction, with the director of university extension as the adviser to the president in the coordination of such correspondence instruction with other forms of university extension.

The growth in the number of public lectures given at the University and by members of the University throughout the State would seem to make it advisable to organize a bureau for public lectures, under the chairmanship of the director of university extension. This bureau could well be organized to serve both as a service bureau and as an investigatory body advisory to the president as to standards in public lectures.

It is impossible to foresee all of the developments in university extension, but it is safe to prophecy that the next fifty years will see greater developments in this field than in any other field of the work of the State University.

**APPOINTMENT AND TENURE OF STAFF OFFICERS**

Inasmuch as the staff officers of the University are advisers to the president, it would seem that the staff officers should be appointed by the president and that their tenure of appointment should not be longer than the term of office of the president. Normally, staff officers should be appointed from the professors of the University, and such appointments to staff positions should not affect the status of the professorship held by the appointee. A professor, appointed as a staff officer, should be given leave of absence from all duties as a professor during his term as a staff adviser to the president.

**ADMINISTRATIVE COUNCIL**

The deans of the University are now organized under the chairmanship of the president as a board of administration. It is recommended that this board be retained, perhaps with the title of "Administrative Council," as a
body advisory to the president in matters of administrative methods and university discipline.

**STUDENT DISCIPLINE**

The president should be responsible for the discipline of the student body, with final authority to enforce discipline in individual cases. The president should, in his discretion, delegate responsibility for discipline to the deans of colleges but not to staff officers, as student discipline should be considered part of the executive work of the University properly belonging to colleges and departments for administration and to the president for final decision.

To advise the president in matters affecting the discipline of women students and in other matters affecting the women students of the University, it is recommended that a dean of women be elected annually by the Board of Trustees upon nomination by the president. The dean of women should be considered as an administrative assistant in the office of the president, with duties and responsibilities as delegated from time to time by the president. Superintendents of dormitories for women should ordinarily be appointed by the president and should report through the dean of women to the president.

Each student organization should be organized under by-laws approved by the administrative council. The president of the University, with the advice of the administrative council, should appoint a member of the faculty as faculty counsellor to each student organization. All activities of each student organization should be subject to the approval of its faculty counsellor, provided that the officers of the student organization should be permitted to appeal from the decisions of its faculty counsellor to the president of the University.

**BUDGET COMMITTEE OF THE PRESIDENT**

It is recommended that frank recognition be given to the financial resources of the University as one of the principal determining factors in university policy and growth. It has already been recommended that the heads of departments and the deans of colleges, together with the departmental budget committees and the college budget committees, shall make budget recommendations to the president.

For the purpose of university coordination it is suggested that the staff officers of the University, i.e., the staff deans, the director of research, and the director of extension, be constituted as a university budget committee and that all budget recommendations be referred by the president to this committee for consideration and advice. This machinery should be one of the most effective methods in use at the University for the coordination of instruction, research, and extension.

**SECRETARY TO THE PRESIDENT**

It is recommended that the office of the president include a secretary to the president, charged with responsibility for bringing all official communications to the attention of the president. For this purpose the secretary to the president should serve as clerk to the council of deans and as clerk to the University budget committee.

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**V. ORGANIZATION OF THE FACULTY**

**PROVOST OF THE FACULTY**

The Board of Trustees is the sole authority in the organization of the University and all official action taken by, or in the name of, the University must be taken by the Board of Trustees. This conception of university organization is embodied in the laws of the State and can not be changed without amendment of the laws. As the Trustees are the representatives of the people of the State, it would seem that this conception is entirely a proper one and that it should be recognized in all suggestions as to university organization.

The faculty of the University is obviously an expert body and should be charged with the responsibility for making recommendations to the Board of Trustees on all matters of educational policy. As the faculty numbers several hundred in its membership, and is constantly increasing in membership with the development of the University, it follows that the faculty must be organized so as to be effective in deliberation and in recommendation.

**ORGANIZATION OF THE FACULTY**

It is suggested that the faculty shall be organized in the following bodies:
- A faculty for each department.
- A faculty for each college.
- A board for fundamental courses.
- A board for advanced courses.
- A board for research.
- A board for extension.
- The University senate.

In discussing the organization of the department, of the college, and of the office of the president, consideration has already been given to the organization of the departmental faculty, the college faculty, and of the advisory boards.

**THE UNIVERSITY SENATE**

As the chief deliberative body for the University faculty it is recommended that there be organized a university senate composed of—

- The president.
- The deans of colleges.
- The chairmen of departments.
- The professors of the university.

It is to be noted that the university senate is not to include all of the members of the faculty but is to include the administrative officers and the professors of the university as representing all of the members of the faculty. Each department of the University will be represented in the university senate by its chairman and by the professors in the department. It is thought that the president of the University and the deans of the colleges should be
ex officio members of the university senate inasmuch as the university senate is the chief advisory body to the president and to the Board of Trustees.

The president of the University shall preside over the senate as its chairman and in his absence the college dean senior in appointment shall be the presiding officer. The president shall appoint a secretary to the university senate, who shall keep minutes of each meeting of the senate and report such minutes to the president of the University.

Function of the University Senate

It should be the function of the university senate to make recommendations, through the president, to the Board of Trustees on all matters of educational policy. For example, a new college, a new department, or a new course of instruction should ordinarily be authorized by the Board of Trustees only after consideration by the university senate and upon recommendation of the university senate through the president to the Board of Trustees. The university senate should be authorized by the Board of Trustees to make final recommendations as to rules and regulations covering such matters as:

(a) Entrance requirements.
(b) Registration and matriculation of students.
(c) Classification of courses.
(d) Requirements for degrees and certificates.
(e) Requirements for fellowships and scholarships.
(f) Library rules.
(g) Regulations for use of university facilities by the public.
(h) Rules and regulations for the university press and for university publications.
(i) University calendar.
(j) Recommendations as to the granting of graduate and honorary degrees.

This list is not inclusive of all matters of university policy but it may serve to illustrate the responsibilities of the university senate in making recommendations to the Board of Trustees.

Rules and regulations on educational matters adopted by the senate should always be considered by, and approved by, the Board of Trustees. Even although the Board of Trustees is not expert in such matters and can not give adequate time to the consideration of details of such matters, the Board of Trustees should formally enact all rules and regulations in use at the University so that any such rule or regulation may not be found wanting in authority under any circumstances of its application.

The Line of Faculty Deliberation and Recommendation

The fullest representation of all grades of the academic staff in faculty deliberation and recommendation should be found in the departmental faculty meeting. The departmental faculty shall report its recommendations to the college faculty.

The college faculty should debate the recommendation of the departmental faculties from the standpoint of college policies as distinguished from depart-
The powers and duties of the Trustee shall be such as are derived from the General Statutes of Ohio.

The chairman, when present, shall preside at all meetings of the Board; shall sign the journal of all proceedings of the Board; shall perform such duties as usually pertain to this office and such other duties as may be assigned by the Board and except as otherwise specifically provided by the rules of the Board, he shall be governed in his action by the usual parliamentary procedure. All committees shall be appointed by the chairman, unless otherwise ordered by the Board.

The vice-chairman shall, in the absence of the chairman, assume the duties of the chairman as outlined in the preceding paragraph.

The secretary and business manager shall be responsible for the business affairs of the University, and in all these matters he shall be responsible to the Board of Trustees through the president of the University.

(a) As secretary, he shall be custodian of the books and papers of the Trustees, and of the University seal. He shall in all proper cases authenticate the acts of the Board by affixing said seal and shall conduct the ordinary correspondence of the Board. He shall attend all meetings of the Board (except when excused) and keep a correct journal of the same. He shall attend all meetings of the committees (except when excused) and shall keep a correct record of the proceedings.

(b) As business manager, his duties shall be as prescribed below: He shall be the financial officer of the University. He shall receive all moneys due the University and shall pay the same over to the State Treasurer or to the Treasurer of the University in accordance with the law. He shall maintain such systems of accounting as shall conform to the fiscal policy of the state as well as the standard form of uniform accounting for colleges and universities as now established in the middle west universities.

(c) He shall be responsible for and have general supervision over the officers and employees of the Physical Plant.

(d) He shall give bond to the State of Ohio for the use of the University in the sum of fifty thousand dollars, and condition it upon the faithful performance of his duties and for the payment to the State Treasurer and Treasurer of the University of all moneys coming into his hands as such officer; said bond shall be signed by a surety company authorized to do business in the State of Ohio, and the premium thereon shall be paid by the University; said bond shall be filed with the Treasurer of the University.

(e) He shall furnish to each member of the Board and to the president of the University reports showing the financial condition of the University.

(f) He shall also perform such other duties as may be ordered by the Board of Trustees.

The treasurer of the University shall receive such moneys as, in accordance with law, are not to be deposited with the State Treasurer. He shall keep an accurate account of all moneys received and disbursed by him, and at the end of each fiscal year he shall submit to the Board a detailed statement of all moneys received and disbursed, and at the close of his term of office he shall deliver over all moneys, books, and other properties then in his possession to his successor in office.

He shall give bond, payable to the State of Ohio, for the use of the University, in the sum of twenty-five thousand dollars, for the safe keeping of
Zoology and Entomology
Botany
College of Commerce and Journalism. Departments of
Accounting and Statistics
Financial Management
Marketing Management
Production Management
Business Organization
Journalism
College of Dentistry. Department of Dentistry
College of Education. Departments of
History and Philosophy of Education
Industrial Education
Principles and Practices of Education
Psychology
School Administration
Physical Education
College of Engineering. Departments of
Architecture
Ceramics
Civil Engineering
Electrical Engineering
Engineering Drawing
Industrial Arts
Mechanical Engineering
Mechanics
Metallurgy
Mne Engineering
Mineralogy
College of Homoeopathic Medicine. Department of Homoeopathic Medicine
College of Law. Department of Law
College of Medicine. Departments of
Anatomy
Bacteriology
Dentistry
Pharmacy
Medicine
Otorhinolaryngology and Oto-Laryngology
Pathology
Physiology
Public Health and Sanitation
Surgery and Gynecology
Physiological Chemistry and Materia Medica.
College of Library Science. Department of Library Science
College of Veterinary Medicine. Department of Veterinary Medicine.

Section 3. Organization of the Department

The department is the unit of university organization for instruction, research, and extension in a defined field of learning.

The Board of Trustees shall elect annually a chairman for each department who shall be the administrative head of the department. The professors and assistant professors of each department shall make nominations to the dean of the college of one of their number or the chairmanship. The dean of the college shall transmit these nominations, together with his own recommendations, to the president, who shall make final nomination to the Board of Trustees.

The chairman of the department shall prepare the annual budget recommendations of the department for the consideration of the dean of the college. The professors and assistant professors in the department shall comprise the departmental budget committee, under the chairmanship of the chairman of the department, for the discussion of departmental budget requests.

The faculty of the department shall comprise all officers of instruction, research, and extension appointed in the department. The chairman of the department shall be chairman of the faculty of the department. The faculty of the department shall make recommendations on educational policies to the faculty of the college.

The faculty of the department shall meet upon call of the chairman of the department and not less frequently than once each quarter of the academic year.

The chairman of the department shall appoint a secretary for the faculty who shall keep minutes of each meeting and report such minutes to the chairman of the department, the dean of the college, and the president of the university.

The president of the university and the dean of the college are ex officio members of the faculty of each department.

Section 4. Organization of the College

The administrative head of each college shall be a dean elected annually to that office by the Board of Trustees. The chairman of departments in the college shall make recommendations to the president of the university, who shall make nominations to the Board of Trustees.

The dean of the college shall make budget recommendations as requested to the president of the university. The heads of departments in the college shall comprise the college budget committee, under the chairmanship of the dean, for the discussion of the college budget.

The professors and assistant professors in the college shall comprise the faculty of the college. The faculty of the college shall make recommendations on educational policies to the senate of the university. The dean of the college shall be the chairman of this faculty and shall appoint a secretary for the faculty who shall keep minutes of each meeting and report such minutes to the dean and to the president of the university.

The faculty of the college shall meet at the call of the dean, and not less frequently than once during each quarter of the academic year.

The president of the university shall be ex officio a member of the faculty of each college.
Section 1. Organization of the University Senate

The University senate shall comprise in its membership:

The President
The deans of the colleges
The chairman of departments
The professors of the University

The president of the University, and in his absence a dean appointed by him, shall be the presiding officer of the University senate. The president shall appoint a secretary to the University senate who shall keep minutes of each meeting of the senate and report such minutes to the president of the University. The University senate shall make recommendations on educational policies to the president of the University for transmission to the Board of Trustees. The University senate shall meet at the call of the president of the University and at least once during each quarter of the academic year.

Chapter III.

Organization of the Office of the President

Section 1. President.

The president shall be the executive head of the University. It shall be his duty to enforce all rules and regulations of the Board, and he is hereby clothed with all authority requisite to that end.

He shall be ex officio the presiding officer of the University faculty, and shall be the representative and general executive of the Board of Trustees in all University affairs.

All professors shall be responsible to him through their deans for the faithful and efficient performance of their duties, and all subordinate instructors shall be responsible to the heads of their several departments and through them to the dean and president.

He shall have charge of the assignment of rooms for the use of the several departments of instruction. His approval must be secured for any meetings held in the university chapel, or in any other room in the university buildings, other than those instructional meetings for which provision is regularly made in the curricula or the schedule.

In case of the absence or disability of a professor or teacher, the president shall provide for his work by a temporary assignment from the existing faculty, or by the employment of additional help—reporting in writing all such action to the Board or the executive committee at its next meeting.

At least one week before the meeting at which the budget is to be considered by the Trustees, the president shall present to each member of the Board the annual budget, or a summary thereof, for the fiscal year beginning July 1, following. The budget shall be based upon a careful estimate of the available income for the year, to be furnished him by the business manager and the said budget shall leave unappropriated a balance of not less than $100,000.00.

The ordinary method of communication between the faculty, members of the instructional force or other officers of the University, and the Board of Trustees, shall be in writing, and shall be presented through the president of the University; provided, however, that this rule shall not be interpreted as in any way limiting the right of communication between the faculty or other officers of the University and the Trustees, or as in any way limiting the manner in which the Trustees may gain information as to the work of the University. All business to be presented to the Trustees shall be in the hands of the president not later than one week prior to the day of the meeting at which such business is to be considered.

The deans, members of the faculty or administrative officers of the University shall submit to the president, official reports on the work in their respective departments or divisions, whenever called upon so to do by the president.

Section 2. The Advisory Staff of the President

The Board of Trustees shall elect annually, upon nomination by the president, the following staff officers for the office of the president:

Dean of Fundamental Courses
Dean of Advanced Courses
Dean of Graduate Courses
Director of Research
Director of University Extension

The staff deans shall make investigations as to the instruction offered at the University and report thereon to the president as directed by the president. In making special investigations and reports the staff deans shall exercise no authority but shall have full access to all records and work of the University. The president shall appoint one of the staff deans as dean of the faculties, with authority to make recommendations as to the work of the other deans.

The dean of the faculties shall be administrative head of the following general University departments:

1. The Military Department
2. Department of Athletics
3. The Office of the Registrar

The director of research, under the direction of the president shall be the executive head of the libraries, laboratories, and museums of the University for the purpose of their administration as general University departments. The director of research shall not have authority as to specific work in research, as the department is the unit of university organization for research work. The director of research shall make investigations and report thereon to the president as to the research activities of the University.

The director of extension shall be the administrative head of the University press and of the university publications, of the university bureau for public lectures, and, as directed by the president, shall represent the University in cooperative work with other educational institutions. The director of extension shall make investigations and report thereon as to the extension activities of the University, as directed by the president. The director of extension shall not be the executive head over extension activities, as such extension activities are organized under the University departments.
Section 3. The Advisory Boards

The staff officers, in their advisory relationship to the president of the university shall each have the assistance of an advisory board. Each department shall recommend to the president, through the dean of the college, a representative of the department to sit on each such board. These advisory boards shall be as follows:

- Board of Fundamental Courses
- Board of Advanced Courses
- Board of Graduate Courses
- Board for Research
- Board for University Extension

Each of these boards shall have authority to make recommendations as to the educational policies within its field, and such recommendations shall be reported to the president of the university and to the university senate.

The staff officers directly concerned shall act as chairmen of their respective boards and shall appoint secretaries for such boards who will keep minutes of such board and report such minutes to the staff officers and to the president of the university.

Section 4. Administrative Council

The president of the university and the deans of colleges shall comprise the administrative council of the university. The administrative council shall have authority over all matters affecting student discipline and the president of the university may refer to the university council questions of educational policy for consideration and for report to the university senate and to the Board of Trustees.

Section 5. President's Budget Committee

The staff officers of the university, under the chairmanship of the dean of the faculties, shall comprise the president's budget committee and shall consider recommendations made by the college budget committee and by the deans of colleges as transmitted through the president of the university. The function of this budget committee shall be advisory to the president.

CHAPTER IV.

THE ACADEMIC STAFF

Section 1. Academic Ranks

Academic appointment in the university shall be made by the Board of Trustees in the following grades:

- Professor
- Assistant Professor
- Associate
- Instructor
- Assistant

Section 2. Tenure of Appointment

It is the desire and intention of the university, subject to the statutes of Ohio, that appointments to the grade of professor shall be for an indefinite term; that assistant professors shall ordinarily serve for a term of five years in that grade; that associates shall ordinarily serve for a term of three years in that grade; that instructors shall ordinarily serve for a term of two years in that grade; that assistants shall ordinarily serve for a term of one year in that grade. It is the intention of the Board of Trustees that assistant professors, associate instructors and assistants shall not serve more than two terms of office in their respective grades.

Section 2. Appointments

The annual budget adopted by the Board of Trustees shall make appointments to all academic ranks for the following year. Such appointments shall be made upon nomination by the president of the university. The president of the university shall receive recommendations from the deans of the respective colleges as to appointments in their colleges. In making recommendations the dean of each college shall consult the members of the college budget committee and the chairmen of departments shall, in turn, consult the members of the departmental budget committee.

Section 4. Work and Vacation Credit of Members of the Faculties

Each resident member of a faculty gives instruction thirty-six weeks of the year, twelve hours a week or its equivalent. Members of faculties of a rank below that of Assistant Professor, at the discretion of the president, may be required to give instruction fifteen hours or the equivalent. The member of a faculty takes his vacation in any one of the four quarters, according as it may be arranged, or he may take two vacations of six weeks each at different periods of the year. For every quarter of term in a year he may teach, in addition to the number of hours required, he receives according as it may be arranged by the president, either an extra pro-rata vacation or an extra four-fifths pro-rata salary, payable monthly during such vacation period. In case of resignation vacation credit thus earned is paid on the basis of four-fifths pro-rata salary.

With reference to vacation credit the following limitations are to be observed:

1. No obligation against the university for extra vacation credit shall be created except by vote of the Board of Trustees, on recommendation of the president, in each individual case.
2. No member of the faculty may acquire at a given time more than nine months extra vacation credit.
3. No member of the faculty lower in rank than an instructor shall be entitled to obtain extra vacation credit.

CHAPTER V.

UNIVERSITY INSTRUCTION

Section 1. The University Year

The university year shall be divided into four quarters, approximately eleven weeks each. The summer quarter shall be the first quarter in the
university year and shall be divided into two terms of approximately six weeks each.

Section 2. Entrance Requirements

Entrance requirements to the several colleges of the university shall be adopted by the Board of Trustees upon recommendation of the university senate transmitted through the president. In making recommendations as to entrance requirements, the university senate shall receive recommendations from the faculties of the colleges affected, together with recommendations from the Board for fundamental courses.

Section 3. Classification of Courses

Classification of courses for each college shall be adopted by the Board of Trustees upon recommendation from the university senate transmitted by the president. As a basis for recommendations to the Board of Trustees the university senate shall receive recommendations from the college faculties and from the advisory boards.

Section 4. Degrees and Certificates

Degrees and certificates shall be awarded by vote of the Board of Trustees upon recommendation of the several colleges, transmitted by the president. Graduates and honorary degrees shall be awarded by the Board of Trustees upon recommendation of the university senate. Advisory boards at the request of the president shall make recommendations as to the establishment of new degrees or the university awards for scholarship.

Section 5. Fellowships and Scholarships

Fellows and scholars in the several departments of the university shall be appointed in the same manner as assistants, providing that the president of the university may refer recommendations as to fellowships and scholarships to the advisory boards for graduate courses and for research.

Section 6. Registration

The dean of the faculties shall make recommendations to the university senate as to regulations for matriculation and registration of students. The university senate may adopt such regulations, providing that the president of the university may refer any or all such regulations to the Board of Trustees for adoption.

CHAPTER VI.

RESEARCH

Section 1. Libraries

The university librarian and the university library staff shall be appointed by the Board of Trustees upon recommendation of the president of the university. The director of research, as the administrative head of the libraries, shall make recommendations to the president as to such appointments.

The board of research shall make recommendations to the university senate as to the rules and regulations for the conduct of the university library.

The university senate may adopt such regulations, providing that the president may refer any or all such regulations to the Board of Trustees for adoption.

Section 2. Museums

The curators and staff of the university museums shall be appointed by the Board of Trustees upon the recommendation of the president. The director of research shall make recommendations to the president as to such appointments.

The board for research shall make recommendations to the university senate as to rules and regulations for the conduct of the university museums. The university senate may adopt such rules and regulations, providing that the president of the university may refer any or all such rules and regulations to the Board of Trustees for adoption.

Section 3. Laboratories and Experimental Stations

The laboratories and experimental stations of the university shall be organized within the departments and the chairmen of departments shall be the directors of such facilities for the departments.

The board for research may make recommendations to the university senate as to rules and regulations governing the use in common or jointly by two or more departments of a laboratory or experimental field. The university senate may adopt such rules and regulations, providing the president of the university may refer any or all such rules and regulations to the Board of Trustees for adoption.

CHAPTER VII

UNIVERSITY EXTENSION

Section 1. Public Use of University Facilities

The use by the public of any university library, museum, laboratory, or any other university facility shall be governed by rules and regulations adopted by the Board of Trustees upon recommendation of the university senate transmitted by the president. The board for university extension shall make recommendations to the university senate as to such rules and regulations.

Section 2. Public Lectures

The president of the university may establish a bureau of public lectures under the administrative supervision of the director of university extension. Rules and regulations governing the activities of this bureau shall be adopted by the university senate upon recommendations from the board for university extension, providing that the president of the university may refer any or all such rules and regulations to the Board of Trustees for adoption.

Section 3. University Press

The Board of Trustees shall appoint the staff of the university press upon recommendation of the president. The director of research shall make
recommendations to the president as to the organization and staff of the university press.

The board for university extension shall be the board of the university press and shall adopt rules and regulations for the conduct of the activities of the press, including the publication of scientific journals in the name of the university.

Section 4. Correspondence Instruction

Rules and regulations governing instruction by correspondence shall be adopted by the Board of Trustees upon recommendation of the university senate. The board for university extension shall make recommendations to the university senate as to such rules and regulations.

Correspondence instruction, when authorized by the Board of Trustees, shall be conducted by the departments of the university.

CHAPTER VIII.

STUDENT LIFE

Section 1. Discipline

The president of the university is responsible for the discipline of the students of the university and shall have final authority in all matters of discipline. The president of the university may refer specific cases of university discipline to the administrative council for recommendation.

The deans of colleges and chairmen of departments respectively are responsible to the president for the discipline of all students in the activities of the colleges and departments.

Section 2. Student Organization and Publications

All student activities shall be conducted by student organizations under rules and regulations adopted by the administrative council. The president of the university, upon recommendation from the administrative council, shall appoint a member of the faculty as the faculty counselor to each such student organization and all activities of the student organization shall be subject to the approval of such faculty counselor, provided that any student organization, through its administrative officers, may appeal to the administrative council from the decisions of the faculty counselor.

Section 2. Dean of Women and Superintendents of Women's Dormitories

The Board of Trustees, upon nomination of the president, shall elect annually a dean of women and a superintendent for each women's dormitory. The superintendents shall report to the president through the dean of women. The dean of women shall exercise such authority as to the discipline of women students as may be delegated from time to time by the president.

Section 4. Student Health Service

The president shall organize the student health service of the university and recommend to the Board of Trustees the appointment of members of the staff, together with rules and regulations for the conduct of the service.
3. To indicate a possible method of approach in the handling of the budget problem. It is thought that it is especially desirable that a definite procedure be formulated for the preparation and execution of the yearly budget. The method employed in the preparation of the preliminary budget is thought to afford a basis for the establishment of such a procedure. The modifications deemed necessary are explained in Section V of this report.

**Basis of Budgetary Figures**

The preliminary budget is based on the following:

1. Consultations by the chairman of the committee on the four quarter plan with the deans of the colleges and the heads and members of departments. By means of these conferences the wishes of the faculty with reference to the courses to be offered each quarter were ascertained. The deans and the heads of departments were also asked to state the estimated number of sections of each course which would be required and the estimated additional cost of carrying out the four quarter plan. The schedules of courses which were prepared at the times of the original conferences were carefully studied, taking into consideration the records of past attendance and other data obtained from the office of the president and from the registrars. Particular attention was given to a comparison of the number of sections requested of each course with the past attendance in the course. In those courses where revision seemed desirable, another conference was held with the member of the faculty responsible for the original schedule and the possible changes discussed.

2. Assumptions. It has been necessary to make certain assumptions on which to base the estimated budget. The nature of these assumptions is stated in the following paragraphs.

**Assumptions Made**

Some of the assumptions which serve as a basis for the preliminary budget are based on well-established policies of the University; some are based on policies which there is at least a tendency for the University to adopt; and a few are arbitrary. The assumptions made are as follows:

1. That the fourth quarter is to be an integral part of the academic year and shall be designed to meet the needs of the following:
   a. Beginning students who may desire to enroll in the University immediately after graduating from high school instead of waiting until the summer quarter.
   b. Undergraduate students, both in the College of Arts and Philosophy and in the professional schools, who desire to shorten the length of time in terms of calendar years required for obtaining the degrees of the college in which they are enrolled.
   c. Teachers in the public schools who desire to complete work for undergraduate degree or to obtain work of a general nature which will make them more proficient in their particular line of work.
   d. Teachers who desire to do graduate work towards graduate degrees.
   e. Resident graduate students who desire to continue during the summer quarter courses leading to graduate degrees.

f. Graduates of professional colleges who desire during the summer quarter to do advanced or research work. In preparing the schedule of courses for the various departments an attempt has been made to keep in mind the needs of all of these groups. Of course not all departments will appeal to all of these groups and some departments have thought it better to give no courses during the fourth quarter for the present. For instance, some of the professional schools do not desire to give technical courses at the present time. It is our thought that probably all of these schools will in time desire to give courses during the fourth quarter.

It will be noted that in some departments courses running for six weeks only are offered during the fourth quarter. These courses are offered to meet the needs of teachers who may find it impossible to be in attendance throughout the fourth quarter.

2. That, where possible, it is desirable to have some of the instructors of the regular staff released for one of the first three quarters of the year so that they may teach in the fourth quarter. It is thought that this plan is desirable since it will tend to promote continuity and regularity in the character and content of the courses given each quarter. When instructors from other institutions are employed to teach during the fourth quarter, they are apt to give courses which do not correspond very closely to those given by the regular staff during the other quarters. It is of course realized that there are some advantages obtained from having instructors from other institutions since this makes it possible to obtain the benefit of their viewpoint which may be useful to both the members of the faculty and the student body.

3. That it is not desirable for instructors to teach continuously through four quarters each year. It is thought desirable that they have one quarter free from instruction that they may devote this to research and study.

4. That instructors teaching four quarters will receive less proportionately for the fourth quarter than for the preceding three. This assumption is based on the following:
   a. That it is desirable to discourage the teaching of four quarters, and, if less salary is paid for the fourth quarter, it will assist towards this end.
   b. That the University rightly has some claim on the time of the instructor during the fourth quarter. Although he may not be asked to teach during this quarter, the University is justified in expecting that he will devote this time to work which will better equip him for service to the University. Since the University has this claim to his services during the fourth quarter, it seems unjust that, if he uses part of his time during this quarter for instruction, he should receive less compensation therefor than he received for the instruction the preceding quarters.
   c. That 80 per cent of the salary received for each of the first three quarters is reasonable compensation for the fourth quarter. This is an arbitrary assumption and of course is subject to revision by the administrative officers of the University.
   d. That the University expects its instructors to be responsible for carrying on four kinds of work:
      a. Class-room Instruction
      b. Research Work
      c. Extension Work
      d. Administrative Work
The distribution of the instructor's time between these four classes of work will vary as between departments and also as between the different instructors in any particular department. In some cases the University must of necessity indicate the nature of the work to which the instructor is to give the major part of his time. In other cases, it will be left, it is considered, to his individual preference. It is thought fair to assume that the rank of the instructor will influence to some extent the nature of the work which he will do. It is assumed, therefore, that a professor will ordinarily spend more time in research work and in the organization of courses than will the assistant professor and the instructor, and that the assistant professor will in turn spend more time in such work than the instructor. On this basis it has been assumed that the instructors may be held for the following amount of classroom instruction:

a. Professor—35 credit hours per year of three quarters. This means that he will teach on an approximate average of 12 hours a week. In those cases where the professor is teaching a class which meets five times each week, this schedule will mean that he will teach two 6-hour classes during two quarters and three 5-hour classes during one quarter.
b. Assistant Professor—40 credit hours per year of three quarters. In terms of 5-hour classes, this means that he will teach three classes during two quarters of the year and two classes during one quarter of the year.
c. Instructor—45 credit hours per year of three quarters. In terms of 6-hour classes, this means that he will teach three classes each quarter.
d. Assistants will teach according to the conditions under which they are employed. In some departments assistants are held responsible for instruction while in other departments they only assist in the laboratory or grade papers.

In some departments a considerable part of the instructor's time is devoted to the supervision of laboratory work. In some cases the instructors have been given additional hours of instruction on the theory that the supervision of laboratory work is not as difficult as classroom instruction. In all these cases the department has been consulted with reference to the additional hours to be required of the instructor. It is of course understood that an arbitrary assignment of instructor's time cannot be enforced rigidly. For instance, some instructors may be carrying on special research work which will justify the administrative officers in releasing them of the standard amount of classroom instruction. Although such conditions are realized, it has not been deemed wise to attempt to recognize them except in a few special cases in the preparation of this budget. It is thought that these cases should be dealt with by the administrative officers of the University and are not within the province of those who are responsible for this budget. Where there are well-established customs, as in the cases of the deans of the colleges, these have been recognized.

7. That one purpose of the preliminary budget is to serve as a basis of promotions and increases of salary, and consequently the budget is made on the basis of the salary schedule for the year 1921 and 1922. It is thought that, with the budget prepared on this basis, the administrative officers will be able to judge the promotions and increases which properly may be made.
the quarter, as shown by the budget of courses, it is possible to determine whether additional instruction must be provided, and if so, the amount of this instruction.

It is realized that it is impossible to avoid the making of errors in the preparation of the budget of instructor's time. It has been necessary to assume arbitrarily the quarters in which instructors will teach the maximum number of courses and the quarters in which they will carry the minimum load. The assumptions made may not be satisfactory to the instructors concerned. It is thought, however, the revisions which it will be necessary to make to suit the convenience of the instructors will not affect the final results shown, since the purpose of this budget is to show a comparison between the teaching hours required and the instruction available. Shifting of courses between instructors will not in any way affect the conclusions drawn from the budget. To illustrate: The budget may assume that Professor X will teach 15 hours a week during the first quarter and 10 hours a week during the second and third quarters. It may also assume that Professor Y will teach 10 hours a week during the first quarter, 15 hours a week during the second quarter, and 10 hours a week during the third quarter. Obviously, if Professor X desires to teach 15 hours during the second quarter, and Professor Y chooses to teach 15 hours during the first quarter, the net result will be the same. In other words, the purpose of the budget is to show the teaching possibilities of the department. It is the function of the head of the department by means of consultations with the members of his department to distribute the teaching requirements among the members of the department. It is suggested in Section III that this budget be revised by the different departments so that an exact statement of the teaching to be done by each member of the department will be available for the use of the head of the department and for the other administrative officers of the University.

FINANCIAL BUDGET BY QUARTERS

It is the purpose of this budget to show by quarters the estimated cost of teaching the schedule of courses shown by the budget of courses. In preparing this estimate the salary of each member of the department is distributed between the quarters. It has been necessary to assume the rank of the instructor who is to teach during the fourth quarter. In some cases it has been assumed that members of the regular staff would teach the courses given during the summer quarter. In some cases this assumption is based on the statements of the department that it expects certain instructors to teach during the summer quarter, and in other cases it is based on the fact that courses are offered during the summer which these instructors are accustomed to teach. It is very possible that some of the instructors who are scheduled to teach during the summer quarter will not desire to do so. It is thought, however, that the estimated cost of the summer quarter will not be vitally affected by this fact. For instance, if advanced courses are scheduled for the summer quarter, it has usually been assumed that one of the professors of the department would teach these courses. If this professor does not teach during the summer quarter, it is thought fair to assume that an instructor of professorial rank from some other institution will be obtained to teach these courses and that the cost of obtaining this instructor will be somewhat near the amount of the estimated salary of the member of the department. It is realized that this budget can only be approximately correct. The method by which it is to be revised is explained in Section III of this report.

COMPARATIVE BUDGET

This budget shows a comparison between the estimated cost of instruction for the years 1922-1923 and 1921-1922 as shown by the current budget. As previously explained, the statistics for the year 1922-1923 do not include increases in salary. The estimated increases are explained under “Notes and Comments.” In Section IV a summary by departments showing the total estimated increase of the year 1922-1923 over the year 1921-1922 is given.

NOTES AND COMMENTS

Under this heading are explained any changes proposed which it is thought may not be self-evident. In some cases the department has asked for increases which are not thought to be justified and which have not been given effect in the preparation of the budget. In these cases the differences between the request of the department and the budget are explained. A very few cases there is a difference between the estimates of the chairman of the four-quarter plan and those which are shown in the budget, and these differences exist, they are stated.

III. USE OF PRELIMINARY BUDGET FOR INSTRUCTION FOR THE YEAR BEGINNING JULY 1, 1923

DIVISION OF BUDGET SHEETS

It has been explained in Section II that there are possible errors in the budget of instructor's time. It is suggested that the chairman of the committee on the four-quarter plan, by means of consultations with the heads of departments and members of the departments, revise this budget for each department. It is thought that if this budget is made so that it will be exact, it will be of considerable service to the administrative officers of the university, and that it will be well worth while to devote sufficient time to its revision to secure the desired accuracy. After the budget of instructor's time has been revised, it is suggested that four copies of the budget sheets be prepared. These copies should be distributed to the following:

a. President of the University
b. Dean of the College
c. Head of the Department
d. Chairman of the four-quarter plan committee

It will undoubtedly be found during the coming year that it will be necessary to make changes in these preliminary sheets. It is suggested that the following procedure be enforced in the making of these changes:

1. That the head of the department recommend to the dean any changes which the department has determined are necessary.
2. That, if the request of the department is approved by the dean, he will forward it to the chairman of the committee on the four-quarter plan.
3. That the chairman of the committee on the four-quarter plan will transmit the report to the president, accompanied by a statement showing the estimated effect of the change on the financial budget. He will also indicate to the president his approval or disapproval of the proposed change with reasons therefor.

4. That, if the request of the department is approved by the president, he will report his approval to the chairman of the committee on the four-quarter plan who, in turn, will report to the dean of the college and the head of the department. After the request of the department has been approved by the president, the necessary revisions will be made on the budget sheets of the president, the dean of the college, the head of the department, and the chairman of the committee on the four-quarter plan.

It is thought very necessary that this formal procedure be enforced. Otherwise, many changes are apt to be made which will not be given effect on the various budget sheets, and consequently the value of these will be depreciated.

**Future Handling of the Budget**

Recommendations made under the preceding topic are intended to apply to the handling of the preliminary budget during the immediate future. If the recommendations made in Sections V of this report are adopted, all changes in the budget will be reported to the budget committee of the president and approved by it before they become effective.

**IV. Recommendations with Reference to Preparation of Future Budgets**

**The Budget**

In the budget administration of the University careful distinction should be made between the two budgets under which the University is operated:

1. The General Assembly Budget, and
2. The Board of Trustees or University Budget.

The principle source of income of the University is, of course, the appropriations made by the General Assembly of Ohio. The grants from the Federal Government are an important item in the University income, while the gifts from alumni and other private individuals should be of growing importance. Doubtless the General Assembly will always take into consideration the Federal grants and the gifts of individuals in fixing its own appropriations to the University and hence it may be proper to speak of the sources of income to the Board of Trustees as the General Assembly budget. Acting under the provisions of the State constitution, it is the custom of the General Assembly to make appropriations for biennial periods and it will be convenient to consider the sources of income to the Board of Trustees as a biennial budget.

Having received appropriations from the General Assembly for a biennial period, together with annual Federal grants and gifts from individuals, it is the practice of the Board of Trustees to make annual appropriations for the support of the departments and services of the University. Internal appropriations are usually thought of as the "University Budget" and hence the term "University Budget" is used in this report to refer to annual appropriations made by the Board of Trustees.

In the case of the General Assembly budget the Board of Trustees makes recommendations and on the basis of such recommendations receive appropriations for its use. In the case of the University budget the Board of Trustees receives requests and makes appropriations for the use of the department and services of the University. This fundamental distinction in the responsibility of the Board of Trustees as to the two budgets is the basis for the recommendation that the two budgets be kept entirely distinct, both in establishing a procedure for the preparation of each budget and in establishing a procedure for the administration of each budget and for accountability thereunder.

**Procedure for the Preparation of the General Assembly Budget**

Under Section 154-33 of the Civil Administrative Code of Ohio the Board of Trustees must submit its request to the General Assembly through the office of the State Director of Finance not later than the first day of November in the year preceding the regular session of the General Assembly. The dates recommended in the following procedure have been based on this requirement of law.

Under the by-laws of the University, the president is the executive officer of the Board of Trustees, charged with responsibility for the preparation of the University budget. The present by-laws of the Board of Trustees seem to be satisfactory in this particular and if they are continued permit no delega
tion of responsibility on the part of the president, although, obviously, the president must establish a procedure for securing adequate and prompt advice. The following procedure is recommended to this end:

1. Not later than August 1st of each year preceding the regular session of the General Assembly the Secretary and Business Manager should present to the president statements of the receipts and disbursements of the University for the fiscal year ending the preceding June 30th contrasted with the University budget for the second year of the biennium. These statements should be presented for each college, each department, and each branch of the administrative services.

2. Accompanying the financial statements indicated in (1), above, the business manager should present estimates of the requirements of the administrative services for each year of the next biennium.

3. The business manager may also properly be requested by the president to indicate the probable requirements of each college and department for each year of the next biennium, based upon statistics as to the development of the University during such past periods as the president may indicate. In making such preliminary estimates it should be distinctly understood that the business manager makes recommendations based upon conclusions arrived at from statistical studies rather than from any standpoint of educational policy.

4. Not later than September 15th the advisory staff of the president, acting as the president's budget committee, should review the data submitted by the business manager and revise the preliminary budget request from the standpoint of educational policies already agreed upon as such agreed educational policies affect the requirements for the next biennium.

5. The president should then be in a position, not later than September 15th, to submit a General Assembly budget statement from his office to each department showing the following information:
(s) Actual disbursements of the department for the preceding year.
(b) Budget for the department for the present year.
(c) Statistical estimate of departmental requirements for each year of the next biennium as prepared from statistical studies (as made by the office of the business manager).
(d) Estimates of additional requirements laid upon the department during each year of the next biennium as the result of agreed educational policies (as prepared by the staff officers of the president).

The head of the department receiving such a statement from the president should understand that all of the data given therein has been prepared merely for the information of the head of the department and for the departmental budget committee composed of members of the department of professorial rank.

(6) Not later than October 1st the head of the department should transmit the departmental recommendations as to General Assembly budget to the dean of the college. While the responsibility for making departmental budget estimates should rest upon the head of the department, he should consult the standing departmental budget committee so that each professor and assistant professor in the department will have full opportunity to make recommendations to the head of the department as to the financial requirements of the department for the next biennium. It is to be noted that such informal discussions can be held between the head of the department and members of the departmental budget committee before September 10th if it is thought that the period from September 10th to October 1st is not sufficient for full consideration by the departmental budget committee.

(7) On or before October 15th the dean of the college should transmit recommendations as to the college budget for the next biennium to the office of the president. The dean of the college should fully discuss his recommendations with the chairmen of departments in the college as the standing body of college budget committee.

While under this procedure full data will not reach the office of the dean before October 1st, it is to be noted that the office of the dean can be advised as to the financial situation of the University and that there can be no objection to informal discussions before October 1st of college requirements by the college budget committee. The requirements that the Board of Trustees must submit their request to the State Director of Finance on or before November 1st makes it imperative that the dean of each college and the college budget committee should finish their work on or before October 15th.

(8) The president of the University will thus receive the departmental and college requests on or before October 15th. Doubtless he will find it valuable to refer such requests back to the president's budget committee and to the business manager for consolidation into a series of requests covering the whole University.

(9) A special meeting of the Board of Trustees should be held before November 1st for the consideration of recommendations of the president as to requests to be laid before the General Assembly.

(10) On November 1st the secretary of the Board of Trustees should transmit the requests voted by the Board of Trustees to the State Department of Finance for inclusion in the State budget.

In the above statement of procedure no recommendations have been made as to the classification of accounts. Under the Civil Administrative Code, the classification of accounts is to be prescribed by the State Director of Finance so far as the State budget is concerned.

**ADMINISTRATION OF THE GENERAL ASSEMBLY BUDGET**

Receipts and disbursements by the university under Appropriation Acts of the General Assembly must be administered under requirements of general laws and also under the rules and regulations of the State Director of Finance.

It is one of the principal functions of the secretary and business manager of the University to acquaint the president and other officers of the University as to such State requirements. All of such State requirements can be administered by setting up the internal University budget so as to comply not only with the rules and regulations of the Board of Trustees but also with all State laws and all rules and regulations of the State Director of Finance.

**PROCEDURES IN THE PREPARATION OF THE UNIVERSITY BUDGET**

As the chief executive officer for the Board of Trustees, the president of the University is held responsible for the preparation of the annual internal University budget. In the preparation of the University budget, the president should have the benefit of advice not only from the staff officers but also from the dean, the heads of departments, and all members of the faculty of professorial rank. To this end, the following procedures are proposed for the preparation of the annual University budget:

(1) Before the 1st of March of each year the business manager should prepare a statement showing the expenditures of each department for the preceding year compared with an estimate of the expenditures of each department based upon the budget of the present year.

(2) The business manager should accompany this financial statement with an estimate of the requirements for the administrative services, including physical plant, for the next fiscal year.

(3) The business manager should accompany these statements with an estimate, in the case of each department, of the requirements for the next year based upon statistical studies of departmental growth and development.

(4) On March 1st of each year the president should refer the data thus prepared by the business manager to the staff officers comprising the president's budget committee. These officers should review the data and add to it an estimate of the requirements laid upon each department by new educational policies that have already been agreed upon as in effect for the next year. The first report of the president's budget committee to the president should reach the hands of the president not later than March 15th of each year.

(5) On March 15th the president should refer to each department the statements thus prepared by the business manager and the president's budget committee, together with any comments of his own as to funds likely to be available to the department for expansion during the next year.

(6) Not later than March 31st the head of each department should report to the dean of his college a statement of the departmental budget re-
requirements for the next year. In making this report the head of the department should consult, either formally or informally, with members of the departmental budget committee.

(7) Not later than May 1st the dean of the college should report to the president of the University the requirements of the college for the next year. In making this report, the dean of the college should consult, either formally or informally, the chairman of departments in the college or the college budget committee.

(8) During the month of May the president should refer the recommendations from the deans of colleges, and revised recommendations from the business manager as to the requirements of the administrative services, to the president's budget committee for advice as to the coordination of such requests into a unified budget program for the University.

(9) At the regular June meeting of the Board of Trustees the president should present his recommendations as to University budget.

(10) It is desirable that the budget of the University be adopted before July 1st of each year for the following urgent reasons:

(a) The University budget in its form should express the legal requirements of the laws of Ohio and of the rules and regulations of the State Department of Finance as to the accounts of the University. Hence, it is important that the budget should be adopted in advance of the beginning of new accounts, on July 1st of each year.

(b) The budget should be the authority for the president in making contracts with University personnel and it is important that this authority should be defined before the beginning of the academic year.

(c) Under the four-quarter plan the academic year of the University begins properly with the summer quarter, which should usually begin not later than June 20th. If the cost of the summer quarter from its beginning to July 1st is to be met out of the budget of the new year it is important that the budget should be passed on or before the beginning of the summer quarter so that the business manager may make all proper arrangements as to funding and accounting.

PRINCIPLES UNDERLYING PROPOSED BUDGET PROCEDURES

In each of the above budget procedures an attempt has been made to establish the following principles in university organization:

(1) The Board of Trustees is the legal authority for the University and hence all budget requests to the General Assembly and all distribution of Federal and State appropriations to the departments of the University should be made by definite action of the Board of Trustees.

(2) Budget making is the responsibility of the president of the University.

(3) The members of the faculty, through the departmental budget committee and the college budget committee, should have ample opportunity for recommendations as to budget requests.

(4) In making recommendations the faculty committees should have available statistical studies from the business office of the University showing

(a) Actual expenditures in past periods.

BUDGET OF UNIVERSITY COURSES

The budget of University courses as the basis for University budget making has already been discussed in this report in connection with the preliminary work done on the budget for personal services for the fiscal year beginning with the summer quarter of 1925.

In the exhibits prepared by the business manager and by the president's budget committee as aids to the heads of departments and deans of colleges, it is suggested that the budget of courses should be included as explanatory of the figures submitted for the budget of salaries. Two assumptions should be made by the business manager and by the president's budget committee in preparing such exhibits:

(1) That, where possible, it is desirable to have instructors of the regular staff released for one of the first three quarters of the regular year so that they may teach in the fourth quarter.

(2) And that the University rightly has some claim on the instructors' time throughout the year.

If these assumptions are accepted as fair, it is thought that it would be desirable to pay the faculty their salaries in twelve equal installments. This procedure will tend to emphasize the idea that the university employs the faculty for the full calendar year with the understanding that they are to be free from instruction during one quarter and that they may use this quarter for the benefit of the university in some other manner than by instruction.
Under these conditions the University can more easily enforce the require-
ment that some members of the faculty should not teach during one of the
first three quarters of the year and return for instruction during the fourth
quarter. In other words, the University should have the right to stipulate
during which quarter of the year the instructor will be excused from class-
room instruction. It is, of course, understood that if this requirement is en-
forced and the instructors are deprived of the opportunity of earning addi-
tional compensation during the summer months, their compensation should be
increased.

In the preparation of the budget of courses, the number of sections for
each course to be given should be stated. The estimated number of sections
should be based on the estimated attendance and the estimated number which
it is thought can be taught efficiently in the particular course. If these esti-
mates are to be of value, it will be necessary to control the number enrolled
in these courses. This will necessitate that when the desired number is en-
rolled in each section, further registration in this course will be prohibited.
The advisory officers should give thought to this matter and should have no
difficulty in recommending regulations. The registration of students and
preparation of the annual budget will be greatly facilitated if the numbering
of courses is worked out and put into effect which will indicate clearly the
fundamental courses, the advanced courses, and the graduate courses. It would
seem that this numbering should also indicate the sequence of courses. A
numbering of courses so as to indicate their classification will be especially
desirable if the staff organization proposed in our report is adopted.
THE OHIO STATE UNIVERSITY

RULES AND REGULATIONS
OF THE
FOUR-QUARTER PLAN

With Illustrations

October, 1924
RULES AND REGULATIONS of the FOUR-QUARTER PLAN

ELIGIBILITY

QUARTERS OF INSTRUCTION TO BE GIVEN

CONTRACTS

VACATION CREDITS
   Regular Vacation
   Extra Vacation

VACATION DEDITS

PAYMENTS OF SALARIES

INCREASES IN SALARIES

LEAVES OF ABSENCE

REIGNATIONS

TEACHERS' RETIREMENT SYSTEM

OATH OF ALLEGIANCE
RULES AND REGULATIONS OF THE FOUR-QUARTER PLAN
SALARIES AND VACATION CREDITS

ELIGIBILITY

All persons of the rank of Instructor or higher, who devote full time to teaching, shall automatically go on the Four-Quarter Plan and the Teachers’ Retirement System, unless exempted by special contract.

The Four-Quarter Plan, so far as time credit is concerned, shall not be applied to Deans, executive officers, and other employees, except full-time teaching engagements.

The title “Instructor” shall represent a status, because of the application of the Four-Quarter Plan and the Teachers’ Retirement System.

Before any person, other than a full-time teacher, may go on the Four-Quarter Plan the approval of the President must be secured.

QUARTERS OF INSTRUCTION TO BE GIVEN

Professors shall give instruction during three quarters of the year with a minimum of 12 hours per week or its equivalent.

Assistant Professors, associate Professors, and Instructors shall give instruction during three quarters of the year, the number of hours per week to be recommended by the department subject to the approval of the Dean and President.

The policy of the University is that service shall be given for three quarters with one quarter vacation. It should be clearly understood that any schedule other than three quarters is distinctly to the advantage of the individual. For the convenience of the Faculty, a plan is provided so that “Extra Vacation” may be earned.

CONTRACTS

All contracts for instruction shall be approved by the Board of Trustees prior to service, otherwise, no obligation against the University shall exist.

Each regular contract shall show the quarters in which the instruction is to be given, and also when the individual’s year begins. The individual’s year begins on the date on which his original appointment became effective.

For any schedule other than three quarters in an individual’s year, a special contract covering either “Extra Vacation” or “Extra Instruction” shall be approved by the Board of Trustees and signed by the individual before any obligation against the University shall exist.

A contract for “Extra Vacation” calls for vacation of one quarter in advance of being earned, which must be repaid either, in cash, or, by fourth-quarter instruction in a subsequent year.

A contract for “Extra Instruction” calls for fourth-quarter instruction for which either an accumulation of one quarter credit or two-thirds pro rata salary will be given.
VACATION CREDITS

REGULAR VACATION

Regular vacation is the quarter earned by teaching three full quarters in a year.
Regular vacation is not pro-rated and cannot be earned except upon the completion of three quarters’ teaching.
Regular vacation may be taken in any one of the four quarters subject to the approval of the President.
Regular vacation is paid for at the rate at which it was earned.

EXTRA VACATION

For the quarter in his year an individual may teach in addition to the three quarters as required, he receives, according as it may be arranged by the President, either an extra full vacation of one quarter or an extra two-thirds pro-rata salary.
Extra vacation is the quarter earned by teaching a fourth quarter.
Fourth-quarter instruction is defined as the quarter in an individual’s year in addition to the three quarters of instruction.
Extra vacation may be earned only by teaching three full quarters and an additional full fourth quarter.
No person shall accumulate more than two quarters extra vacation credit, at any one time.
At the times extra vacation credit is taken, salary is paid at the rate at which the vacation was earned, the most remote being paid first.

VACATION DEBITS

Upon the approval of the Board of Trustees, “Extra Vacation” may be taken in advance of being earned.
Extra vacation taken in advance must be repaid either, in cash, or by fourth-quarter instruction in a subsequent year.
Extra vacation taken in advance must be earned at the rate at which it was paid.

PAYMENTS OF SALARIES

All salaries shall be paid on a 12 months’ basis, except in case of special contracts.
Salaries of assistants, graduate assistants, and student assistants, and all temporary instruction, shall be regarded as special contracts. Payments will be made monthly for the quarters in which the service is rendered.
The monthly payment of salary shall begin with the date on which the appointment becomes effective.
All persons promoted from any lower rank to the rank of instructor or transferred from a special contract to a permanent contract, shall be deemed new appointments, and the monthly payment of salary shall begin with the date on which the appointment becomes effective.
Regular vacation is paid for at the rate at which it was earned.
Extra vacation is paid for at the rate at which it was earned.
The payment of salaries will be figured so that an individual, who has completed three quarters’ teaching, will be paid the amount that he has earned.

The earning for one quarter will be one third of k’s annual salary; for two quarters two-thirds of his annual salary; for three quarters three-thirds of his annual salary. In other words, after three quarters’ service have been given, a person receives for one quarter four months’ salary; for two quarters eight months; for three quarters, twelve months.

INCREASES IN SALARIES

Increases in salary, which are made on the Annual Budget, shall become effective at the beginning of the individual’s year.
In increases in salary, which are made during the year, shall become effective at the beginning of the quarter.
Increases in salaries shall not apply to either regular vacation or extra vacation which have been earned prior to the granting of the increase.
Increases in salary shall not apply to extra vacation taken in advance.

LEAVES OF ABSENCE

If an individual is granted a leave of absence, without salary, for one quarter it means that he will be off the pay roll for four months. For two quarters, eight months, and three quarters twelve months. In other words, leave of absence, without salary, are figured on the pro-rata basis.
Leaves of absence, with salary, may be taken after extra vacation has been earned or upon the approval of the Board of Trustees, after a contract for “Extra Vacation” has been signed.
No leaves of absence will be granted except those consistent with the rules of the Four-Quarter Plan.

RESIGNATIONS

A person, who resigns before three quarters’ instruction, in his year, have been given, will receive salary on a twelve months’ basis for the number of months taught. In other words, regular vacation credit, in case of resignation, is not provided.
In case of resignation where salary has been paid in advance of service rendered, due to the taking of regular vacation or extra vacation before being regularly enrolled, the final settlement shall require the refund to the University of all such advance payments.
A person who resigns with extra vacation credit will be paid for such extra vacation credit on a two-thirds pro-rata salary.
The University reserves the right to adjust on an equitable basis any exceptional cases not provided for under these rules.

TEACHERS’ RETIREMENT SYSTEM

All appointees, except those exempted prior to September, 1921, of the rank of instructor or higher, are required by law to enter the Teachers Retirement System. (See Section 7896-1 G. C.)
The Teachers’ Retirement System provides that each person shall contribute 4 per cent of his annual salary up to $300, which is deducted from his salary during the ten months from September to June. In addition, he shall
contribute one dollar each year to the expense fund. This is deducted in
September.

OATH OF ALLEGIANCE

Every teacher, before entering upon the discharge of his duties, shall
take an oath of allegiance which must be subscribed in writing before some
officer authorized to administer oaths, a copy of which writing shall be filed
with the Board of Trustees. This oath need be filed only once. (See Section
7812-2 G. C.)

CASES ILLUSTRATING RULES OF THE FOUR-QUARTER PLAN

Regular Vacation
Case No. 1. No increase in salary
Case No. 2. Increase in salary

Extra Vacation Credit of One Quarter
Case No. 3. No increase in salary
Case No. 4. Increase in salary

Extra Vacation Credit of Two Quarters
Case No. 5. No increase in salary
Case No. 6. Increase in salary
Case No. 7. Increase in salary—credit taken in two years
Case No. 8. Increase in salary—credit taken in one year

Extra Vacation Credit of Three Quarters
Extra Vacation Credit of One Quarter
Case No. 10. No increase in salary
Case No. 11. Increase in salary

Extra Instruction for Cash
Case No. 12. Payment made on two-thirds basis

Extra Vacation Credit of One Quarter
Leave of Absence, Without Salary, for One Quarter
Case No. 11. Payment made on basis of earnings

CASE No. 1—REGULAR VACATION—NO INCREASE IN SALARY

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6
### CASE No. 2—REGULAR VACATION—INCREASE IN SALARY

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</table>

#### Quarterly of service
- **Summer**: ×4 mos. 1000  
- **Autumn**: ×4 mos. 1200  
- **Winter**: ×4 mos. 1400  
- **Spring**: ×4 mos. 1600

#### Total earnings
- 12 mos. 2,400  
- 12 mos. 3,000  
- 12 mos. 3,600  
- 12 mos. 4,200

#### Balance at end of year
- **Vacation debt**:  
- **Vacation crdt.**:  

### CASE No. 3—EXTRA VACATION DEBT OF ONE QUARTER NO INCREASE IN SALARY

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<td>12 mos. 2,400</td>
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</tr>
</tbody>
</table>

#### Quarters of service
- **Summer**: ×4 mos. 800  
- **Autumn**: ×4 mos. 800  
- **Winter**: ×4 mos. 800  
- **Spring**: ×4 mos. 800

#### Total earnings
- 8 mos. 1,600  
- 12 mos. 2,400  
- 12 mos. 2,400  
- 16 mos. 3,200

#### Balance at end of year
- **Vacation debt**:  
- **Vacation crdt.**:  


### CASE No. 4—EXTRA VACATION DEBIT OF ONE QUARTER INCREASE IN SALARY

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<td>$2800</td>
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#### Payments

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<th>September</th>
<th>October</th>
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</table>

#### Total payments

- 12 mos. 2400
- 12 mos. 3000
- 12 mos. 3600
- 12 mos. 4200

### CASE No. 5—EXTRA VACATION CREDIT OF ONE QUARTER NO INCREASE IN SALARY

<table>
<thead>
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#### Payments

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<th>June</th>
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#### Total payments

- 12 mos. 2400
- 12 mos. 2400
- 12 mos. 2400
- 12 mos. 2400

### Expenses

#### Quarters of Service

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<tr>
<th>Quarter</th>
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<th>Winter</th>
<th>Spring</th>
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#### Total earnings

- 8 mos. 3800
- 16 mos. 3800
- 12 mos. 3800
- 12 mos. 4000

#### Balance at end of year

- Vacation debit 4 mos. 800
- Vacation credit 4 mos. 800
### CASE No. 6—EXTRA VACATION CREDIT OF ONE QUARTER

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**Quarters of service**
- Summer: 4 mos. 800
- Autumn: 4 mos. 800
- Winter: 4 mos. 800
- Spring: 4 mos. 800

**Total earnings**
- 16 mos. 3200
- 8 mos. 2000
- 12 mos. 3000
- 12 mos. 2000

**Balance at end of year**
- Vacation debit: 4 mos. 800
- Vacation credit: 4 mos. 800

### CASE No. 7—EXTRA VACATION CREDIT OF TWO QUARTERS

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</table>

**Quarters of service**
- Summer: 4 mos. 800
- Autumn: 4 mos. 800
- Winter: 4 mos. 800
- Spring: 4 mos. 800

**Total earnings**
- 16 mos. 3200
- 8 mos. 2000
- 4 mos. 800
- 8 mos. 800

**Balance at end of year**
- Vacation debit: 4 mos. 800
- Vacation credit: 8 mos. 1600
### Case No. 8—Extra Vacation Credit of Two Quarters
Credit to be Taken in Two Years—Increase in Salary

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<th>1926-1927</th>
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### Case No. 9—Extra Vacation Credit of Two Quarters
Credit to be Taken in One Year—Increase in Salary

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### CASE No. 10—EXTRA VACATION CREDIT OF ONE QUARTER

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<td>Vacation debit</td>
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### CASE No. 11—EXTRA VACATION DEBIT OF ONE QUARTER—INCREASE IN SALARY

<table>
<thead>
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<th>Year</th>
<th>1923-1924</th>
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<th>1925-1926</th>
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<tbody>
<tr>
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<td>July 1</td>
<td>July 1</td>
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<td>$3000</td>
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<td>$3000</td>
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<td>March</td>
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<td>April</td>
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<td>Quarters of service</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Summer</td>
<td>4 mos. 800</td>
<td>4 mos. 1000</td>
<td>4 mos. 1000</td>
<td>4 mos. 1500</td>
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<td>4 mos. 1200</td>
</tr>
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<td>4 mos. 1200</td>
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</tr>
<tr>
<td>Spring</td>
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<td>4 mos. 1000</td>
<td>4 mos. 1200</td>
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<tr>
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<td>Vacation debit</td>
<td>4 mos. 800</td>
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<td></td>
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</tr>
<tr>
<td>Vacation credit</td>
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**CASE No. 12—EXTRA INSTRUCTION FOR TWO-THIRDS CASH**

<table>
<thead>
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<th>1924-1925</th>
<th>1925-1926</th>
<th>1926-1927</th>
</tr>
</thead>
<tbody>
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<td>July 1</td>
<td>July 1</td>
<td>July 1</td>
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<tr>
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<td>$2,400</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$4,200</td>
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</tbody>
</table>

**Payments**

<table>
<thead>
<tr>
<th>Month</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
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<td>300</td>
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<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
<td>300</td>
</tr>
</tbody>
</table>

**Total payments**

| 12 mos. | 2400 | 12 mos. | 3000 | 12 mos. | 3000 | 12 mos. | 4200 |

**Extra payment (2/3 cash)**

| 303.33 | 800  |

**Quarters of service**

<table>
<thead>
<tr>
<th>Quarter</th>
<th>4 mos.</th>
<th>1200</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>4 mos.</td>
<td>800</td>
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<tr>
<td>Autumn</td>
<td>4 mos.</td>
<td>800</td>
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<tr>
<td>Winter</td>
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<td>800</td>
</tr>
<tr>
<td>Spring</td>
<td>4 mos.</td>
<td>800</td>
</tr>
</tbody>
</table>

**Total earnings**

| 12 mos. | 2033.33 | 12 mos. | 3000 | 12 mos. | 4400 | 12 mos. | 4200 |

**Balance at end of year**

| Vacation debit | | | | |

**Vacation credit**

---

**CASE No. 12—EXTRA VACATION CREDIT OF ONE QUARTER, LEAVE OF ABSENCE, WITHOUT SALARY, FOR ONE QUARTER**

<table>
<thead>
<tr>
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<th>1924-1925</th>
<th>1925-1926</th>
<th>1926-1927</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year begin</td>
<td>July 1</td>
<td>July 1</td>
<td>July 1</td>
<td>July 1</td>
</tr>
<tr>
<td>Annual rate</td>
<td>$2,400</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$4,200</td>
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</table>

**Payments**

<table>
<thead>
<tr>
<th>Month</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
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<th>June</th>
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<td>300</td>
<td>300</td>
<td>300</td>
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**Total payments**

| 12 mos. | 2400 | 8 mos. | 1200 | 12 mos. | 3000 | 12 mos. | 3000 |

**Quarters of service**

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<th>4 mos.</th>
<th>1200</th>
<th>4 mos.</th>
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<td>Summer</td>
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<td>800</td>
<td>4 mos.</td>
<td>1000</td>
<td>4 mos.</td>
<td>1200</td>
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<td>4 mos.</td>
<td>1200</td>
<td>4 mos.</td>
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<tr>
<td>Winter</td>
<td>4 mos.</td>
<td>800</td>
<td>4 mos.</td>
<td>1200</td>
<td>Leave without salary</td>
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<td>4 mos.</td>
<td>800</td>
<td>4 mos.</td>
<td>1956</td>
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</tbody>
</table>

**Total earnings**

| 16 mos. | 3200 | 4 mos. | 1000 | 12 mos. | 3000 | 12 mos. | 3000 |

**Balance at end of year**

| Vacation debit | | | | |

**Vacation credit**

<p>| 4 mos. | 500  |</p>
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<table>
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<th>Bal. end of year</th>
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</tr>
<tr>
<td>Year</td>
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<tr>
<td>------</td>
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<p>| Annual rate |</p>
<table>
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<tbody>
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<tr>
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| Total payments |
| Quarters service |
|                |

| Total earnings |
| Bal. end of year |
| Vacation debit |
| Vacation crdt. |

<table>
<thead>
<tr>
<th>Year</th>
<th>Year begins</th>
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</thead>
<tbody>
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<td></td>
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</table>

<p>| Annual rate |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
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<tr>
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</tbody>
</table>

| Total payments |
| Quarters service |
|                |

| Total earnings |
| Bal. end of year |
| Vacation debit |
| Vacation crdt. |

| 22 |

<p>| 23 |</p>
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<td></td>
</tr>
<tr>
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<tr>
<td>Vacation crdt.</td>
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</tbody>
</table>
A STUDY of the RELATIVE MERITS of the QUARTER and SEMESTER SYSTEMS

W. H. COWLEY

THE OHIO STATE UNIVERSITY
MAY, 1932
A STUDY of the RELATIVE MERITS of the QUARTER and SEMESTER SYSTEMS

Report of Faculty Committee
Approved by Faculty and Board of Trustees
of The Ohio State University

W. H. COWLEY

THE OHIO STATE UNIVERSITY
MAY, 1932
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INTRODUCTION

The following report is the result of an exhaustive study made at the Ohio State University to determine whether the quarter system should be retained or whether the semester system would make a better division of the scholastic year. For several years there had been somewhat of a divided opinion in the University as to the relative advantages of the two plans. A number, perhaps the majority of men of professional rank, had worked under both systems at this or other institutions. When in 1930 the question arose definitely in connection with the revision of the University rules the President appointed a committee composed of one representative from each college of the University to study the subject and report its findings to the University faculty. The committee was made up as follows:

Graduate School
W. E. Henderson, Professor of Chemistry

College of Agriculture
John L. Falconer, Chairman, Department of Rural Economics

College of Arts and Sciences
E. J. Seymour, Chairman, Department of Physiology

College of Commerce and Administration
Henry E. Hoagland, Professor of Business Organization

College of Dentistry
W. C. Graham, Professor of Dentistry

College of Education
W. W. Charters, Director, Bureau of Educational Research

College of Engineering
Thomas E. French, Chairman, Department of Engineering Drawing

College of Law
Clarence D. Laylin, Professor of Law

College of Medicine
F. L. Landacre, Chairman, Department of Anatomy

College of Pharmacy
C. M. Brown, Professor of Pharmacy; Secretary, College of Pharmacy

College of Veterinary Medicine
W. R. Hobbs, Associate Professor of Veterinary Medicine; Secretary, College of Veterinary Medicine

2
This committee attacked the problem with open mind. Personal opinions were not expressed and the chairman can say frankly that in the case of most of the members he did not know their individual preferences.

Dr. Charters, member from the College of Education, offered to the committee the services of the Bureau of Educational Research. This not only gave a corps of trained clerical help but brought to the committee Dr. W. H. Cowley of the Bureau as investigator, and it is to him with his experience in research problems and unlimited capacity for work that all the credit for this report is due. As introductory to the report, Dr. Cowley has written a chapter on the history of the American college calendar, a subject which, to our knowledge, has not been written upon before this time.

In the method of procedure of investigating the problem the first step was to obtain from each member of the faculty a statement of all his arguments for and against both systems. After the analysis of these statements the outline given in Chapter II of the report was evolved. With this outline of research drawn up and approved by the committee, statistics of various sorts were compiled, including those covering the experience of the University while on the semester plan as compared with the present plan, and the necessary questionnaires prepared. Tabulated results are included in the report as of interest in indicating the reasons for the conclusions and recommendations of the committee.

The final report was made to the faculty in June, 1931, and the recommendation to continue on the quarter system was adopted almost unanimously. This study resolved the situation and settled the problem for the Ohio State University. It is published in this form on account of the many inquiries which have come to the committee, confirming the thought that it has material significance and value as a contribution to the literature on the administration of higher education.

THOMAS E. FRENCH
Chairman of the Committee.

CHAPTER I

THE HISTORY OF THE AMERICAN COLLEGE CALENDAR

Since the founding of the first American college in 1636, four varieties of academic calendars have been at various times in vogue in American colleges and universities: the four-term system, the three-term system, the two-term or semester system, and the quarter system. It might be supposed that after three centuries of experimentation one of these four methods of organization of the college year would have emerged as superior to the others, but the ideal calendar, strangely enough, continues in not a few institutions to be a moot and perplexing problem.

A recent writer has demonstrated that during the past few years the changes to and from the quarter and semester plans have been numerous and frequent. Nor is there any reason to believe at the present writing that the shifts from one plan to the other will cease. Where there is dissatisfaction, change is likely to follow. At the present writing between a dozen and a score of colleges and universities have faculty committees studying the relative merits of both plans for their institutions. Among these Ohio State University has recently been numbered. Since 1922 the University has been on the quarter plan, but a formidable group of the faculties have been anxious to return to the semester plan. The proponents of both plans have been almost equally divided and equally insistent upon the merits of one or the other of the two methods of organization. To resolve the situation President W. F. Rightmire in the spring of 1930 appointed a faculty committee to study the relative merits of both plans. The committee, consisting of a representative from each of the ten colleges of the University, worked under the chairmanship of Professor Thomas E. French for more than a year appraising the alleged superiorities of each method of organization. In presenting the findings of that committee in this monograph, the value of historic perspective seems to the writer to be obvious. He has, therefore, brought together information concerning the history of the four types of calendars that have at various times been in effect in American colleges.

The Four-Term System

During the colonial period Oxford and Cambridge furnished the patterns for American educators. All the educated men among the colonists were Oxford and Cambridge bred, among them Henry Dunster, the first president of Harvard, who had been educated at Magdalen College, Cambridge. In organizing Harvard it was of course natural that English precedents should be followed, and Harvard, therefore, opened in 1638 with a four-term plan, the terms denominated, as in England, as Trinity, Easter, Trinity, and Michaelmas. The academic year began with the Trinity quarter. It was usual for students to take their longest vacations in the winter; first, because they could keep warmer at home than in the draughty colleges, and second, because they could then pick up opportunities to earn money by teaching school. As at both Cambridge and Oxford the terms were, however, largely for fiscal purposes, and vacations were in general irregular and almost entirely matters of personal arrangement.

In time the English universities divided their terms into periods of six weeks each, but records concerning the administration of the Harvard four-term plan are not available until 1766 when the terms varied in length from eight to ten weeks. Commencement came in the middle of July followed by a vacation of four weeks. The College reopened in the middle of August for a term which lasted until the third Wednesday in October. After a vacation of two weeks, the second term started and ran through Christmas until the first Wednesday in January when the long five-week winter vacation began. In the middle of February the college reconvened and stayed in session until the second Wednesday in April to be followed by a spring vacation of two weeks. About May first the students returned to remain until commencement in the middle of July.

The four-term plan continued at Harvard from its founding until 1801 when the faculty adopted a three-term system. It seems incredible that Harvard's calendar did not influence the calendars of other colonial colleges, but a careful search through the early histories of most of the colleges founded in the seventeenth and eighteenth centuries has failed to turn up a single other college organized as was Harvard. It is interesting, however, to observe that the four-term or quarter system, generally supposed to be relatively new in American higher education, is actually our oldest method of calendar organization, lasting at Harvard for 140 years from its date of founding.

The writer is indebted to Professor S. K. Morsen of Harvard for most of this data about the early Harvard.

The Three-Term Plan

The origin of the three-term plan is unfortunately lost in obscurity. It seems to have been introduced into the American college at the time of the founding of William and Mary in 1693, but the first recorded date for the plan is 1708 when the following paragraph appeared in the statutes of the College of William and Mary:

"Let there be Three Terms for opening of Grammar and the Indian School. Let Hilary Term begin with the First Monday after Epiphany, and end on Saturday before Palm-Sunday. Let Easter Term begin on Monday after the First Sunday before Whitsunday. Let Trinity Term begin on Monday after Trinity Sunday; and end on the Sixteenth Day of December. Let the other Schools observe the same Terms; except only, that to the Philosophy and Divinity Schools we grant Vacation from St. James' Day to St. Luke's."

Table I

<table>
<thead>
<tr>
<th>Name</th>
<th>Four-term or Quarter System</th>
<th>Three-term System</th>
<th>Two-term or Semester System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harvard University</td>
<td>1650-1801</td>
<td>1810-1839</td>
<td>1839-</td>
</tr>
<tr>
<td>College of William and Mary</td>
<td>1822-1824</td>
<td>1823-1876</td>
<td>1876-</td>
</tr>
<tr>
<td>Yale University</td>
<td>1823-1876</td>
<td>1876-</td>
<td>1876-</td>
</tr>
<tr>
<td>Princeton University</td>
<td>1824-1899</td>
<td>1899-</td>
<td>1899-</td>
</tr>
<tr>
<td>Dartmouth College</td>
<td>1819-1819</td>
<td>1819-</td>
<td>1819-</td>
</tr>
<tr>
<td>University of Michigan</td>
<td>1844-1856</td>
<td>1856-</td>
<td>1856-</td>
</tr>
<tr>
<td>University of Wisconsin</td>
<td>1856-1895</td>
<td>1895-</td>
<td>1895-</td>
</tr>
<tr>
<td>University of Illinois</td>
<td>1819-1819</td>
<td>1819-</td>
<td>1819-</td>
</tr>
<tr>
<td>University of Minnesota</td>
<td>1815-1819</td>
<td>1819-</td>
<td>1819-</td>
</tr>
<tr>
<td>Ohio State University</td>
<td>1825-1825</td>
<td>1825-</td>
<td>1825-</td>
</tr>
</tbody>
</table>

1 Date of founding or first instruction.
2 No date certain.
3 Earlier date not available.
4 See Table IV.

Whatever the reason for the adoption of the three-term plan at William and Mary, it became the dominant method of calendar organization during the eighteenth and nineteenth centuries. All the pre-revolutionary, privately endowed institutions in the East were on the three-term plan for many years with the possible exception of Columbia, information about whose sessions seems not to be available. When the middle-western state universities came

to be organized in the middle of the nineteenth century, they too began with the three-term plan, and in the majority of cases they continued with that method of organization almost until the beginning of the twentieth century. These facts are put in tabular form for easy reference in Table I.

The popularity of the three-term plan seems best explained by the fact that an appreciable percentage of the students in the early American college spent part of the year teaching school. Because children were needed on the farm during the spring, summer, and autumn months, they were able to attend school only during the winter months; and the college calendar shaped itself to provide teachers for the numerous rural schools that had been growing up throughout the country. The more populous the rural districts grew, the more necessary became the teaching service of college students during the winter. This seems to explain why Harvard changed from four terms to three terms in 1801. Under the four-term scheme of organization, the winter vacation lasted five weeks, but under the three-term plan, an eight-weeks vacation was provided. All of the historians of the early American colleges lay particular stress upon the significance in the life of the colleges of the teaching done by their students during the winter months. This fact coupled with the lengthening of the winter term seems to be the most reasonable explanation for the spread of the three-term system. The idea obviously took root because it fitted best into the economy of the times.

The Two-Term or Semester System

Three factors seem to have contributed to the abandonment of the three-term plan and the adoption of the two-term or semester system:

1. The decline of students teaching during the winter months.
2. The desire or need to equalize the length of the terms.
3. The influence of German educational thought.

The Decline of Student Teaching During the Winter Months: It will be observed by referring again to Table I that the two-term or semester system seems to have originated at Princeton in 1823, to have been taken up soon thereafter by Harvard in 1829, and to have been adopted by other institutions at various times up until the beginning of the twentieth century. In every instance there seems to be a close relationship between the date of the establishment of the two-term plan and the development of secondary schools in the vicinity. On the Eastern seaboard, for example, and especially in New England, Latin Schools had existed from the earliest days of

the colonies, and in about the middle of the eighteenth century numerous academies with English rather than Latin emphasis grew up. From these schools many graduates entered the colleges, but many other graduates went directly into school teaching. The growth of the number of these latter seems to explain why fewer college students were needed to teach in the rural districts during the winter months.

Along with the development of academies, normal schools were introduced about 1840. As the result of the visit of a Dr. Julius from Hamburg, Germany, state-supported normal schools were established. Dr. Julius talked in 1835 before the Massachusetts Legislature describing the Prussian system of teacher training, and his dissertation proved so effective that four years later the State founded the first American normal school at Lexington, Massachusetts. The same year another normal school opened its doors at Barre, and the next year a third at Bridgewater. The movement spread rapidly to New York State, to Connecticut, and in 1849, to Michigan. By 1860 twelve publicly supported normal schools had been established in nine states along with six private normal schools.

Meanwhile in 1821, Boston founded the first American high school, and in 1827 Massachusetts enacted a law requiring the establishment of a high school in every town of five hundred families or over. The high school movement spread rapidly to other states with the result that by the middle of the nineteenth century four types of institutions were training teachers for American schools: academies, high schools, normal schools, and colleges. This development obviously reduced the demand for college students to teach during the winter months and seems to have been the major reason for the abandonment of the three-term plan and the adoption of the two-term or semester system. The movement began on the Eastern seaboard and moved across the country with the spread of public education. As the high school and normal school movement spread westward, the middle-western institutions were also relieved of the necessity of training teachers for mid-winter teaching in the schools, which explains the later inauguration of the two-term plan in the states of Michigan, Wisconsin, Illinois, Ohio, and Minnesota.

Desire or Need to Equalize the Length of the Terms: By referring to Table II entitled “A Summary of the Harvard Calendar” it will be observed that in 1825 Harvard adopted a new three-term calendar which eliminated the long winter term and substituted in its place a two-weeks vacation at Christmas. This reorganization upset the length of the terms which had from 1801 until that time been
The Influence of German Educational Thought: Up until about 1825 all the important influences upon American education came from England and France, but about that time German influences began to creep in and in time developed into major proportions. To the visit of Dr. Julius of Hamburg reference has already been made, but more important than that gentleman’s advocacy of a state teacher-training program before the Massachusetts Legislature were the influence of Americans educated in German universities and the simultaneous appearance of several books discussing German educational thinking and school organization.

In 1819 Edward Everett, a graduate of Harvard in 1811, earned his Ph.D. at Göttingen, the first American to be awarded that degree. His subsequent and almost immediate success as an orator and statesman gave vogue to German graduate work, and the stream of American students to Germany grew with the years. The effect of these German-trained Americans upon education in the United States has been of tremendous significance. Every department of our educational thinking has been affected, among the rest our calendar organization.

Of equal importance with these returned graduate students from Germany in the first half of the nineteenth century were several volumes describing German educational thinking and administration. Early in the century Madame de Staël wrote her “Germany.” In 1829 John Griscom’s book “A Year in Europe” appeared followed in 1837 by Calvin E. Stowe’s “Report of Elementary Education in Europe” and in 1839 by Alexander Dallas Bache’s more extensive report. Perhaps the most important book of all, from the point of view of higher education, however, made its appearance in America as a translation from the French of M. Victor Cousin’s “Report on the State of Public Instruction in Prussia” made to the French Minister of Public Instruction and Ecclesiastical Affairs in 1831.

M. Cousin’s book found many readers in the United States but none more interested than Dr. Henry Philip Tappan, the first president of the University of Michigan. Dr. Tappan had graduated from Union College and had then become a clergyman, accepting a pastorate in New York City. He had, however, traveled somewhat in Germany, and upon his educational philosophy his German observations and especially the book of M. Cousins had tremendous influence. Soon after accepting the presidency of the University of Michigan, he referred in the first catalog of that institution to the Prussian educational system as “what is acknowledged to be the most perfect educational system in the world.” With this conviction of the superioriy of the German educational ideology Dr.
from twelve to thirteen weeks in length. With the adoption of the new calendar in 1825, the new terms were 12, 13, and 17 weeks long respectively. One can imagine the havoc that such an inequality of terms played with course organization, and certainly the

<p>| Table II |
| SUMMARY OF THE HARVARD CALENDAR |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Phase</th>
<th>Term</th>
<th>Terms after the plan in effect</th>
<th>Unusual</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1870-71</td>
<td>Fall</td>
<td>First-term</td>
<td>Four</td>
<td>Four weeks after the plan in effect</td>
<td>Irregular</td>
</tr>
<tr>
<td>1871-72</td>
<td>Winter</td>
<td>Second-term</td>
<td>Four</td>
<td>Four weeks after the plan in effect</td>
<td>Irregular</td>
</tr>
<tr>
<td>1872-73</td>
<td>Spring</td>
<td>Third-term</td>
<td>Four</td>
<td>Four weeks after the plan in effect</td>
<td>Irregular</td>
</tr>
<tr>
<td>1873-74</td>
<td>Fall</td>
<td>Fourth-term</td>
<td>Four</td>
<td>Four weeks after the plan in effect</td>
<td>Irregular</td>
</tr>
</tbody>
</table>

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Tappan made every effort to transplant the Prussian system to the University of Michigan and in fact to the educational program of the entire state. Thus Michigan in 1856 changed from the English three-term plan to the German semester plan, and for the first time in American education we find the introduction of the word "semester" in place of the word "term." From Michigan the word spread until today it is perhaps the most characteristic designation of the calendar unit used in the United States. It is interesting to note, however, that its use is comparatively recent and by no means universal. Harvard, Princeton, Yale, and Columbia still refer to their calendar divisions as "terms," and nowhere in their literature is the word "semester" used.

The Quarter System

It seems to be universally agreed that the quarter system, as we know it today, originated at the University of Chicago at the time of its founding in 1892. The fertile administrative brain of William Rainey Harper had conceived of a half-dozen striking plans for his new institution which included the junior college, a university press, a correspondence or home study department, and the quarter system.

As far as the present writer has been able to discover, the four-term plan died out completely when Harvard abandoned it in 1891. It is therefore interesting to speculate upon how President Harper developed the four-quarter idea. One explanation would be that he had read extensively in the history of higher education in America, but the explanation does not seem to be tenable. The tremendous weight of responsibility which Dr. Harper had in several directions more than likely precluded his doing the detailed sort of reading in the history of Harvard which the discovery of the four-term plan at Cambridge would have made necessary. That President Harper had read of the Harvard four-term plan would be an acceptable theory, however, were there not immediately at hand a much more plausible explanation.

Two factors seem to have combined in the experience of President Harper to give birth to the four-quarter plan. The first of these was his experience with the three-term plan at Muskingum College during his undergraduate years. The second was his experience with summer schools. The first summer school in the United States seems to have been sponsored by Harvard University in 1869. A member of the department of geology of Harvard conceived the idea of arranging a summer course in that science which could take him and his students to Colorado to study geological structures first hand. The summer-school idea spread rapidly (see Table III) and in 1874 two prominent Methodists, Lewis Miller and John H. Vincent, organized the first Chautauqua at Chautauqua Lake, New York. The Chautauqua, combining religious and educational motifs, took the country by storm, and during its early years William Rainey Harper became associated with it as principal in charge of the educational work. This position he retained for fourteen years, the last few of which he held after his acceptance of the presidency of Chicago.

The importance of Dr. Harper's Chautauqua experience cannot be overlooked in discussing the history of the quarter system. The idea of a summer quarter more than likely evolved as a result of his experience at Chautauqua. It is also reasonable to suppose that he recalled his years as a student under the three-term plan at
Muskingum and combined the two ideas to produce the University of Chicago four-quarter plan. The influence of the University of Chicago upon the calendars of other institutions has been important, but an equally important explanation of the spread of the quarter plan is the World War. It will be recalled that in 1917 the Council of National Defense, anxious to utilize the plants and equipment of the colleges in the training of officers, called representatives of nearly two hundred colleges to Washington. This group recommended that colleges and universities should modify their programs "to utilize most profitably the present time of the students, and the institutional plant and equipment." It specifically recommended that the colleges should "consider the advisability of dividing the year into four quarters of approximately twelve weeks each." As a result of this recommendation, a large number of colleges transferred over to the quarter plan immediately, and some have remained on the quarter plan ever since. The majority of institutions returned to the semester plan at the end of the war, but nothing has given the quarter plan more emphasis than its war-time approval by the United States Government.

Ohio State University has been among the institutions influenced by the post-war discussion of the college calendar. Its calendar history is summarized in Table IV. The publication of this monograph is of course testimony to the fact that the quarter plan method of organizing the university calendar has not been entirely satisfactory. The committee appointed by President Rightmire, however, has studied the relative merits of both the semester and quarter plans and finds that for Ohio State University the quarter plan is the more desirable.

It should be emphasized that the findings of the investigation herein reported relate only to Ohio State University. They should not be interpreted as applying to other institutions although the conclusions reached will perhaps be suggestive to other faculties.

### CHAPTER II

**THE PROBLEM AND THE METHOD OF INVESTIGATION**

Six major problems have been investigated in this study of the relative merits of the quarter and semester systems for Ohio State University:

1. The Quality of Instruction: Which plan is better from the point of view of the quality of instruction?
2. The Effectiveness of Examinations: Which plan makes possible more effective examinations?
3. The Better Plan for the Student Body: Which plan has more advantages for the student body?
4. The Better Plan for the Instructional Staff: Which plan has more advantages for the instructional staff?
5. Administrative Efficiency: Which plan is administratively more efficient?
6. The Success and Quality of the Summer Session: Which plan lends itself better to the success and quality of the summer session?

One hundred and five sub-problems were set up for study. Fifty-five involved the collection of factual material from the records of the University, and fifty were investigated by questionnaire. All of these problems are listed in the outline of research agreed upon by the investigating committee in the spring of 1933. The number of people filling out questionnaires for the investigation was as follows:

- Members of the faculty: 550
- Graduate students who have studied under both systems: 37
- Professional students (Law, Medicine, and Dentistry) who have studied under both systems: 23
- Undergraduates who have studied under both systems: 350

In addition a questionnaire was filled out by 519 students, representing a cross-section of the student body, including graduates, professional students, and undergraduates from all colleges, all of whom had studied under the quarter system only. The answers indicate that the present student body by a large majority prefers to work under the quarter system. See Table V in the Appendix.

In order to put the problem in perspective, the outline of research agreed upon by the committee at the beginning of this work is hereewith printed in toto.
It should be pointed out that while one-half of the study has been conducted entirely objectively, the other half has of necessity been carried on through questionnaires. This arrangement was unfortunately inevitable since objective techniques either were too expensive to employ or were not available.

THE OUTLINE OF THE INVESTIGATION

PROBLEM ONE: THE QUALITY OF INSTRUCTION

STATEMENT OF THE PROBLEM: Which plan is better from the point of view of the quality of instruction?

1.1 The Problem of the Intensity of Instruction: Method of Investigation.
Which are superior, short intensive quarter courses or longer less intensive semester courses?
1.11 From the point of view of reflective thinking?
   1.111 Elementary courses
   1.112 Advanced courses
   1.113 Graduate courses
1.12 From the point of view of student application?
   1.121 Elementary courses
   1.122 Advanced courses
   1.123 Graduate courses
1.13 From the point of view of mastery of subject matter?
   1.131 Elementary courses
   1.132 Advanced courses
   1.133 Graduate courses

1.2 The Problem of Course Contents: Which system gives the better instructional unit?
1.21 What are the instructional units under each system in the several colleges and for the various classes?
   1.211 Number of 5 hour courses?
   1.212 Number of 4 hour courses?
   1.213 Number of 3 hour courses?
   1.214 Number of 2 hour courses?
   1.215 Number of 1 hour courses?
1.22 What are the instructional units at several prominent semester and several prominent quarter institutions?
1.23 Which system gives the better instructional unit?
   1.231 For elementary courses?
   1.232 For advanced undergraduate courses?
   1.233 For graduate courses?

1.3 The Problem of the Number of Courses Carried: Method of Investigation.
Is it better for students to carry 3 and 4 courses under the quarter system or 6 and 7 courses under the semester system?
1.31 How many courses are carried at a time under each system?
   1.311 At Ohio State and under semester system when in force?
   1.312 At several prominent quarter institutions?
1.32 Disregarding the length of the term and the number of hours of work per week, what is thought to be the most desirable number of courses to be carried at one time?
   1.321 For freshmen?
   1.322 For sophomores?
   1.323 For juniors?
   1.324 For seniors?
   1.325 For graduate students?

1.4 The Problem of Instructional Time: Under which system is there the maximum time for instruction?
1.41 How many instructional days are there during three quarters?
1.42 How many instructional days are there during two semesters?
1.43 Does it take more time to get under way at the beginning of a semester than at the beginning of a quarter?
1.44 Are quarters of unequal length?
1.45 Are semesters of unequal length?

1.5 The Problem of Collateral Problems and Readings: Method of Investigation.
Is one system superior to the other from the point of view of collateral course work?
1.51 Is there a difference in the availability of books at the libraries under either system?
1.52 Is work too hurried under the quarter system?
1.53 Is work spread out too thin under the semester system?

Method of Investigation.

Collection of facts

Method of Investigation.

Collection of facts

Method of Investigation.

Collection of facts

Method of Investigation.

Collection of facts

Method of Investigation.

Judgment of librarians
1.53 Is more collateral reading done under one system than under the other?
1.54 Can students do more supplementary reading under one system than under the other?
1.55 Can students write more and better papers under one system than under the other?
1.6 The Problem of the Effect of Vacations on Instruction: Do vacations under either plan interfere with instruction?
1.61 Does the Christmas break seriously interfere with the effectiveness of January work under the semester system?
1.62 Do students prefer to have examinations over before Christmas or to have them after they return from their holiday?
1.63 Are vacations after terms necessary?
1.7 The Problem of Course Offerings: Which system permits the best organization of course offerings?
1.71 Are courses offered more frequently under the quarter system than under the semester system?
1.72 How does registration vary in the same courses in different quarters?
1.73 Is it easier to plan course offerings under each system?
1.74 How is it determined how often courses should be offered?
1.8 The Problem of Student-Instructor Relationship: Is one system better than the other from the point of view of student-instructor relationships?
1.8 Under the quarter system is it more difficult for instructors and students to know one another than under the semester?

**Problem Two: The Effectiveness of Examinations**

**Statement of the Problem:** Which plan makes possible more effective examinations?

2.1 The Problem of the Length of the Final Examination Period: Which system gives the more desirable final examination period as to length?
2.11 The Quarter System Examination Period:
2.111 How long an examination period does the quarter system give?
2.112 Is the quarter examination period too short?
2.113 How are examinations distributed by days under the quarter system?
2.114 Are examinations too crowded together under the quarter system?
2.12 The Semester System Examination Period:
2.121 How long an examination period does the semester system give?
2.122 Is the semester system period too long?
2.123 How are examinations distributed by days under the semester system?
2.124 Are examinations spread out too much under the semester system?
2.2 The Problem of the Frequency of Final Examination Periods: Which system gives the more desirable final examination period as to frequency?
2.21 Do final examinations come too frequently under the quarter system?
2.22 Do final examinations come too seldom under the semester system?
2.3 The Problem of the Number of Final Examination Periods: Which system gives the more desirable number of final examination periods?
2.31 Are three final examination periods during an academic year too severe a strain upon students?
2.32 Are three final examination periods too burdensome for the faculty?
2.4 The Problem of the Length of Individual Examinations: Which system gives the more desirable time allotment for individual examinations?
2.41 What is the usual length of quarter examinations?
2.42 What can the statisticians say about the most desirable length of an examination of the work of a quarter?
2.43 What is the usual length of semester examinations?
2.44 What can the statisticians say about the most desirable length of an examination of the work of a semester?
2.5 The Problem of the Educational Value of Examinations: Under which system do examinations have the more educational value?
2.51 Do students work harder and more consistently when they see quarterly examinations directly ahead of them than under the longer semester system?
2.52 Does the semester system give the student a better opportunity to review and to see a course in perspective?
Problem Three: Advantages for the Student Body

Statement of the Problem: Which plan has more advantages for the student body?

3.1 The Problem of the Working Load: Which do students who have worked under both systems prefer: the compact working load of the quarter system or the less compact working load of the semester system? This problem seems not to have any subdivisions. It may best be studied, apparently, by the questionnaire method.

3.2 The Problem of the Number of Opportunities to Enter and Re-enter the University: Are the larger number of opportunities to enter and re-enter the University advantageous to individuals seeking entrance? Method of Investigation

3.21 How many students enter the University at the beginning of the various quarters?
3.22 How many students re-enter the University at the beginning of the various quarters?
3.23 Those who failed out previously?
3.24 Those who dropped out of their own accord?
3.25 Are transfers fewer under the quarter system?
3.26 When and how numerous do students in the various colleges drop out for one or two quarters?
3.27 How many freshmen enter the University immediately after high-school graduation under the quarter system?
3.28 How many freshmen enter the University immediately after high-school graduation under the semester system?

3.3 The Flexibility of Schedule Making: Is either system more flexible for students in scheduling their courses?
3.31 How soon after failing do students repeat courses under the quarter system?
3.32 Do students who have studied under both systems feel that there is more flexibility under one system than the other?

3.4 The Problem of the Frequency of Conventions: Are frequent conventions advantageous to graduate students?
3.41 From the point of view of employment?
3.42 From the point of view of securing degrees sooner?

3.5 The Problem of the Length of the Student's Courses: What proportion of the student body studies through four successive quarters, thus reducing the length of their course?

3.51 What proportion of the student body studies through four successive quarters, thus reducing the length of their course?
3.52 What proportion of the professional school student bodies study elsewhere during the summer?

3.6 The Problem of the Self-Supporting Student: Which system is better for students earning their college expenses?

3.61 Question 3.34 bears upon this problem, and its data should be used here.

3.7 The Problem of the Payment of Fees: Which system is better for students and their parents in the matter of the payment of fees?

3.71 Question (3.5) should also be asked in the questionnaire for students. This problem seems not to have any subdivisions. It will be provided for on the questionnaire.

Problem Four: Advantages for the Instructional Staff

Statement of the Problem: Which plan has more advantages for the instructional staff?

4.1 The Problem of the Working Load: Which system gives the most desirable working load?

4.2 Does the frequency of class meetings under the quarter system influence an instructor’s teaching effectiveness?

4.2 The Problem of the Availability of Extra Time Off: Is it easier to obtain extra time off under the quarter system?
4.31 How large is the demand for six-month leave?
4.32 What is the status of the sabbatical leave under both systems?

4.3 The Problem of the Opportunity for Research: Which system gives the better opportunity to undertake research while in residence?

4.4 The Problem of the Opportunity for Study: Which system gives the better opportunity to study and teach elsewhere?

4.41 What proportion of the student body studies through four successive quarters, thus reducing the length of their course? Collection of facts
4.52 What proportion of the professional school student bodies study elsewhere during the summer? Questionnaire

4.5 The Problem of the Payment of Fees: Which system is better for students and their parents in the matter of the payment of fees?

4.51 Question (3.5) should also be asked in the questionnaire for students. This problem seems not to have any subdivisions. It will be provided for on the questionnaire.

4.6 The Problem of the Self-Supporting Student: Which system is better for students earning their college expenses?

4.61 Question 3.34 bears upon this problem, and its data should be used here.

4.7 The Problem of the Length of the Student's Courses: What proportion of the student body studies through four successive quarters, thus reducing the length of their course?

4.71 What proportion of the student body studies through four successive quarters, thus reducing the length of their course?

4.72 What proportion of the professional school student bodies study elsewhere during the summer?

4.8 The Problem of the Payment of Fees: Which system is better for students and their parents in the matter of the payment of fees?

4.81 Question (3.5) should also be asked in the questionnaire for students. This problem seems not to have any subdivisions. It will be provided for on the questionnaire.

4.9 The Problem of the Opportunity for Study: Which system gives the better opportunity to study and teach elsewhere?
This problem seems not to have any subdivisions. It will be asked in the questionnaire.

4.5 The Problem of the Amount of Clerical Work Required of the Faculty: Which system requires the lesser amount of clerical work of the faculty? This problem seems not to have any subdivisions. It will be asked in the questionnaire.

PROBLEM FIVE: ADMINISTRATIVE EFFICIENCY

STATEMENT OF THE PROBLEM: Which plan is administratively more efficient?

4.1 The Problem of the Use of the University Plant: Under which system is the University plant used more nearly up to capacity?

4.11 What is the total number of days the plant is in operation under the quarter plan?

4.12 What is the total number of days the plant is in operation under the semester plan?

4.2 The Problem of the Availability of Instructional Personnel: Does other system make available a larger number of instructors?

4.21 Are extra instructors available under the quarter system who would not be available under the semester system?

4.22 Does the quarter system make it difficult to secure the services of visiting instructors from other institutions?

4.3 The Problem of the Uniformity of Staff Appointments: Would the semester system make it possible to do away with the inequalities which arise from the appointment of members of the instructional staff on a nine months’ basis and research and extension workers on a twelve month’s basis? This problem seems not to have any subdivisions.

4.4 The Problem of Agreement with Other Institutions: Is it desirable that Ohio State University should be organized as other comparable institutions?

4.41 How are other state universities organized?

4.42 How are the Ohio colleges organized?

4.43 Is it a disadvantage to be on the quarter plan while so many other institutions are on the semester plan?

5.5 The Problem of the Efficiency of Academic Department Offices: Does either plan make for larger efficiency in department offices?

5.51 Do department heads have a heavier administrative burden under the quarter plan?

5.52 Do they consider this undesirable?

5.53 Does the quarter system require more clerical assistance than the semester system?

5.6 The Problem of the Efficiency of Administrative Offices: Does either plan make for larger efficiency in general administrative offices?

5.61 In the Registrar’s office?

5.62 In the Bursar’s office?

5.63 In the Examiners’ office?

5.7 The Problem of the Organization of Non-Residence Requirements: Does either system fit in better with non-residence requirements?

5.71 What colleges of the University have non-residence requirements?

5.72 Which system is better for the meeting of these requirements?

PROBLEM SIX: THE QUALITY AND SUCCESS OF THE SUMMER SESSION

STATEMENT OF THE PROBLEM: Which plan lends itself the better to the quality and success of the summer session?

6.1 The Problem of the Program of the Summer Session: What is the relative scope of the summer program under both systems?

6.11 How many courses are taught at comparable institutions under both systems?

6.12 How many courses were taught at Ohio State summer sessions under the semester system and how many are now taught under the quarter system?

6.13 How do the offerings of the summer quarter compare with those of other quarters?

6.14 How large are summer quarter classes as compared with classes in other quarters?

6.2 The Problem of the Length of the Summer Session: Are there any arguments against the length of the summer session under either plan?

6.21 The Quarter System:

6.311 Is the summer quarter too long for the health of students and instructors?
6.210 Does the summer quarter eliminate prospective students because of its late close?

6.215 Does the summer quarter eliminate prospective students because of its early start?

6.214 What percentage of summer quarter students stay in residence all quarter?

6.215 How many summer quarter students arrive late?

6.22 The Semester System:

6.221 Would prospective students stay away from the summer session were it a shorter session under the semester system?

6.222 What is the experience of other institutions with this problem?

6.3 The Problem of the Relationship of the Summer Session to the Graduate Program of the University: Does the summer session of the quarter plan promote the graduate program of the University more than would the shorter summer session under the semester plan?

6.31 The Quarter System:

6.311 What proportion of the student body attends the summer session under the quarter system?

6.312 What proportion of the part-time instructors of the University attends the summer session under the quarter system?

6.313 What proportion of the teaching and graduate assistants of the University attends the summer session under the quarter system?

6.314 How many graduate students secure master's degrees by attending consecutive summer quarters?

6.32 The Semester System:

6.321 What proportion of the graduate student body attended the summer session under the semester system?

6.322 What proportion of the part-time instructors of the University attended the summer session under the semester system?

6.323 What proportion of the teaching and graduate assistants of the University attended the summer session under the semester system?

6.324 How many graduate students secured master's degrees by attending consecutive summer quarters?

6.4 The Problem of the Clientele of the Summer Session: Whom does the summer session serve?

6.41 What is the summer registration in the various colleges as compared with other quarters?

6.42 What is the summer registration in the various classes as compared with other quarters?

6.43 What summer work do boards of education in Ohio require of their teachers?

6.44 How do summer session enrollments compare under both systems?

6.5 The Problem of the Method of Financing the Summer Quarter: How have the summer sessions of the University been financed in comparison with other summer sessions at other institutions?
CHAPTER III

PROBLEM ONE: THE QUALITY OF INSTRUCTION

STATEMENT OF PROBLEM: Which plan is better from the point of view of the quality of instruction?

SUB-PROBLEMS

1.1 The Intensity of Instruction: Which are superior, short intensive quarter courses or longer less intensive semester courses?
1.2 The Instructional Unit: Which system gives the better instructional unit?
1.3 The Number of Courses Carried: Is it better for students to carry 3 or 4 courses under the quarter system or 6 and 7 courses under the semester system?
1.4 Instructional Time: Under which system is there the maximum of time for instruction?
1.5 Collaborative Reading and Extra-Class Work: Is one system superior to the other from the point of view of collaborative course work?
1.6 The Effect of Vacations on Instruction: Do vacations under either plan interfere with instruction?
1.7 Course Offerings: Which system permits the best organization of course offerings?
1.8 Student-Instructor Relationships: Is one system better than the other from the point of view of student-instructor relationships?

1.1 The Intensity of Instruction: Which are superior, short intensive quarter courses, or longer less intensive semester courses? This question was asked of all groups to whom questionnaires were sent and the tabulated responses may be interpreted as follows:

Faculty Members: The faculty has voted that quarter courses are superior to semester courses from the point of view of student application. This they believe to be true for elementary courses, advanced courses, and graduate courses. In all cases their voting has been decisive.

Members of the faculty believe that the quarter system is superior for elementary courses from the point of view of reflective thinking and also from the point of view of mastering subject matter. They believe that the semester system is superior, however, from the point of view of reflective thinking for advanced courses and graduate courses and also from the point of view of mastery of subject matter for graduate courses. It is their judgment, however, that one system is as good as the other from the point of view of mastery of subject matter in advanced courses.

Graduate Students Who Have Studied Under Both Systems: Graduate students who have studied under both systems agree with the members of the faculty that the quarter system is superior to the semester system from the point of view of student application in all types of courses.

They believe the semester system, however, to be superior to the quarter system from the point of view of reflective thinking and also from the point of view of mastery of subject matter in all three types of courses.

Professional Students Who Have Studied Under Both Systems: Professional students also believe that the quarter system is superior to the semester system from the point of view of student application. On the other hand, they believe the semester system to be superior from the point of view of reflective thinking for all types of courses, but in their judgment one system is as good as the other from the point of view of mastery of subject matter.

Undergraduates Who Have Studied Under Both Systems: The undergraduates are also of the opinion that the quarter system is superior to the semester system from the point of view of student application. In their judgment one system is as good as the other from the point of view of reflective thinking, but they are of the opinion that the quarter system is also superior to the semester system from the point of view of mastery of subject matter.

Summary: The outstanding fact about the data collected in response to this question is that the large majority of all groups canvassed agree that the quarter system is superior to the semester system. The opinion of all groups is evenly divided upon the question of student application and upon mastery of subject matter. The faculty members, graduate students and professional students, however, all agree that the semester system is superior from the point of view of reflective thinking.

1.2 The Instructional Unit: Which system gives the better instructional unit?

Before this question could be answered it was necessary to discover the difference between the instructional unit of the semester system and the instructional unit of the quarter system. An analysis of the number of credit hours granted for courses in the various colleges demonstrated that the predominant course under the semester system granted two and three hours credit, while the predominant units under the quarter system granted three and five hours credit. It was furthermore demonstrated that under the semester system the majority of 400 courses granted three hours credit, whereas under the quarter system the majority of 400 courses carry five hours credit. Under the semester system 500 and 600 courses carried two and three hours credit, but under the quarter system these courses usually carry three hours credit, occasionally five hours. The 500 and 800 courses under the semester system carried two hours credit in the majority of cases, but under the quarter system they carry three hours credit almost universally.

The faculty are of the opinion that the term should be somewhere in the neighborhood of ten to twelve weeks. They have also expressed their preference for five meetings a week for elementary courses and three meetings a week for graduate and advanced courses. With these judgments all three student groups concur with the exception of the undergraduates who have expressed a desire for five meetings a week for advanced courses.

The faculty are of the opinion that the shorter unit made possible under the quarter system makes for less memorizing before examina-
tions than the longer unit of the semester system. They have also noted that work is not too hurried under the quarter system, nor too thinly spread out under the semester system. These opinions have been expressed by significant pluralities. All student groups have concurred.

The answer to the question posed above seems to be that the better unit of instruction is that made possible by the quarter system with five meetings per week for the elementary courses and three meetings per week for advanced and graduate courses, all courses meeting for a term of eleven or twelve weeks.

1.3 The Number of Courses Carried: Is it better for students to carry three or four courses under the quarter system or six and seven under the semester system?

This question is badly stated and involves an investigation of fact. It was discovered by analysis of the schedules of students under the semester system that the most probable schedule included somewhere within the neighborhood of five or six courses. It has also been discovered that under the quarter system the most probable schedule includes four courses.

Opinion of faculty and students canvassed concerning the most desirable number of courses to be carried in one term and productive data demonstrating that all groups are in favor of a three or four course schedule. The faculty believe that three or four courses make the most desirable schedule of courses to be carried at one term. All student groups are of the same opinion. Faculty and undergraduates are of the opinion that freshmen and sophomores should carry but three courses. Graduate students and professional students are of the opinion that freshmen and sophomores should carry four courses. All groups are of the opinion that juniors and seniors should carry four courses. All groups are similarly of the opinion that graduate students should carry but three courses. All groups except the professional students themselves are of the opinion that professional students should carry three courses. Professional students believe they should carry four.

These data demonstrate that all groups are of the opinion that no student should carry more than four courses at a time and that most students should carry but three courses at a time.

1.4 Instructional Time: Under which system is there the maximum time for instruction?

It is generally believed that the semester system provides more instructional time, but an analysis of the semester system for the years 1919-20 compared to the years 1920-21 under the quarter system revealed a difference of but 2.84 days in favor of the semester system. The average number of instructional days available during three quarters has been found to be 170.81 as against 173.65 under the semester system. Open to considerable criticism is the quarter system limitation that some quarters are longer than others. It has been shown that the average number of actual instructional days for fall quarters is 94.44 compared to 54.69 for winter quarters, 55.44 for spring quarters and 58.13 for summer quarters. Members of the faculty and students commented upon the questionnaire insist them, again and again pointing out the disadvantages of uneven quarters, and if the quarter system is to be retained, unquestionably some effort must be made to equalize the length of the terms.

It is frequently pointed out in criticizing the semester system that it takes longer to get under way at the beginning of the semester than it does at the beginning of the quarter. This question was presented to all groups for expression of opinion. Members of the faculty and graduate students were strongly of the opinion that it does not take more time to get under way at the beginning of the semester than at the beginning of the quarter. On the other hand professional students and undergraduates expressed the opinion that it does take longer to get under way at the beginning of the semester.

There are no data presented in response to this question which are conclusively in favor of one system or the other. Rather the data gathered demonstrate that if the quarter system is to be retained the length of the terms must inevitably be equalized.

1.5 Collateral Reading and Extra-Class Work: Is one system superior to the other from the point of view of collateral course work?

Two questions were put to members of the faculty and to students. One queried: "Under which system is more collateral reading done?" The other queried: "Under which system can students write better term papers?" All groups voted for the semester system on both of these questions by substantial pluralities. It may be said, then, that in the opinion of both faculty and students the semester system is superior to the quarter system from the point of view of collateral course work.

1.6 The Effect of Vacations on Instruction: Do vacations under either plan interfere with instruction?

All groups canvassed are of the opinion that the Christmas break seriously interferes with the effectiveness of January work under the semester system. They also prefer to have their first term examinations over before Christmas. Answering both these questions all groups have expressed a decided advantage for the quarter system.

1.7 Course Offerings: Which system permits the better organization of course offerings?

It was found impossible to collect data bearing on this point. Some were available, but the expense of collecting them would have been so considerable that they were not brought together. It was discovered, however, how the total registration of the various colleges is spread out over the four quarters. This information may not be considered conclusive as in favor of or opposed to the quarter system since comparative data concerning the semester system is not available.

The answer to the question above, therefore, is this: it is impossible to say which system permits the better organization of course offerings. At least it is impossible to say from any data now on hand.

1.8 Student-Instructor Relationship: Is one system better than the other from the point of view of student-instructor relationship?

To answer this question students and members of the faculty were asked to respond to the following question: "Under the quarter system is it more difficult for students and instructors to know one another than under the semester system?" Members of the faculty have expressed themselves as of the opinion that the quarter system does not make it
more difficult for students and instructors to know one another. With this judgment undergraduates agree, although professional students are evenly divided and graduate students by a substantial plurality have expressed the converse opinion. Since opinion is evenly split it may be concluded that one system is as good as the other as regards student-instructor relationships.

RESUME OF PROBLEM ONE

THE QUALITY OF INSTRUCTION

Arguments in favor of the Quarter System.
1. All groups interrogated are strongly of the opinion that the quarter system makes for better student application.
2. Members of the faculty have expressed the opinion that the quarter system is superior for elementary courses from the point of view of reflective thinking and also from the point of view of mastery of subject matter.
3. Undergraduates have expressed themselves as of the opinion that the quarter system is superior in point of view of mastery of subject matter in all types of courses.
4. All groups have voted by large pluralities in favor of an academic term of from ten to twelve weeks in preference to the semester term.
5. All groups by similarly large pluralities agreed that the quarter system makes for less memorizing and less cramming than does the Semester System.
6. All groups are of the opinion that work is not too hurried under the quarter system.
7. Professional students and undergraduates believe that work gets under way more rapidly under the quarter system than under the semester system.
8. All groups are of the opinion that Christmas vacation seriously interferes with January work under the semester system.
9. All groups prefer to have the first term examinations over before Christmas.
10. The faculty believe that the quarter system is superior to the semester system from the point of view of student-instructor relationships.
11. Undergraduates believe that the quarter system is superior to the semester system from the point of view of student-instructor relationships.

Arguments in favor of the Semester System.
1. Members of the faculty are of the opinion that the semester system is superior to the quarter system for advanced and graduate courses from the point of view of reflective thinking.
2. Members of the faculty are of the opinion that the semester system is superior to the quarter system from the point of view of mastery of subject matter in graduate courses.
3. Graduate students have expressed themselves as believing that the semester system is superior to the quarter system for all types of courses, from the point of view of reflective thinking and of mastery of subject matter.
4. Professional students believe that the semester system is superior to the quarter system from the point of view of reflective thinking in all types of courses.
5. All groups are of the opinion that work is not spread out too thin under the semester system.
6. The semester system gives an average of 2.84 more days of instructional time each year than does the quarter system.
7. All groups by substantial pluralities believe that more collaborative reading may be done and more term papers written under the semester system.
8. Graduate students have expressed themselves as of the opinion that it is easier for students and instructors to know one another under the semester system than under the quarter system.
9. Questions on Which Opinion Is Evenly Divided:
   1. The faculty are of the opinion that in advanced courses one system is as good as the other from the point of view of mastery of subject matter.
   2. Professional students are of the belief that one system is as good as the other from the point of view of mastery of subject matter in all types of courses.
   3. Undergraduates have expressed themselves of the opinion that one system is as good as the other from the point of view of reflective thinking in all types of courses.
   4. Professional students believe that from the point of view of instructor-student relations, one system is as good as the other.

Recommendations Made by Questionnaire Respondents:
1. All groups recommend five-hour courses for elementary subjects.
2. All groups recommend three-hour courses for graduate students.
3. All groups except undergraduates recommend three-hour courses for advanced subjects. Undergraduates propose five-hour courses for advanced subjects.
4. All groups are in favor of a limited schedule of three or four courses. Faculty and undergraduates are of the opinion that freshmen and sophomores should carry but three courses. Graduate students and professional students are of the opinion that freshmen and sophomores should carry four courses. All groups are of the opinion that juniors and seniors should carry four courses. All groups are similarly of the opinion that graduate students should carry three courses. All groups except the professional students themselves are of the opinion that professional students should carry three courses. Professional students believe that they should carry four.
5. All groups propose that if the quarter system is retained the quarters be made of equal length.
CHAPTER IV

PROBLEM TWO: THE EFFECTIVENESS OF EXAMINATIONS

STATEMENT OF PROBLEM: Which plan makes possible more effective examinations?

SUB-PROBLEMS

2.1 The Length of the Final Examination Period: Which system gives the more desirable final examination period as to length?
2.2 The Frequency of Final Examination Periods: Which system gives the more desirable final examination period as to frequency?
2.3 The Number of Final Examination Periods: Which system gives the more desirable number of final examination periods?
2.4 The Length of Individual Examinations: Which system gives the more desirable time allotment for individual examinations?
2.5 The Educational Value of Examinations: Under which system do examinations have the more educational value?

2.1 The Length of the Final Examination Period: Which system gives the more desirable final examination period as to length?
Investigation demonstrated that the usual quarter examination period as to length is 3½ or 4 days, usually 3½ days. Under the semester system 6½ or 7½ days were usually included in the examination period. No information has been collected as to whether or not the quarter period is too short and too crowded or whether on the other hand the semester period was too long and too spread out. This represents a defect in the investigation as conducted. One student, however, expressed himself as opposed to the quarter system because the examination period is too short. The faculty have put themselves on record in favor of the two-hour quarter examination period which they believe to be neither too short nor too crowded. All student groups have agreed with this judgment. All groups also agree that the four-hour examination period of the semester system is too long. Members of the faculty are of the opinion that quarter system examinations do not come too frequently, a judgment with which all student groups agree. Professional students and undergraduates have set themselves on record as of the opinion that semester examinations come too seldom.

2.2 The Frequency of Final Examination Periods: Which system gives the more desirable final examination periods as to frequency?
The data seem to demonstrate that the quarter system gives the more desirable examination period as to frequency. Faculty members are of the opinion that quarter examinations do not come too frequently. With this judgment all student groups concur. Professional students and undergraduate students are of the opinion that semester examinations come too seldom.

2.3 The Number of Final Examination Periods: Which system gives the more desirable number of final examination periods?
This question was attacked indirectly. An attempt was made to discover whether or not three final examination periods during the academic year are too severe a strain upon students and upon members of the faculty. Members of the faculty are agreed that these final examination periods are not too much of a strain either upon the students or upon the faculty themselves. All student groups have concurred with this opinion. This seems to suggest that the quarter system is not open to criticism on this score.
On the other hand it does not prove, of course, that the semester system of providing for two examinations in an academic year is inferior. Many of the students and members of the faculty expressed opinions in their questionnaires on both sides of this question. The majority, however, seem to be of the opinion that three examinations are more desirable than two.

2.4 The Length of Individual Examinations: Which system gives the more desirable time allotment for individual examinations?

2.5 The Educational Value of Examinations: Under which system do examinations have the more educational value?

RESUMES OF PROBLEM TWO

EFFECTIVENESS OF EXAMINATIONS

Arguments in favor of the Quarter System
1. All groups are of the opinion that the semester examination (four hours) was too long and, on the other hand, that the two-hour examination of the quarter system is neither too long nor too crowded.
2. All groups canvassed are of the opinion that the quarter examinations do not come too frequently while two of the groups canvassed (professional
Chapter V

Problem Three: Advantages for the Student Body

Statement of Problem: Which plan has more advantages for the student body?

Sub-Problems

3.1 The Working Load: Which do students who have worked under both systems prefer: the compact working load of the quarter system or the less compact working load of the semester system?

3.2 The Number of Opportunities to Enter and Re-enter the University: Are the larger number of opportunities to enter and re-enter the University advantageous to individuals seeking entrance?

3.3 The Flexibility of Schedule Making: Is either system more flexible for students in scheduling their courses?

3.4 The Frequency of Conversions: Are frequent conversions advantageous to graduating students?

3.5 The Length of the Student's Course: What proportion of the student body studies through four successive quarters, thus reducing the length of their course?

3.6 The Self-Supporting Student: Which system is better for students earning their college expenses?

3.7 The Payment of Fees: Which system is better for students and their parents in the matter of the payment of fees?

3.1 The Working Load: Which do students who have worked under both systems prefer: the compact working load of the quarter system or the less compact working load of the semester system? This question was asked not only of the students who have worked under both systems but also of members of the faculty: “Which system is preferable: the compact working load under the quarter system or the less compact working load under the semester system?” All groups by large pluralities voted in favor of the compact working load under the quarter system.

3.2 The Number of Opportunities to Enter and Re-enter the University: Are the larger number of opportunities to enter and re-enter the University advantageous to individuals seeking entrance? Because of the inaccessibility of records concerning the semester system it is difficult to answer all of the subordinate questions that bear upon this larger question. It has been demonstrated that an appreciable number of freshmen and students of advanced standing are entering the University at the beginning of quarters other than the autumn quarter. See Tables VI and VII appended at the end of this summary. The data also demonstrate that students are transferring from college to college within the University at the beginning of quarters other than the autumn quarter. See Table VIII appended.
It is frequently observed that the quarter system permits students to re-enter the University more advantageously, and a study has been made to discover whether this observation is true in fact. It has been discovered, in the Colleges of Arts, Commerce, Education, and Engineering—the only ones studied in this connection—that an appreciable number of students are taking advantage of the quarter plan to re-enter the University the following quarter or the second following quarter after their dismissal or their decision to drop out for a period.

Although the evidence brought together to answer this question is admittedly inadequate, all the information in hand seems to indicate that the quarter system presents opportunities in drop out and re-enter the University, which are being taken advantage of by an appreciable number of students.

3.3 The Flexibility of Schedule Making: Is either system more flexible for students in scheduling their courses?

Data has been collected to demonstrate that students who fail courses are able to repeat them during the next following or the second following quarter, thus rapidly making up their deficiencies. Obviously under the semester plan this is not possible.

All student groups were canvassed for responses to the following question: “Which system allows more flexibility in schedule making?” All groups by large majorities voted that the quarter system allows more flexibility.

The data on this question seems to be in favor of the retention of the quarter system.

3.4 The Frequency of Convocations: Are frequent convocations advantageous to graduating students?

The committee decided that it would not be desirable to canvas graduates of the University in order to secure data in response to this question. The question, therefore, has been tabled without investigation.

3.5 The Length of the Student’s Course: What proportion of the student body studies through four successive quarters, thus reducing the duration of courses?

A study made of the proportion of the student body in residence through more than three quarters in the Colleges of Arts, Commerce, Education, and Engineering demonstrates that 37.88 per cent of the student body of the Arts College are enrolled for four or more quarters continuously. Thirty-seven and seventy-one hundredths per cent of the Commerce students are similarly enrolled for four quarters continuously; 68.82 of the College of Education; and 59.43 of the College of Engineering. The detailed data concerning continuance of residence through many quarters is contained in Table 2.51. They indicate that the quarter plan makes it possible for students to continue in residence through one or several years thus reducing the length of their college courses or making it possible for them to make up for deficiencies during the summer quarter. They also indicate that many students are taking advantage of these opportunities made possible by the quarter system. These data are summarized in Table IX appended.

3.6 The Self-Supporting Student: Which system is better for students earning their college expenses?

This question was asked of all groups, and all agreed that the quarter system is better for students who are helping to support themselves while taking their University work.

3.7 The Payment of Fees: Which system is better for students and their parents in the matter of the payment of fees?

This question was asked of all students and all groups agree that the quarter system is better for students and their parents in the matter of fees.

RESUME OF PROBLEM THREE

ADVANTAGES FOR THE STUDENT BODY

Arguments in favor of the Quarter System.

1. All groups by large majorities voted in favor of the compact working load under the quarter system.

2. In the colleges of Arts, Commerce, Education, and Engineering—the only ones studied in this connection—an appreciable number of the students are taking advantage of the quarter plan to re-enter the University the following quarter or the second following quarter after their dismissal or their decision to drop out for a period.

3. All student groups were canvassed for responses to the following question: “Which system allows more flexibility in schedule making?” All groups by large majorities voted that the quarter system allows more flexibility.

4. The quarter plan makes it possible for students to continue in residence through one or several years thus reducing the length of their college courses or making it possible for them to make up for deficiencies during the summer quarter.

5. All groups agreed that the quarter system is better for students who are helping to support themselves while taking their University work.

6. All groups agree that the quarter system is better for students and their parents in the matter of fees.

Arguments in favor of the Semester System.

None given.
CHAPTER VI
PROBLEM FOUR: ADVANTAGES FOR THE INSTRUCTIONAL STAFF

STATEMENT OF PROBLEM: Which plan has more advantages for the instructional staff?

SUB-PROBLEMS

4.1 The Working Load: Which system gives the most desirable working load?

4.2 The Availability of Extra Time Off: Is it easier to obtain extra time off under the quarter system?

4.3 The Opportunity for Research: Which system gives the better opportunity to undertake research while in residence?

4.4 The Opportunity for Study: Which system gives the better opportunity to study and teach elsewhere?

4.5 The Amount of Clerical Work Required of the Faculty: Which system requires the lesser amount of clerical work of the faculty?

4.1 The Working Load: Which system gives the most desirable working load?

Members of the faculty were interrogated to discover whether or not in their opinion the frequency of class meetings influences the instructor's teaching effectiveness. By a substantial majority the faculty voted that more frequent meetings are better for elementary courses. They also voted by a less substantial but still significant majority that less frequent meetings are better for advanced courses.

4.2 The Availability of Extra Time Off: Is it easier to obtain extra time off under the quarter system?

Information concerning the extent of leaves of absence with salary is not available for the years during which the University was organized under the semester system. The data collected concerning the quarter system demonstrate that 134 members of the faculty took six-months leaves off during the years 1922-30, twenty took nine-months leaves, and three took twelve-months leaves. Data have also been collected which demonstrate that the quarter system makes it possible for instructors to take their quarters off during any one of the four quarters of the year. This is not in general true in the colleges of Dentistry, Law, Medicine, Pharmacy, and Veterinary Medicine, which are not in session during the summer quarters, but faculty members in the other six colleges are taking advantage of the opportunity which the quarter system affords them to take their vacations during quarters of the year other than summer quarters.

4.3 The Opportunity for Research: Which system gives the better opportunity to undertake research while in residence?

By a slight plurality members of the faculty have voted that the semester system gives more advantages for members of the faculty conducting research while teaching. On the other hand, the faculty are decidedly of the opinion that the quarter system gives the faculty the better opportunity to take time off from teaching for research.

4.4 The Opportunity for Study: Which system gives the better opportunity to study and teach elsewhere?

The faculty are of the opinion that the quarter system gives the faculty the better opportunity to study and teach elsewhere.

4.5 The Amount of Clerical Work Required of the Faculty: Which system requires the lesser amount of clerical work of the faculty?

By a very large majority members of the faculty concluded that the semester system requires less clerical work of them.

RESUME OF PROBLEM FOUR
ADVANTAGES FOR THE INSTRUCTIONAL STAFF

Arguments in Favor of the Quarter System:

1. One hundred and thirty-four members of the faculty took six-months leaves off during the years 1922 to 1930, 20 took nine-months leaves, and three took twelve-months leaves.

2. The faculty are decisively of the opinion that the quarter system gives the faculty the better opportunity to take time off from teaching for research.

3. The faculty are of the opinion that the quarter system gives the faculty the better opportunity to study and teach elsewhere.

Arguments in Favor of the Semester System:

1. By a slight plurality members of the faculty have voted that the semester system gives more advantages for members of the faculty conducting research while teaching.

2. By a very large majority members of the faculty concluded that the semester system requires less clerical work for them.

Recommendations from Questionnaire Respondents:

1. The faculty recommends that more frequent meetins for elementary courses make the better working load for the instructional staff.

2. They also recommend that less frequent meetings for advanced courses make the better load for members of the instructional staff.
CHAPTER VII

PROBLEM FIVE: ADMINISTRATIVE EFFICIENCY

STATEMENT OF PROBLEM: Which plan is administratively more efficient?

SUB-PROBLEMS

5.1 The Use of the University Plant: Under which system is the University plant used more nearly up to capacity?

5.2 The Availability of Instructional Personnel: Does either system make available a larger number of instructors?

5.3 The Uniformity of Staff Appointments: Would the semester system make it possible to do away with the inequalities which arise from the appointment of members of the instructional staff on a nine-months basis and research and extension workers on a twelve-months basis?

5.4 Agreement with Other Institutions: Is it desirable that Ohio State University should be organized as are other comparable institutions?

5.5 The Efficiency of Academic Department Offices: Does either plan make for larger efficiency in departmental offices?

5.6 The Efficiency of Administrative Offices: Does either plan make for larger efficiency in general administrative offices?

5.7 The Organization of Non-Residence Requirements: Does either plan fit in better with the non-residence requirements of the various colleges?

5.8 The Efficiency of Academic Department Offices: Does either plan make for larger efficiency in departmental offices?

The study of the total number of days the plant has been in operation under both the semester and quarter system demonstrates that the quarter system has a slight advantage. Under the quarter plan the plant has been in operation 241 days a year. Under the semester plan the plant was in operation 232 days a year. See Tables X and XI appended.

5.2 The Availability of Instructional Personnel: Does either system make available a larger number of instructors?

No data have been collected upon this question.

5.3 The Uniformity of Staff Appointments: Would the semester system make it possible to do away with the inequalities which arise from the appointment of members of the instructional staff on a nine-months basis and research and extension workers on a twelve-months basis?

No data have been collected upon this problem.

5.4 Agreement with Other Institutions: Is it desirable that Ohio State University should be organized as are other comparable institutions?

The faculty has voted that it is no disadvantage to the University to be organized on the quarter plan while other institutions are organized on the semester plan. The student groups concur with this judgment.

5.5 The Efficiency of Academic Department Offices: Does either plan make for larger efficiency in departmental offices?

The committee studying the quarter plan decided that no information needed to be collected on this point since the information on the next problem (5.6) would very likely be similar and adequate.

5.6 The Efficiency of Administrative Offices: Does either plan make for larger efficiency in general administrative offices?

Heads of administrative departments, deans, and college secretaries were canvassed on this problem. Four heads of administrative departments expressed their judgment that more clerical assistance is necessary under the quarter plan. Five deans expressed their opinion that more clerical assistance is necessary under the quarter plan, and four expressed their belief that the quarter system does not require more clerical assistance. Two secretaries expressed their belief that the quarter system requires more clerical assistance, but four were not in agreement with them.

5.7 The Organization of Non-Residence Requirements: Does either plan fit in better with the non-residence requirements of the various colleges?

A study has been made of the non-residence requirements of all colleges. It has been discovered that the colleges of Agriculture, Education, and Engineering are the only colleges which have non-residence requirements. All of these can be satisfied under the semester system as well as the quarter system except the requirement of the College of Agriculture that "students must have at least six months of farm experience, which includes the time of the spring and winter quarters."

RESUME OF PROBLEM FIVE

ADMINISTRATIVE EFFICIENCY

Arguments in Favor of the Quarter System:
1. Under the quarter plan the plant is in operation 241 days a year. Under the semester system the plant was in operation 232 days a year.
2. All groups have expressed their opinion that it is no disadvantage to the University to be organized on the quarter plan while other institutions are organized on the semester plan.
3. All non-residence requirements can be satisfied under the quarter system as well as the quarter system except the requirement of the College of Agriculture that "students must have at least six months of farm experience, which includes the time of the spring and winter quarters."

Arguments in Favor of the Semester System:
None given.

Question on Which Opinion Is Evenly Divided:
Heads of administrative departments, deans, and college secretaries are about evenly divided upon the problem of which system makes for the most efficiency in administrative offices.

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CHAPTER VIII

PROBLEM SIX: THE QUALITY AND SUCCESS OF THE SUMMER SESSION

STATEMENT OF PROBLEM: Which plan lends itself the better to the quality and success of the summer session?

SUB-PROBLEMS

6.1 The Program of the Summer Session: What is the relative scope of the summer program under both systems?

6.2 The Length of the Summer Session: Are there any arguments against the length of the summer session under either plan?

6.3 The Relationship of the Summer Session to the Graduate Program of the University: Does the summer session of the quarter plan promote the graduate program of the University more than would the shorter summer session of the semester plan?

6.4 The Clientele of the Summer Session: Whom does the summer session serve?

6.5 The Method of Financing the Summer Quarter: How have the summer sessions of the University been financed in comparison with summer sessions at other institutions?

6.6 The Program of the Summer Session: What is the relative scope of the summer program under both systems?

A study of the summer session offerings of all departments of all colleges demonstrates that except in the cases of colleges which are not in session during the summer quarter the great majority of departments are offering more work in the summer quarter than they were able to offer in the summer session of the semester system. The only departments which are exceptions are the departments of Home Economics in the College of Agriculture which offered 40.81 per cent of its regular courses during the summer session of the semester plan and 38.41 per cent of the offerings of the regular quarters in the summer quarter; the abandoned department of Public Speaking which offered 61.14 per cent of its regular offerings in the summer session of the semester system and 40.40 per cent under the quarter system; the department of Mathematics which offered 38.18 per cent of its regular offerings under the summer session of the semester system, and 19.68 per cent under the quarter system.

6.2 The Length of the Summer Session: Are there any arguments against the length of the summer session under either plan?

It is often remarked that the long summer quarter is a strain upon the health of students. To discover the truth of this assertion a questionnaire was circulated among summer quarter students* during the summer of 1930, but the great majority of them expressed the opinion that they did not find the quarter a strain upon their health. An analysis of the number of calls made upon the Student Medical Service for treatment during regular quarters and during summer quarters shows a drop during summer quarters. For the months of October to May, 1928-29, an average of 3,413 students each month visited the Student Medical Service for treatment, constituting 25.54 per cent of the enrollment. During the months of June, July, and August of 1929 an average of 401 students called upon the Service each month or a percentage of the enrollment of 10.33. During the year 1929-30 and through the summer session of 1930 these ratios remained substantially the same.

These data indicate that the summer session of the quarter system cannot be interpreted as a serious strain upon the health of summer session students.

It is occasionally remarked that students stay away from the summer quarter because of its late close. This question was presented to students in residence for the summer quarter of 1930 and a substantial plurality of all groups expressed their judgment that students are not kept away from the summer session because of its late close. Similarly students voted that in their judgment possible students are not kept away from the University because of its early start.

An investigation of the percentage of summer quarter students who stay in residence all quarter indicates that the majority of all students in all colleges with the exception of the College of Education stay in residence through both terms of the summer quarter.

An investigation of the closing dates of major Ohio school systems in the spring and the opening dates of the same systems in the fall demonstrated that the summer quarter opening and closing dates do not often cut across these dates. Cincinnati is the only notable exception.

In the opinion of the majority of 1930 summer quarter students no appreciable number of possible students stay away from the Ohio State University during the summer quarter because of its length.

6.3 The Relationship of the Summer Session to the Graduate Program of the University: Does the summer session of the quarter plan promote the graduate program of the University more than would the shorter summer session of the semester plan?

The investigation of this problem has brought out the fact that approximately 15 per cent of the graduate students regularly enrolled during the year continue their work during the summer session. The investigation also demonstrates that since the summer quarter of 1928 there has been a steady gain in the number of students receiving Masters' degrees by taking work in summer quarters only. In the summer of 1926, moreover, 0.97 per cent of the individuals granted the Master of Arts degree did all their work during the summer sessions. Fewer Masters of Science candidates have been able to secure their degrees by summer quarter work, but an appreciable number are able to do their graduate work for Masters' degrees during the summer sessions only. See Table 3.1 appended.

A study of the quarters in which advanced degrees are granted demonstrated that 30.00 per cent of the degrees granted by the graduate school from 1923 to 1925 were granted during the summer quarter; 8.08 per cent in the autumn quarter; 9.04 per cent in the winter quarter;

* In residence during the entire quarter.
43.02 per cent in the spring quarter. See Table XII appended. These data seem to mean that the summer quarter is of considerable utility to the graduate school.

6.4 The Clientele of the Summer Session: Whom does the summer session serve?

A study of summer quarter enrollment in comparison with enrollment during the regular academic year demonstrates that 97.18 per cent as many students are enrolled in the Graduate School during the summer quarter as during the regular academic year. The percentage was brought down by the years 1922, '23, '24 which were below one hundred per cent, but since 1925 summer session enrollment in the graduate school has been larger during the summer quarter than during the regular year.

The study also demonstrates that the enrollment in the College of Education during the summer quarter is 99.69 per cent of the enrollment during the regular year; the enrollment in Arts-Education is 99.47 per cent of the enrollment during the regular year. These three groups which chiefly patronize the summer quarter: graduate students, education students, arts-education students. It should be observed, however, that all colleges have increased their enrollment during the summer session of the quarter plan over their enrollments for the summer sessions under the semester plan. These data are summarized in Tables XIV and XV.

6.5 The Method of Financing the Summer Quarter: How have the summer sessions of the University been financed in comparison with summer sessions at other institutions?

Data have not been secured to answer this question. Statistics, however, have been gathered to demonstrate that the average salary expenditure for regular academic year quarters in the years 1929-31 was $81,311 as compared to an average summer quarter expenditure for salaries of $80,191.

RESUME OF PROBLEM SIX

THE QUALITY AND SUCCESS OF THE SUMMER SESSION

Arguments in Favor of the Quarter System:
1. The great majority of departments are offering more work in the summer quarter than they were able to offer in the summer session of the semester system.
2. More students are able to obtain their Master of Arts by taking all of their work through successive summer quarters than under the shorter summer session of the semester system.
3. All colleges have a larger percentage of their regular enrollment attending the summer session under the quarter system than attended the summer session under the semester system. The largest increases are in the Graduate School, the College of Education, and Arts-Education.

Arguments in Favor of the Semester System:
None given.

CHAPTER IX

CONCLUSION

In the middle of June, 1931, the foregoing discussion of the relative merits of the quarter and semester systems was presented to the faculty of the Ohio State University with the following statement:

"The committee appointed to study the quarter and semester systems submits herewith its report and recommendations.

"The committee recognizes that each system has advantages and disadvantages. After a careful study of all the material collected it believes that a continuation of the present organization under the quarter system is preferable to a change to the semester system.

"It believes, furthermore, that the present administration of the quarter plan can be definitely improved by a number of changes in the existing rules and practices, the need for and the practicality of which are brought out by the studies we have made.

"Your committee, therefore, recommends:
1. That the principle of the quarter system be retained.
2. That changes leading to the improvement of the present quarter system be introduced as soon as possible.
3. That these recommendations are approved by the Faculty, this committee, if the Faculty desires, is prepared promptly to propose definite improvements in the quarter system at the first meeting of the Faculty in the autumn."

Copies of the study had been distributed to all members of the faculty, and their reading and that made discussion almost unnecessary. The two recommendations of the committee were adopted by a large majority vote, and the committee continued its work, instructed to recommend improvements in the administration of the quarter system.

At the first meeting of the Faculty for the academic year of 1931-32 the following recommendations of the committee were unanimously accepted:

"At the last meeting of the faculty in the spring this committee submitted its study of the relative merits of the quarter and semester systems of university organization. We recommended that the quarter system be retained, and we proposed that, if our recommendation had the approval of the faculty, we would at the first meeting of the faculty in the fall present suggestions concerning methods for improving the administration of the quarter plan. The faculty approved our recommendation, and this report Is submitted, therefore, to lay before you proposals for the improvement of the quarter system."
The Length of the Various Quarters

“The chief criticism of the quarter system as operated here at Ohio State University has centered itself with the shortness of the winter and spring quarters, particularly the winter quarter. Members of the faculty have been almost unanimous in their insistence that the winter quarter be lengthened to equal the autumn and spring quarters. During the ten years that the quarter system has been in effect, the number of days of the terms in the academic year has run as follows:

<table>
<thead>
<tr>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1922-23</td>
<td>62.5</td>
<td>59</td>
</tr>
<tr>
<td>1923-24</td>
<td>64</td>
<td>57.5</td>
</tr>
<tr>
<td>1924-25</td>
<td>64</td>
<td>59.5</td>
</tr>
<tr>
<td>1925-26</td>
<td>66.5</td>
<td>58.5</td>
</tr>
<tr>
<td>1926-27</td>
<td>66.5</td>
<td>58.5</td>
</tr>
<tr>
<td>1927-28</td>
<td>60.5</td>
<td>57.5</td>
</tr>
<tr>
<td>1928-29</td>
<td>62</td>
<td>58</td>
</tr>
<tr>
<td>1929-30</td>
<td>62</td>
<td>58.5</td>
</tr>
<tr>
<td>1930-31</td>
<td>62</td>
<td>58.5</td>
</tr>
<tr>
<td>1931-32</td>
<td>62</td>
<td>58.5</td>
</tr>
<tr>
<td>Average</td>
<td>62.3</td>
<td>58.85</td>
</tr>
<tr>
<td>Mode</td>
<td>62</td>
<td>58.5</td>
</tr>
</tbody>
</table>

The source of the criticism is obvious in this table. Both the winter and spring quarters are in the neighborhood of three and a half days shorter than the autumn quarter, and to remedy this deficiency, your committee makes the following proposals:

Proposed One: It is proposed that the winter quarters be lengthened to an average and a mode of sixty-one and a half days by cutting two days from the spring vacation each year. This change can be achieved by speeding up the return of grade cards to the Registrar as heretofore proposed. We have drawn up a tentative calendar for the next seven years following this proposal. We submit it herewith:

<table>
<thead>
<tr>
<th>Opening Day</th>
<th>Beginning of Examinations Period</th>
<th>Ending of Examinations Period</th>
<th>Days of Examination Period</th>
<th>No. of Days in Each Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1922-23</td>
<td>Tue. Jan. 3</td>
<td>Fri. Mar. 17</td>
<td>60</td>
<td>6</td>
</tr>
<tr>
<td>1923-24</td>
<td>Tue. Jan. 2</td>
<td>Fri. Mar. 14</td>
<td>60</td>
<td>6</td>
</tr>
<tr>
<td>1924-25</td>
<td>Wed. Jan. 1</td>
<td>Fri. Mar. 15</td>
<td>60 (Nos.)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Tue. Jan. 7</td>
<td>Fri. Mar. 20</td>
<td>65</td>
<td>6</td>
</tr>
<tr>
<td>1925-26</td>
<td>Tue. Jan. 6</td>
<td>Fri. Mar. 19</td>
<td>65</td>
<td>6</td>
</tr>
<tr>
<td>1926-27</td>
<td>Tue. Jan. 6</td>
<td>Fri. Mar. 19</td>
<td>65</td>
<td>6</td>
</tr>
<tr>
<td>1927-28</td>
<td>Tue. Jan. 3</td>
<td>Fri. Mar. 17</td>
<td>60</td>
<td>6</td>
</tr>
</tbody>
</table>

It will be observed that we are proposing that the examination period begin on Friday rather than on Wednesday as is the practice now. In order to lengthen the winter quarter this is a necessary change and one that has other strong arguments in its favor: (1) It gives students a Sunday in the middle of the examination period for rest and review for the examinations coming on Monday and Tuesday; (2) It permits the Registrar to schedule the heavier hours on Friday and Saturday so that the bulk of the grade cards, under the forty-eight hour rule, will be in his hands before the end of the examination period. This latter arrangement will make it possible for her to speed up the work of her office so that the shorter vacation period will not be as serious a handicap to her as it would be otherwise.

It is not proposed, it should be emphasized, that examinations be held on Saturday afternoons. So many self-supporting students are working Saturday afternoon that it seems to the committee to be undesirable to interfere with their plans. The proposed examination period would, therefore, be Friday, Saturday morning, Monday, and Tuesday.

Proposed Two: It is proposed that spring quarters be lengthened to an average and a mode of sixty-one and a half days by beginning the spring quarter examination period two days later. We submit herewith a tentative calendar for the next seven spring quarters:

<table>
<thead>
<tr>
<th>Opening Day</th>
<th>Beginning of Examinations Period</th>
<th>Ending of Examinations Period</th>
<th>Days of Examination Period</th>
<th>No. of Days in Each Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1922-23</td>
<td>Tue. Mar. 18</td>
<td>Sat. June 6</td>
<td>60</td>
<td>6</td>
</tr>
<tr>
<td>1923-24</td>
<td>Tue. Mar. 17</td>
<td>Sat. June 5</td>
<td>60</td>
<td>6</td>
</tr>
<tr>
<td>1924-25</td>
<td>Tue. Mar. 16</td>
<td>Fri. June 8</td>
<td>60</td>
<td>6</td>
</tr>
<tr>
<td>1925-26</td>
<td>Tue. Mar. 15</td>
<td>Fri. June 8</td>
<td>60</td>
<td>6</td>
</tr>
<tr>
<td>1926-27</td>
<td>Tue. Mar. 20</td>
<td>Fri. June 11</td>
<td>60</td>
<td>6</td>
</tr>
<tr>
<td>1927-28</td>
<td>Tue. Mar. 20</td>
<td>Sat. June 11</td>
<td>60</td>
<td>6</td>
</tr>
<tr>
<td>1928-29</td>
<td>Tue. Mar. 20</td>
<td>Sat. June 11</td>
<td>60</td>
<td>6</td>
</tr>
</tbody>
</table>

Proposed Three: It is proposed that no changes be made in the lengths of summer and autumn quarters since they are now sufficiently long and since it is impossible to change them anyway because of the recurrence each year of the fixed holidays at Labor Day and Christmas.

Proposed Four: Since the effectiveness of this plan depends entirely upon the promptness with which members of the instructional staff return their grade cards to the Registrar, it is proposed that the President set up more effective machinery for the disciplining of members of the faculty who are consistently late in reporting the grades of their students. The Registrar reports that ninety per cent of the faculty have their marks in within the designated forty-eight hour period. The other ten per cent lag long, five per cent by delays of a few hours, five per cent by delays of days and sometimes weeks. Your committee believes that the crux of the difficulty with the quarter system is here and urges that an administrative device of some sort be established to bring the laggards into line.

The Number of Courses Students Carry

Another criticism of the quarter system is that students under the quarter system are often permitted to carry as many courses as under the semester system. This is made possible because of the large number of two and three hour courses offered. Your committee has given considerable thought to this question and submits the following proposal toward the end of relieving the stress here.

Proposed Five: It is proposed that the various faculties of the University give continuous attention to their schedule making to the desirability of offering more four and five hour courses and fewer two and three hour courses. Your committee would especially call the attention of the faculty to the University of Chicago practice of offering but two types of courses: four hour courses for graduate students, seniors, and juniors, and five hour courses for freshmen
and sophomores. It is the conviction of the committee that the quarter system will never work ideally at Ohio State until the number of courses carried by students is appreciably less than the number of courses carried under the semester system.

Respectfully submitted,

THOMAS E. FRENCH, Chairman
CLARENCE M. BROWN W. W. CHARLES
J. I. FALCONER W. C. GRAHAM
W. E. HENDERSON R. E. HOLLAND
WALTER E. HOBBS F. L. LANDSORE
C. E. LAIDLIN R. J. SMITH

APPENDIX

TABLE V

Tabulation of Votes for and Against the Two Systems

Note: Students were asked to vote upon both systems in response to the following directions: “You have heard the expression ‘six of one and half a dozen of the other.’ Keeping that expression in mind, note below how you would vote if you had ten votes to cast between the semester and the quarter plans.”

How many of the ten would you cast for the quarter system? ________

How many of the ten would you cast for the semester system? ________

In the tabulation below the first number in the voting column represents the number of votes for the quarter system and the second represents the number of votes for the semester system, i.e., 10-0 means ten votes for the quarter system and none for the semester system.

<table>
<thead>
<tr>
<th>Graduate, Both Systems</th>
<th>Graduate, Semester Only</th>
<th>Professional, Both Systems</th>
<th>Professional, Semester Only</th>
<th>Undergraduate, Both Systems</th>
<th>Undergraduate, Semester Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-0</td>
<td>19.61</td>
<td>29.17</td>
<td>26.09</td>
<td>12.34</td>
<td>38.77</td>
</tr>
<tr>
<td>9-1</td>
<td>2.61</td>
<td>8.33</td>
<td>5.43</td>
<td>4.08</td>
<td>4.31</td>
</tr>
<tr>
<td>8-2</td>
<td>10.40</td>
<td>29.53</td>
<td>14.13</td>
<td>18.37</td>
<td>15.07</td>
</tr>
<tr>
<td>7-3</td>
<td>9.60</td>
<td>16.67</td>
<td>18.32</td>
<td>20.53</td>
<td>15.00</td>
</tr>
<tr>
<td>6-4</td>
<td>13.07</td>
<td>8.33</td>
<td>10.87</td>
<td>14.39</td>
<td>8.62</td>
</tr>
<tr>
<td>(86.55)</td>
<td>(83.53)</td>
<td>(71.74)</td>
<td>(79.51)</td>
<td>(78.77)</td>
<td>(84.66)</td>
</tr>
<tr>
<td>5-5</td>
<td>6.54</td>
<td>4.17</td>
<td>2.37</td>
<td>4.09</td>
<td>3.68</td>
</tr>
<tr>
<td>4-6</td>
<td>12.42</td>
<td>8.33</td>
<td>7.61</td>
<td>8.16</td>
<td>4.92</td>
</tr>
<tr>
<td>3-7</td>
<td>11.11</td>
<td>4.17</td>
<td>5.43</td>
<td>2.04</td>
<td>4.31</td>
</tr>
<tr>
<td>2-8</td>
<td>4.58</td>
<td>5.43</td>
<td>4.88</td>
<td>2.46</td>
<td>1.96</td>
</tr>
<tr>
<td>1-9</td>
<td>3.28</td>
<td>1.09</td>
<td>2.04</td>
<td>3.1</td>
<td>.49</td>
</tr>
<tr>
<td>0-10</td>
<td>5.64</td>
<td>6.53</td>
<td>4.08</td>
<td>6.15</td>
<td>3.17</td>
</tr>
<tr>
<td>(37.91)</td>
<td>(12.59)</td>
<td>(26.09)</td>
<td>(20.40)</td>
<td>(18.15)</td>
<td>(11.71)</td>
</tr>
</tbody>
</table>

* Number who have voted.
† Per cent above 5-5.
‡ Per cent below 5-5.
### TABLE VI

**COMPARISON OF FRESHMAN ADMISSIONS BY COLLEGES 1922-1923**

<table>
<thead>
<tr>
<th>College</th>
<th>Summer Quarter</th>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
</tr>
<tr>
<td>Agriculture</td>
<td>11.66</td>
<td>12.89</td>
<td>13.28</td>
<td>13.51</td>
<td>12.83</td>
</tr>
<tr>
<td>Applied Arts</td>
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<td>11.03</td>
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</tr>
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</tr>
<tr>
<td>Commerce</td>
<td>11.33</td>
<td>12.92</td>
<td>12.08</td>
<td>12.33</td>
<td>12.10</td>
</tr>
<tr>
<td>Education</td>
<td>11.54</td>
<td>12.99</td>
<td>12.16</td>
<td>12.36</td>
<td>12.18</td>
</tr>
<tr>
<td>Law</td>
<td>11.68</td>
<td>12.78</td>
<td>12.20</td>
<td>12.38</td>
<td>12.20</td>
</tr>
<tr>
<td>Medicine</td>
<td>11.72</td>
<td>12.75</td>
<td>12.23</td>
<td>12.43</td>
<td>12.23</td>
</tr>
<tr>
<td>Nursing</td>
<td>11.68</td>
<td>12.70</td>
<td>12.22</td>
<td>12.42</td>
<td>12.22</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>11.68</td>
<td>12.75</td>
<td>12.23</td>
<td>12.43</td>
<td>12.23</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>11.68</td>
<td>12.75</td>
<td>12.23</td>
<td>12.43</td>
<td>12.23</td>
</tr>
</tbody>
</table>

**Notes:** All figures in the number columns are averages.

### TABLE VII

**A COMPARISON OF ADVANCED STANDING ADMISSIONS BY COLLEGES 1922-1923**

<table>
<thead>
<tr>
<th>College</th>
<th>Summer Quarter</th>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
</tr>
<tr>
<td>Agriculture</td>
<td>12.91</td>
<td>13.77</td>
<td>14.01</td>
<td>14.24</td>
<td>13.74</td>
</tr>
<tr>
<td>Applied Arts</td>
<td>9.29</td>
<td>11.92</td>
<td>10.34</td>
<td>11.23</td>
<td>11.10</td>
</tr>
<tr>
<td>Arts</td>
<td>10.30</td>
<td>12.92</td>
<td>11.40</td>
<td>12.30</td>
<td>11.74</td>
</tr>
<tr>
<td>Commerce</td>
<td>11.33</td>
<td>12.92</td>
<td>12.08</td>
<td>12.33</td>
<td>12.10</td>
</tr>
<tr>
<td>Education</td>
<td>11.54</td>
<td>12.99</td>
<td>12.16</td>
<td>12.36</td>
<td>12.18</td>
</tr>
<tr>
<td>Law</td>
<td>11.68</td>
<td>12.78</td>
<td>12.20</td>
<td>12.38</td>
<td>12.20</td>
</tr>
<tr>
<td>Medicine</td>
<td>11.72</td>
<td>12.75</td>
<td>12.23</td>
<td>12.43</td>
<td>12.23</td>
</tr>
<tr>
<td>Nursing</td>
<td>11.68</td>
<td>12.70</td>
<td>12.22</td>
<td>12.42</td>
<td>12.22</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>11.68</td>
<td>12.75</td>
<td>12.23</td>
<td>12.43</td>
<td>12.23</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>11.68</td>
<td>12.75</td>
<td>12.23</td>
<td>12.43</td>
<td>12.23</td>
</tr>
</tbody>
</table>

**Notes:** All figures in the number columns are averages.
TABLE X
SUMMARY OF THE TOTAL NUMBER OF DAYS THE PLANT IS IN
OPERATION UNDER THE QUARTER SYSTEM

<table>
<thead>
<tr>
<th>Days</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average number of holidays, fall quarters 1922-23</td>
</tr>
<tr>
<td></td>
<td>Average number of holidays, winter quarters 1922-23</td>
</tr>
<tr>
<td></td>
<td>Average number of days in the interim between fall and winter quarters 1922-23</td>
</tr>
<tr>
<td></td>
<td>Average number of days in the interim between winter and spring quarters 1922-23</td>
</tr>
<tr>
<td></td>
<td>Average number of days in the interim between summer and autumn quarters 1922-23</td>
</tr>
<tr>
<td>*Total number of days a year plant is in operation under quarter plan *</td>
<td>45.90</td>
</tr>
</tbody>
</table>

Saturdays have been counted as half days. This means that 52 weeks of five and a half days (plus one day to equal 365 days) give a maximum of 287 potential instructional days. Therefore under the quarter plan the plant is in operation 241 days a year.

TABLE XI
SUMMARY OF THE TOTAL NUMBER OF DAYS THE PLANT IS IN
OPERATION UNDER THE SEMESTER SYSTEM

<table>
<thead>
<tr>
<th>Days</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average number of holidays, first semesters, 1915-16</td>
</tr>
<tr>
<td></td>
<td>Average number of holidays, second semesters, 1915-16</td>
</tr>
<tr>
<td></td>
<td>Average number of days in the interim between semesters 1915-16</td>
</tr>
<tr>
<td></td>
<td>Average number of days in the interim between the second semester and the summer session 1915-16</td>
</tr>
<tr>
<td></td>
<td>Average number of days in the first semester 1915-16</td>
</tr>
<tr>
<td>*Total number of days a year plant is in operation under the semester plan *</td>
<td>55.01</td>
</tr>
</tbody>
</table>

Saturdays have been counted as half days. This means that 52 weeks of five and a half days give a maximum of 287 potential instructional days, therefore under the semester plan the plant is in operation 232 days a year.

TABLE XII
NUMBER OF STUDENTS RECEIVING THE MASTER'S DEGREE BY TAKING WORK IN SUMMER QUARTERS ONLY 1922-1930

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Number of Degrees Granted</th>
<th>Number of Summer Session Students</th>
<th>Percentage to Summer Session Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer quarter 1922...</td>
<td>62</td>
<td>10</td>
<td>16.13</td>
</tr>
<tr>
<td>Summer quarter 1923...</td>
<td>27</td>
<td>4</td>
<td>14.81</td>
</tr>
<tr>
<td>Summer quarter 1924...</td>
<td>44</td>
<td>16</td>
<td>36.83</td>
</tr>
<tr>
<td>Summer quarter 1925...</td>
<td>69</td>
<td>27</td>
<td>45.00</td>
</tr>
<tr>
<td>Summer quarter 1926...</td>
<td>69</td>
<td>28</td>
<td>37.88</td>
</tr>
<tr>
<td>Summer quarter 1927...</td>
<td>91</td>
<td>28</td>
<td>30.70</td>
</tr>
<tr>
<td>Summer quarter 1928...</td>
<td>118</td>
<td>51</td>
<td>42.17</td>
</tr>
<tr>
<td>Summer quarter 1929...</td>
<td>113</td>
<td>48</td>
<td>42.47</td>
</tr>
<tr>
<td>Summer quarter 1930...</td>
<td>140</td>
<td>75</td>
<td>53.57</td>
</tr>
</tbody>
</table>

TABLE XIII
DEGREES CONFERRED AND CERTIFICATES GRA NTED 1923-1929
ANALYSES BY COLLEGES

<table>
<thead>
<tr>
<th>College</th>
<th>Summer Quarter</th>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate School</td>
<td>700 (38%)</td>
<td>100 (5.3)</td>
<td>100 (5.2)</td>
<td>100 (5.2)</td>
<td>1,000</td>
</tr>
<tr>
<td>Agriculture</td>
<td>100 (5.6)</td>
<td>150 (8.2)</td>
<td>150 (7.5)</td>
<td>150 (7.5)</td>
<td>500</td>
</tr>
<tr>
<td>Applied Science</td>
<td>5 (0.3)</td>
<td>10 (0.5)</td>
<td>10 (0.5)</td>
<td>10 (0.5)</td>
<td>35</td>
</tr>
<tr>
<td>Arts</td>
<td>800 (45.8)</td>
<td>150 (8.2)</td>
<td>150 (7.5)</td>
<td>150 (7.5)</td>
<td>1,250</td>
</tr>
<tr>
<td>Commerce</td>
<td>100 (5.6)</td>
<td>150 (8.2)</td>
<td>150 (7.5)</td>
<td>150 (7.5)</td>
<td>500</td>
</tr>
<tr>
<td>Dentistry</td>
<td>100 (5.6)</td>
<td>150 (8.2)</td>
<td>150 (7.5)</td>
<td>150 (7.5)</td>
<td>500</td>
</tr>
<tr>
<td>Education</td>
<td>400 (22.2)</td>
<td>100 (5.3)</td>
<td>100 (5.2)</td>
<td>100 (5.2)</td>
<td>700</td>
</tr>
<tr>
<td>Engineering</td>
<td>50 (2.8)</td>
<td>100 (5.3)</td>
<td>100 (5.2)</td>
<td>100 (5.2)</td>
<td>350</td>
</tr>
<tr>
<td>Law</td>
<td>100 (5.6)</td>
<td>150 (8.2)</td>
<td>150 (7.5)</td>
<td>150 (7.5)</td>
<td>500</td>
</tr>
<tr>
<td>Medicine</td>
<td>100 (5.6)</td>
<td>150 (8.2)</td>
<td>150 (7.5)</td>
<td>150 (7.5)</td>
<td>500</td>
</tr>
<tr>
<td>Nursing</td>
<td>100 (5.6)</td>
<td>150 (8.2)</td>
<td>150 (7.5)</td>
<td>150 (7.5)</td>
<td>500</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>50 (2.8)</td>
<td>100 (5.3)</td>
<td>100 (5.2)</td>
<td>100 (5.2)</td>
<td>350</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>100 (5.6)</td>
<td>150 (8.2)</td>
<td>150 (7.5)</td>
<td>150 (7.5)</td>
<td>500</td>
</tr>
<tr>
<td><em>Total</em></td>
<td>1,997 (10.9)</td>
<td>550 (3.0)</td>
<td>550 (2.8)</td>
<td>550 (2.8)</td>
<td>3,700</td>
</tr>
</tbody>
</table>

51
### Table XIV
COMPARISON OF THE TOTAL SUMMER SESSION ENROLLMENT WITH AVERAGE ENROLLMENT FOR THE SUCCESSING ACADEMIC YEAR, QUARTER SYSTEM

<table>
<thead>
<tr>
<th>College</th>
<th>Percent 1922-23</th>
<th>Percent 1924-25</th>
<th>Percent 1925-26</th>
<th>Percent 1926-27</th>
<th>Percent 1921-22</th>
<th>Percent 1922-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate School</td>
<td>112.09</td>
<td>118.60</td>
<td>193.60</td>
<td>193.60</td>
<td>193.60</td>
<td>193.60</td>
</tr>
<tr>
<td>Agriculture</td>
<td>114.03</td>
<td>116.03</td>
<td>114.03</td>
<td>114.03</td>
<td>114.03</td>
<td>114.03</td>
</tr>
<tr>
<td>Applied Optics</td>
<td>2.78</td>
<td>3.19</td>
<td>4.02</td>
<td>4.02</td>
<td>4.02</td>
<td>4.02</td>
</tr>
<tr>
<td>Art</td>
<td>19.54</td>
<td>17.88</td>
<td>18.16</td>
<td>18.16</td>
<td>18.16</td>
<td>18.16</td>
</tr>
<tr>
<td>Arts-Education</td>
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<td>83.85</td>
<td>85.62</td>
<td>85.62</td>
<td>85.62</td>
<td>85.62</td>
</tr>
<tr>
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<td>18.56</td>
<td>18.56</td>
<td>18.56</td>
<td>18.56</td>
</tr>
<tr>
<td>Dentistry</td>
<td>0.64</td>
<td>0.83</td>
<td>0.83</td>
<td>0.83</td>
<td>0.83</td>
<td>0.83</td>
</tr>
<tr>
<td>Education</td>
<td>64.60</td>
<td>65.79</td>
<td>66.04</td>
<td>66.04</td>
<td>66.04</td>
<td>66.04</td>
</tr>
<tr>
<td>Engineering</td>
<td>7.97</td>
<td>10.43</td>
<td>9.94</td>
<td>9.94</td>
<td>10.39</td>
<td>10.39</td>
</tr>
<tr>
<td>Law</td>
<td>5.33</td>
<td>5.33</td>
<td>5.33</td>
<td>5.33</td>
<td>5.33</td>
<td>5.33</td>
</tr>
<tr>
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<td>3.77</td>
<td>5.41</td>
<td>5.41</td>
<td>5.33</td>
<td>5.33</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>11.18</td>
<td>11.18</td>
<td>11.18</td>
<td>11.18</td>
<td>11.18</td>
<td>11.18</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

### Table XV
COMPARISONS OF THE TOTAL SUMMER SESSION ENROLLMENT WITH AVERAGE ENROLLMENT FOR THE SUCCESSING ACADEMIC YEAR, SEMESTER SYSTEM

<table>
<thead>
<tr>
<th>College</th>
<th>Percent 1922-23</th>
<th>Percent 1924-25</th>
<th>Percent 1925-26</th>
<th>Percent 1926-27</th>
<th>Percent 1921-22</th>
<th>Percent 1922-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate School</td>
<td>128.51</td>
<td>128.05</td>
<td>73.02</td>
<td>73.02</td>
<td>73.02</td>
<td>73.02</td>
</tr>
<tr>
<td>Agriculture</td>
<td>110.49</td>
<td>100.29</td>
<td>70.28</td>
<td>70.28</td>
<td>70.28</td>
<td>70.28</td>
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<td>Applied Optics</td>
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<td>3.10</td>
<td>3.10</td>
<td>3.10</td>
<td>3.10</td>
<td>3.10</td>
</tr>
<tr>
<td>Art</td>
<td>19.30</td>
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<td>18.64</td>
<td>18.64</td>
<td>18.64</td>
</tr>
<tr>
<td>Arts-Education</td>
<td>81.76</td>
<td>83.85</td>
<td>85.62</td>
<td>85.62</td>
<td>85.62</td>
<td>85.62</td>
</tr>
<tr>
<td>Commerce</td>
<td>18.73</td>
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<td>18.56</td>
<td>18.56</td>
<td>18.56</td>
<td>18.56</td>
</tr>
<tr>
<td>Dentistry</td>
<td>0.64</td>
<td>0.83</td>
<td>0.83</td>
<td>0.83</td>
<td>0.83</td>
<td>0.83</td>
</tr>
<tr>
<td>Education</td>
<td>64.60</td>
<td>65.79</td>
<td>66.04</td>
<td>66.04</td>
<td>66.04</td>
<td>66.04</td>
</tr>
<tr>
<td>Engineering</td>
<td>7.97</td>
<td>10.43</td>
<td>9.94</td>
<td>9.94</td>
<td>10.39</td>
<td>10.39</td>
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<td>5.33</td>
<td>5.33</td>
<td>5.33</td>
<td>5.33</td>
<td>5.33</td>
</tr>
<tr>
<td>Medicine</td>
<td>1.00</td>
<td>3.77</td>
<td>5.41</td>
<td>5.41</td>
<td>5.33</td>
<td>5.33</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>11.18</td>
<td>11.18</td>
<td>11.18</td>
<td>11.18</td>
<td>11.18</td>
<td>11.18</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>
REPORT OF THE COMMITTEE

STUDYING THE QUARTER AND SEMESTER SYSTEMS

Section One: Review of the work of the committee with recommendations.

Section Two: Summary of the investigation upon which recommendations are based.
SECTION ONE

REVIEW OF THE WORK OF THE COMMITTEE
WITH RECOMMENDATIONS

The committee appointed to study the quarter and semester systems herewith submits its report and recommendations.

The first step taken by the committee was to obtain from every department of the University its comments and objections to each system as affecting the department. The committee then outlined a program of study under six major problems concerning the most desirable type of university organization.

1. **The Quality of Instruction:** Which plan is better from the point of view of quality of instruction?

2. **The Effectiveness of Examinations:** Which plan makes possible more effective examinations?

3. **The Better Plan for the Student Body:** Which plan has more advantages for the student body?

4. **The Better Plan for the Instructional Staff:** Which plan has more advantages for the Instructional staff?

5. **Administrative Efficiency:** Which plan is administratively more efficient?

6. **The Success and Quality of the Summer Session:** Which plan lends itself better to the success and quality of the summer session?

Each of these major subjects was subdivided, making a total of one hundred and twelve sub-problems set up for study, fifty of which involved the collection of data and factual material from the records of the University, and sixty-two of which were investigated through questionnaire. The compilation of the fact-
finding data included the making of a great many tables from which the deductions in this report have been derived, but to avoid undue bulk only a few have been reproduced. The others are included as appendices in the single copy of the complete report being submitted with this report.

In the questionnaire study the following groups are included:

Members of the faculty 555
Graduate students who have studied under both systems 157
Professional students (Dentistry, Law, and Medicine) who have studied under both systems 93
Undergraduates who have studied under both systems 352

In addition a questionnaire was filled out by 519 students, representing a cross-section of the student body, including graduates, professional students and undergraduates from all colleges, all of whom had studied under the quarter system only. The answers indicate that the present student body by a large majority prefers to work under the quarter system. See Table I appended at the end of Section Two.

The committee recognizes that each system has advantages and disadvantages. After a careful study of all the material collected it believes that a continuation of the present organization under the quarter system is preferable to a change to the semester system.
It believes, furthermore, that the present administration of the quarter plan can be definitely improved by a number of changes in the existing rules and practices, the need for and the practicality of which are brought out by the studies we have made.

Your committee, therefore, recommends:

1. That the principle of the quarter system be retained.

2. That changes looking to the improvement of the present quarter system be introduced as soon as possible.

If these recommendations are approved by the Faculty, this committee, if the Faculty desires, is prepared promptly to propose definite improvements in the quarter system at the first meeting of the Faculty in the autumn.

The results of the investigation are summarized on the following pages.

Respectfully submitted.
SECTION TWO

SUMMARY OF THE INVESTIGATION

UPON WHICH RECOMMENDATIONS ARE BASED
PROBLEM ONE: THE QUALITY OF INSTRUCTION

Statement of Problem: Which plan is better from the point of view of the quality of instruction?

Sub-Problems:

1.1 The Intensity of Instruction: Which are superior short intensive quarter courses or longer less intensive semester courses?

1.2 The Instructional Unit: Which system gives the better instructional unit?

1.3 The Number of Courses Carried: Is it better for students to carry 3 or 4 courses under the quarter system or 6 and 7 courses under the semester system?

1.4 Instructional Time: Under which system is the maximum of time for instruction?

1.5 Collateral Reading and Extra-Class Work: Is one system superior to the other from the point of view of collateral course work?

1.6 The Effect of Vacations on Instruction: Do vacations under either plan interfere with instruction?

1.7 Course Offerings: Which system permits the best organization of course offerings?

1.8 Student-Instructor Relationships: Is one system better than the other from the point of view of student-instructor relationships?

1.1 The Intensity of Instruction: Which are superior, short intensive quarter courses, or longer less intensive semester courses? This question was asked of all groups to whom questionnaires were sent and the tabulated responses may be interpreted as follows:
Faculty Members: The faculty has voted that quarter courses are superior to semester courses from the point of view of student application. This they believe to be true for elementary courses, advanced courses, and graduate courses. In all three cases their voting has been decisive.

Members of the faculty believe that the quarter system is superior for elementary courses from the point of view of reflective thinking and also from the point of view of mastering subject matter. They believe that the semester system is superior, however, from the point of view of reflective thinking for advanced courses and graduate courses and also from the point of view of mastery of subject matter for graduate courses. It is their judgment, however, that one system is as good as the other from the point of view of mastery of subject matter in advanced courses.

Graduate Students Who have Studied under Both Systems:
Graduate students who have studied under both systems agree with the members of the faculty that the quarter system is superior to the semester system from the point of view of student application in all types of courses. They believe the semester system, however, to be superior to the quarter system from the point of view of reflective thinking and also from the point of view of mastery of subject matter in all three types of courses.

Professional Students Who have Studied under Both Systems:
Professional students also believe that the quarter system is superior to the semester system from the point of view of student application. On the other hand, they believe the semester system to be superior from the point of view of reflective thinking for all types of courses, but in their judgment one system is as good as the other from the point of view of mastery of subject matter.

Undergraduates Who have Studied Under Both Systems:
The undergraduates are also of the opinion that the quarter system is superior to the semester system from the point of view of student application. In their judgment one system is as good as the other from the point of view of reflective thinking, but they are of the opinion that the quarter system is also superior to the semester system from the point of view of mastery of subject matter.
Summary: The outstanding fact about the data collected in response to this question is that the large majority of all groups canvassed agree that the quarter system is superior to the semester system. The opinion of all groups is evenly divided upon the question of student application and upon mastery of subject matter. The faculty members, graduate students and professional students, however, all agree that the semester system is superior from the point of view of reflective thinking.

1.2 The Instructional Unit: Which system gives the better instructional unit?

Before this question could be answered it was necessary to discover the difference between the instructional unit of the semester system and the instructional unit of the quarter system. An analysis of the number of credit hours granted for courses in the various colleges demonstrated that the predominant course under the semester system granted two and three hour credit while the predominant units under the quarter system grant 3 and 5 hour hour credit. It was furthermore demonstrated that under the semester system the majority of 400 courses granted 3 hour credit whereas under the quarter system the majority of 400 courses carry 5 hour credit. Five hundred and 600 courses under the semester system carried 2 and 3 hour credit but under the quarter system these courses carry 3 hour credit usually with occasional 5 hour credit. Seven hundred and 800 courses under the semester system carried 2 hour credit in the majority of cases, but under the quarter system they carry 3 hour credit almost universally.

The faculty are of the opinion that the term should be somewhere in the neighborhood of ten to twelve weeks. They have also expressed their preference for five meetings a week for elementary courses and three meetings a week for graduate and advanced courses. With these judgments all three student groups concur with the exception of the undergraduates who have expressed a desire for five meetings a week for advanced courses.

The faculty are of the opinion that the shorter unit made possible under the quarter system makes for less memorizing before examinations than the longer unit.
of the semester system. They have also voted that work is not too hurried under the quarter system, nor too thinly spread out under the semester system. These opinions have been expressed by significant pluralities. All student groups have concurred.

The answer to the question posed above seems to be that the better unit of instruction is that made possible by the quarter system with five meetings per week for the elementary courses and three meetings per week for advanced and graduate courses, all courses meeting for a term of eleven or twelve weeks.

1.3 The Number of Courses Carried: Is it better for students to carry three or four courses under the quarter system or six and seven under the semester system?

This question is badly stated and involves an investigation of fact. It was discovered by analyses of the schedules of students under the semester plan that the most probable schedule included somewhere within the neighborhood of five or six courses. It has also been discovered that under the quarter plan the most probable schedule includes four courses.

Opinion of faculty and students canvassed concerning the most desirable number of courses to be carried at one time produced data demonstrating that all groups are in favor of a three or four course schedule. The faculty are of the opinion that 3 or 4 courses make the most desirable schedule of courses to be carried at one time. All student groups are of the same opinion. Faculty and undergraduates are of the opinion that freshmen and sophomores should carry but three courses. Graduate students and professional students are of the opinion that freshmen and sophomores should carry four courses. All groups are of the opinion that juniors and seniors should carry four courses. All groups are similarly of the opinion that graduate students should carry but three courses. All groups except the professional students themselves are of the opinion that professional students should carry three courses. Professional students believe they should carry four.

These data demonstrate that all groups are of the opinion that no student should carry more than four courses at a time and that most students should carry but three courses at a time.
1.4 Instructional Time: Under which system is there the maximum time for instruction?

It is generally believed that the semester system provides more instructional time, but an analysis of the semester system for the years 1915-1921 compared to the years 1922-29 under the quarter system revealed a difference of but 2.8 days in favor of the semester system. The average number of instructional days available during three quarters has been found to be 170.81 as against 173.65 under the semester system.

Open to considerable criticism is the quarter system limitation that some quarters are longer than others. It has been shown that the average number of actual instructional days for fall quarters is 60.66 compared to 54.59 for winter quarters, 55.44 for spring quarters and 53.12 for summer quarters. Members of the faculty and students commented upon the questionnaires sent them, again and again pointing out the disadvantages of uneven quarters, and if the quarter system is to be retained, unquestionably some effort must be made to equalize the length of the terms.

It is frequently pointed out in criticizing the semester system that it takes longer to get under way at the beginning of the semester than it does at the beginning of the quarter. This question was presented to all groups for expressions of opinion. Members of the faculty and graduate students were strongly of the opinion that it does not take more time to get under way at the beginning of the semester than at the beginning of the quarter. On the other hand professional students and undergraduates expressed the opinion that it does take longer to get under way at the beginning of the semester.

There are no data presented in response to this question which are conclusively in favor of one system or the other. Rather the data gathered demonstrate that if the quarter system is to be retained the length of the terms must inevitably be equalized.
1.5 Collateral Reading and Extra-Class Work: Is one system superior to the other from the point of view of collateral course work?

Two questions were put to members of the faculty and to students. One queried: "Under which system is more collateral reading done?" The other queried: "Under which system can students write better term papers?" The faculty have voted for the semester system by a substantial plurality, supported by a substantial plurality among student groups.

It may be said, then, that in the opinion of both faculty and students the semester system is superior to the quarter system from the point of view of collateral course work.

1.6 The Effect of Vacations on Instruction: Do vacations under either plan interfere with instruction?

The faculty is of the opinion that the Christmas break seriously interferes with January work under the semester system. They also prefer to have the first term examinations over before Christmas. All student groups are of the same opinion. All groups, therefore, have expressed a decided preference for the quarter system on this score.

1.7 Course Offerings: Which system permits the better organization of course offerings?

It was found impossible to collect data bearing upon this point. Some were available, but the expense of collecting them would have been so considerable that they were not brought together.

It was discovered, however, how the total registration of the various colleges is spread out over the four quarters. This information may not be considered conclusive as in favor or opposed to the quarter system since comparative data concerning the semester system is not available.

The answer to question stated above, therefore, is this: it is impossible to say which system permits the better organization of course offerings. At least it is impossible to say from any data now in hand.
1.8 Student-Instructor Relationship: Is one system better than the other from the point of view of student-instructor relationship?

To answer this question students and members of the faculty were asked to respond to the following question: "Under the quarter system is it more difficult for students and instructors to know one another than under the semester system?" Members of the faculty have expressed themselves as of the opinion that the quarter system does not make it more difficult for students and instructors to know one another. With this judgment undergraduates agree, although professional students are evenly divided and graduate students by a substantial plurality have expressed the converse opinion.

Since opinion is evenly split it may be concluded that one system is as good as the other from the point of view of student-instructor relationships.
PROBLEM TWO: THE EFFECTIVENESS OF EXAMINATIONS

Statement of Problem: Which plan makes possible more effective Examinations?

Sub-Problems:

2.1 The Length of the Final Examination Period: Which system gives the more desirable final examination period as to length?

2.2 The Frequency of Final Examination Periods: Which system gives the more desirable final examination period as to frequency?

2.3 The Number of Final Examination Periods: Which system gives the more desirable number of final examination periods?

2.4 The Length of Individual Examinations: Which system gives the more desirable time allotment for individual examinations.

2.5 The Educational Value of Examinations: Under which system do examinations have the more educational value?
2.1 The length of the Final Examination Period: Which system gives the more desirable final examination period as to length?

Investigation demonstrated that the usual quarter examination period as to length is $3\frac{1}{2}$ or $4$ days, usually $3\frac{1}{2}$. Under the semester system $6\frac{1}{2}$ or $7\frac{1}{2}$ days were usually included in the examination period. No information has been collected as to whether or not the quarter period is too short and too crowded or whether on the other hand the semester period was too long and too spread out. This represents a defect in the investigation as conducted. But one student, however, expressed himself as opposed to the quarter system because the length of the examination period is too short.

The faculty have put themselves on record in favor of the two hour quarter examination period which they believe to be neither too short nor too crowded. All student groups have agreed with this judgment. All groups also agree that the four hour examination period of the semester system is too long. Members of the faculty are of the opinion that quarter system examinations do not come too frequently, a judgment with which all student groups agree. Professional students and undergraduates have set themselves on record as of the opinion that semester examinations come too seldom.

2.2 The Frequency of the Final Examination Period: Which system gives the more desirable final examination period as to frequency?

The data seem to demonstrate that the quarter system gives the more desirable examination period as to frequency. Faculty members are of the opinion that quarter examinations do not come too frequently. With this judgment all student groups concur. Professional students and undergraduate students are also of the opinion that semester examinations come too seldom.
2.3 The Number of Final Examination Periods: Which system gives the more desirable number of final examination periods?

This question was attacked indirectly. An attempt was made to discover whether or not three final examination periods during the academic year are too severe a strain upon students and upon members of the faculty. Members of the faculty are agreed that three final examination periods are not too much of a strain either upon the students or upon the faculty themselves. All student groups have concurred with this opinion. This seems to suggest that the quarter system is not open to criticism on this score.

On the other hand it does not prove, of course, that the semester system of providing for two examinations in an academic year is inferior. Many of the students and members of the faculty expressed opinions in their questionnaires on both sides of this question. The majority, however, seem to be of the opinion that three examinations are more desirable than two.

2.4 The Length of Individual Examinations: Which system gives the more desirable time allotment for individual examinations?

Inadvertently this question was presented to students and members of the faculty as a subdivision of the second sub-problem of this group. The question is there answered to the effect that the two hour examination of the quarter system is the more desirable period.

2.5 The Educational Values of Examinations: Under which system do examinations have the more educational value?

Two questions were included in the questionnaire to secure opinions on this point. One question sought to prove whether or not students work harder and more consistently when they see quarterly examinations directly ahead of them than under the longer semester system. The faculty have voted by a significant plurality that students work harder because quarter examinations are in the immediate future. The three student groups agree in this judgment.
The second question sought information on whether or not the semester system gives the student a better opportunity to review. Members of the faculty and professional students expressed the opinion that the quarter system is in this regard as effective as the semester system. Graduate students voted in favor of the semester system in this particular, but the undergraduates voted in favor of the quarter system.

The returns from these two questions summarized into an advantage for the quarter system from the point of view of the educational values of examinations.
PROBLEM THREE: ADVANTAGES FOR THE STUDENT BODY

Statement of Problem: Which plan has more advantages for the student body?

3.1 The Working Load: Which do students who have worked under both systems prefer: the compact working load of the quarter system or the less compact working load of the semester system?

3.2 The Number of Opportunities to Enter and Re-enter the University: Are the larger number of opportunities to enter and re-enter the University advantageous to individuals seeking entrance?

3.3 The Flexibility of Schedule Making: Is either system more flexible for students in scheduling their courses?

3.4 The Frequency of Convocations: Are frequent convocations advantageous to graduating students?

3.5 The Length of the Student's Course: What proportion of the student body studies through four successive quarters, thus reducing the length of their course?

3.6 The Self-Supporting Student: Which system is better for students earning their college expenses?

3.7 The Payment of Fees: Which system is better for students and their parents in the matter of the payment of fees?
3.1 The Working Load: Which do students who have worked under both systems prefer: the compact working load of the quarter system or the less compact working load of the semester system?

This question was asked not only of the students who have worked under both systems but also of members of the faculty: "Which system is preferable: the compact working load under the quarter system or the less compact working load under the semester system?" All groups by large pluralities voted in favor of the compact working load under the quarter system.

3.2 The Number of Opportunities to Enter and Re-enter the University: Are the larger number of opportunities to enter and re-enter the University advantageous to individuals seeking entrance?

Because of the inaccessibility of records concerning the semester system it is difficult to answer all of the subordinate questions that bear upon this larger question. It has been demonstrated that an appreciable number of freshmen and advanced standing students are entering the University at the beginning of quarters other than the autumn quarter. See Tables II and III appended at the end of this summary. The data also demonstrate that students are transferring from college to college within the university at the beginning of quarters other than the autumn quarter. See Table IV appended.

It is frequently observed that the quarter system permits students to re-enter the University more advantageously, and a study has been made to discover whether this observation is true in fact. It has been discovered, in the colleges of Arts, Commerce, Education, and Engineering, - the only ones studied in this connection - that an appreciable number of students are taking advantage of the quarter plan to re-enter the University the following quarter or the second following quarter after their dismissal or their decision to drop out for a period.

Although the evidence brought together to answer this question is admittedly inadequate, all the information in hand seems to indicate that the quarter system presents opportunities to drop out and re-enter the University, which are being taken advantage of by an appreciable number of students.
3.3 **The Flexibility of Schedule Making:** Is either system more flexible for students scheduling their courses?

Data has been collected to demonstrate that students who fail courses are able to repeat them during the next following or the second following quarter, thus rapidly making up their deficiencies. Obviously under the semester plan this is not possible.

All student groups were canvassed for responses to the following question: "Which system allows more flexibility in schedule making?" All groups by large majorities voted that the quarter system allows more flexibility.

The data on this question seems to be in favor of the retention of the quarter system.

3.4 **The Frequency of Convocations:** Are frequent convocations advantageous to graduating students?

The committee decided that it would not be desirable to canvas graduates of the University in order to secure data in response to this question. The question, therefore, has been tabled without investigation.

3.5 **The Length of the Student's Course:** What proportion of the student body studies through four successive quarters thus reducing the length of their courses?

A study made of the proportion of the student body in residence through more than three quarters in the Colleges of Arts, Commerce, Education, and Engineering demonstrates that 17.88 per cent of the student body of the Arts College are enrolled for more than four quarters continuously. Thirty-seven and seventy-one hundredths per cent of the Commerce students are similarly enrolled for four quarters continuously; 66.35 of the College of Education; and 20.43 of the College of Engineering. The detailed data concerning continuance of residence through many quarters is contained in item 3.51. They indicate that the quarter plan makes it possible for students to continue in residence through one or several years thus reducing the length of their college courses or making it possible for them to make up for deficiencies during the summer quarter. They

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also indicate that many students are taking advantage of these opportunities made possible by the quarter system. These data are summarized in Table V appended.

3.6 Self-Supporting Students: Which system is better for students earning their college expenses?

This question was asked of all groups, and all agreed that the quarter system is better for students who are helping to support themselves while taking their University work.

3.7 The Payment of Fees: Which System is better for students and their parents in the matter of payment of fees?

This question was asked of all students and all groups agree that the quarter system is better for students and their parents in the matter of fees.
PROBLEM FOUR: ADVANTAGES FOR THE INSTRUCTIONAL STAFF

Statement of Problem: Which plan has more advantages for the instructional staff?

4.1 The Working Load: Which system gives the most desirable working load?

4.2 The Availability of Extra-Time Off: Is it easier to obtain extra time off under the quarter system?

4.3 The Opportunity for Research: Which system gives the better opportunity to undertake research while in residence?

4.4 The Opportunity for Study: Which system gives the better opportunity to study and teach elsewhere?

4.5 The Amount of Clerical Work Required of the Faculty: Which system requires the lesser amount of clerical work of the faculty?
4.1 **The Working Load:** Which system gives the more desirable working load?

Members of the faculty were interrogated to discover whether or not in their opinion the frequency of class meetings influences the instructor's teaching effectiveness. By a substantial majority the faculty voted that more frequent meetings are better for elementary courses. They also voted by a less substantial but still significant majority that less frequent meetings are better for advanced courses.

4.2 **The Availability of Extra Time Off:** Is it easier to obtain extra time off under the quarter system?

Information concerning the extent of leaves of absence with salary is not available for the years during which the University was organized under the semester system. The data collected concerning the quarter system demonstrate that 134 members of the faculty took six-months leaves* off during the years 1922-30, twenty took nine-months leaves, and three took twelve-months leaves. Data have also been collected which demonstrate that the quarter system makes it possible for instructors to take their quarters off during any one of the four quarters of the year. This is not in general true in the Colleges of Dentistry, Law, Medicine, Pharmacy, and Veterinary Medicine, which are not in session during the summer quarters, but faculty members in the other six colleges are taking advantage of the opportunity which the quarter system affords them to take their vacations during quarters of the year other than summer quarters.

4.3 **The Opportunity for Research:** Which system gives the better opportunity to undertake research while in residence?

By a slight plurality members of the faculty have voted that the semester system gives more advantages for members of the faculty conducting research while teaching. On the other hand, the faculty are decidedly of the opinion that the quarter system gives the faculty the better opportunity to take time off from teaching for research.

*Including regular quarter off.
4.4 The Opportunity for Study: Which system gives the better opportunity for study and teaching elsewhere?

The faculty are of the opinion that the quarter system gives the faculty the better opportunity to study and teach elsewhere.

4.5 The Amount of Clerical Work Required of the Faculty:
Which system requires the lesser amount of clerical work of the faculty?

By a very large majority members of the faculty concluded that the semester system requires less clerical work of them.
PROBLEM FIVE: ADMINISTRATIVE EFFICIENCY

Statement of Problem: Which plan is administratively more efficient?

5.1 The Use of the University Plant: Under which system is the University plant used more nearly up to capacity?

5.2 The Availability of Instructional Personnel: Does either system make available a larger number of instructors?

5.3 The Uniformity of Staff Appointments: Would the semester system make it possible to do away with the inequalities which arise from the appointment of members of the instructional staff on a nine months' basis and research and extension workers on a twelve months' basis?

5.4 Agreement with Other Institutions: Is it desirable that Ohio State University should be organized as are other comparable institutions?

5.5 The Efficiency of Academic Department Offices: Does either plan make for larger efficiency in departmental offices?

5.6 The Efficiency of Administrative Offices: Does either plan make for larger efficiency in general administrative offices?
5.1 The Use of the University Plant: Under which system is the University plant used more nearly up to capacity?

The study of the total number of days the plant has been in operation under both the semester and quarter system demonstrates that the quarter system has a slight advantage. Under the quarter plan the plant has been in operation 241 days a year. Under the semester plan the plant was in operation 232 days a year. See Tables VI and VII appended.

5.2 The Availability of Instructional Personnel: Does either system make available a larger number of instructors?

No data have been collected upon this question.

5.3 The Uniformity of Staff Appointments: Would the Semester system make it possible to do away with the inequalities which arise in the appointment of members of the instructional staff on a nine-months basis and research and extension workers on an twelve-months basis?

No data have been collected upon this problem.

5.4 Agreement with Other Institutions: Is it desirable that Ohio State University should be organized as other comparable institutions are?

The faculty has voted that it is no disadvantage to the University to be organized on the quarter plan while other institutions are organized on the semester plan. The student groups concur with this judgment.

5.5 The Efficiency of Academic Department Offices: Does either plan make for larger efficiency in departmental offices?

The committee studying the quarter plan decided that no information needed to be collected on this point since the information on the next problem (5.6) would very likely be similar and adequate.

5.6 The Efficiency of Administrative Offices: Does either plan make for larger efficiency in general administrative offices?
Heads of administrative departments, deans, and college secretaries were canvassed on this problem. Four heads of administrative departments expressed their judgment that more clerical assistance is necessary under the quarter plan. Five deans expressed their opinion that more clerical assistance is necessary under the quarter plan, and four expressed their belief that the quarter system does not require more clerical assistance. Two secretaries expressed their belief that the quarter system requires more clerical assistance, but four were not in agreement with them.

5.7 The Organization of Non-Residence Requirements: Does either plan fit in better with the non-residence requirements of the various colleges?

A study has been made of the non-residence requirements of all colleges. It has been discovered that the Colleges of Agriculture, Education, and Engineering are the only colleges which have non-residence requirements. All of these can be satisfied under the semester system as well as the quarter system except the requirement of the college of Agriculture that "students must have at least six months of farm experience, which includes the time of the spring and winter quarters".
PROBLEM SIX: THE QUALITY AND SUCCESS OF THE SUMMER SESSION

Statement of Problem: Which plan lends itself the better to the quality and success of the summer session?

6.1 The Program of the Summer Session: What is the relative scope of the summer program under both systems?

6.2 The Length of the Summer Session: Are there any arguments against the length of the summer session under either plan?

6.3 The Relationship of the Summer Session to the Graduate Program of the University: Does the summer session of the quarter plan promote the graduate program of the University more than would the shorter summer session of the semester plan?

6.4 The Clientele of the Summer Session: Whom does the summer session serve?

6.5 The Method of Financing the Summer Quarter: How have the summer sessions of the University been financed in comparison with summer sessions at other institutions?
6.1 The Program of the Summer Session: What is the relative scope of the summer session under both systems?

A study of the summer session offerings of all departments of all colleges demonstrates that except in the cases of colleges which are not in session during the summer quarter the great majority of departments are offering more work in the summer quarter than they were able to offer in the summer session of the semester system. The only departments which are exceptions are the department of Home Economics in the College of Agriculture which offered 40.61 per cent of its regular courses during the summer session of the semester plan and 39.41 per cent of the offerings of the regular quarters in the summer quarter; the abandoned department of Public Speaking which offered 57.14 per cent of its regular offerings in the summer session of the semester system and 40.40 per cent under the quarter system; the department of Mathematics which offered 38.32 per cent of its regular offerings under the summer session of the semester system, and 19.25 per cent under the quarter system.

6.2 The Length of the Summer Session: Are there any arguments against the length of the summer session under either plan?

It is often remarked that the long summer quarter is a strain upon the health of students. To discover the truth of this assertion a questionnaire was circulated among summer quarter students* during the summer of 1930, but the great majority of them expressed the opinion that they did not find the quarter a strain upon their health. An analysis also of the number of calls made upon the Student Medical Service for treatment during regular quarters and during summer quarters shows a drop during summer quarters. For the months of October to May 1928-29 an average of 2413 students each month visited the Student Medical Service for treatment, constituting 25.24 per cent of the enrollment. During the months of June, July, and August of 1929 an average of 401 students called upon the Service each month or a percentage of the enrollment of 10.33. During the year 1929-30 and through the summer session of 1930 these ratios remained substantially the same.

*In residence during the entire quarter.
These data indicate that the summer session of the quarter system cannot be interpreted as a serious strain upon the health of summer session students.

It is occasionally remarked that students stay away from the summer quarter because of its late close. This question was presented to students in residence for the summer quarter of 1930 and a substantial plurality of all groups expressed their judgment that students are not kept away from the summer session because of its late close. Similarly students voted that in their judgment possible students are not kept away from the University because of its early start.

An investigation of the percentage of summer quarter students who stay in residence all quarter indicates that the majority of all students in all colleges with the exception of the College of Education stay in residence through both terms of the summer quarter.

An investigation of the closing dates of major Ohio school systems in the spring and the opening dates of the same systems in the fall demonstrated that the summer quarter opening and closing dates do not often cut across these dates. Cincinnati is the only notable exception.

In the opinion of the majority of 1930 summer quarter students no appreciable number of possible students stay away from the Ohio State University eleven weeks summer quarter because of its length.

6.3 The Relationship of the Summer Session to the Graduate Program of the University: Does the summer session of the quarter plan promote the graduate program of the University more than would the shorter summer session of semester plan?

The investigation of this problem has brought out the fact that approximately fifteen per cent of the graduate students regularly enrolled during the year continue their work during the summer session. The investigation also demonstrates that since the summer quarter of 1922 there has been a steady gain in the number of students receiving Master's degrees by taking work in summer quarters only. In the summer of 1930, however, 34.88 per cent
of the individuals granted the Master of Arts degree did all their work during the summer sessions. Fewer Masters of Science candidates have been able to secure their degrees by summer quarter work, but an appreciable number are able to do their graduate work for Masters degrees during the summer sessions only. See Table VIII appended.

A study of the quarters in which advanced degrees are granted demonstrated that 39.02 per cent of the degrees granted by the graduate school from 1923 to 1929 were granted during the summer quarter; 3.02 per cent in the autumn quarter; 9.04 per cent in the winter quarter; 43.02 per cent in the spring quarter. See Table IX appended. These data seem to mean that the summer quarter is of considerable utility to the graduate school.

6.4 The Clientele of the Summer Session: Whom does the summer session serve?

A study of summer quarter enrollment in comparison with enrollment during the regular academic year demonstrates that 97.18 per cent as many students are enrolled in the Graduate School during the summer quarter as during the regular academic year. The percentage was brought down by the years 1922, 1923, 1924 which were below one hundred per cent, but since 1925 summer session enrollment in the graduate school has been larger during the summer quarter than during the regular year.

The study also demonstrates that the enrollment in the college of Education during the summer quarter is 59.69 per cent of the enrollment during the regular year; the enrollment in Arts-Education is 39.47 per cent of the enrollment during the regular year. These three groups which chiefly patronize the summer quarter: graduate students, education students, arts-education students. It should be observed however, that all colleges have increased their enrollments during the summer session of the quarter plan over their enrollments for the summer sessions under the semester plan. These data are summarized in Tables X and XI.
6.5 The Method of Financing the Summer Quarter: How have the summer sessions of the University been financed in comparison with summer sessions of other institutions?

Data have not been secured to answer this question. Statistics, however, have been gathered to demonstrate that the average salary expenditure for regular academic year quarters in the years 1929-31 was $862,335 as compared to an average summer quarter expenditure for salaries of $202,191.
6.5 The Method of Financing the Summer Quarter: How have the summer sessions of the University been financed in comparison with summer sessions of other institutions?

Data have not been secured to answer this question. Statistics, however, have been gathered to demonstrate that the average salary expenditure for regular academic year quarters in the years 1929-31 was $832,335 as compared to an average summer quarter expenditure for salaries of $202,191.
TABLE I.

TABULATION OF VOTES FOR AND AGAINST THE TWO SYSTEMS

Note: Students were asked to vote upon both systems in response to the following directions: "You have heard the expression 'six of one and half a dozen of the other'. Keeping that expression in mind, note below how you would vote if you had ten votes to cast between the Semester and the Quarter Plans."

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<th>Graduate, both systems*(153)</th>
<th>Graduate, quarter system only* (24)</th>
<th>Professional, both systems*(92)</th>
<th>Professional, quarter Sys.*(49)</th>
<th>Undergrad. Both systems*(325)</th>
<th>Undergrad. quarter sys (410)</th>
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<td>7.61</td>
<td>8.16</td>
<td>4.92</td>
<td>3.90</td>
</tr>
<tr>
<td>3-7</td>
<td>11.11</td>
<td>4.17</td>
<td>5.43</td>
<td>2.04</td>
<td>4.31</td>
<td>2.20</td>
</tr>
<tr>
<td>2-8</td>
<td>4.58</td>
<td>—</td>
<td>5.43</td>
<td>4.08</td>
<td>2.46</td>
<td>1.95</td>
</tr>
<tr>
<td>1-9</td>
<td>3.26</td>
<td>—</td>
<td>1.09</td>
<td>2.04</td>
<td>.31</td>
<td>.89</td>
</tr>
<tr>
<td>0-10</td>
<td>6.54</td>
<td>—</td>
<td>6.53</td>
<td>4.08</td>
<td>6.15</td>
<td>3.17</td>
</tr>
<tr>
<td></td>
<td>***(37.91)</td>
<td>***(12.50)</td>
<td>***(26.09)</td>
<td>***(20.10)</td>
<td>***(18.15)</td>
<td>***(11.1)</td>
</tr>
</tbody>
</table>

*Percent above 5-5
**Percent below 5-5

Lumber who have voted
### TABLE II.
COMPARISON OF FRESHMAN ADMISSIONS BY COLLEGES.

1922 - 1930.

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>Summer Quarter</th>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Agriculture</td>
<td>9.14</td>
<td>3.53</td>
<td>228.43</td>
<td>88.20</td>
<td>16.43</td>
</tr>
<tr>
<td>Applied Opt.</td>
<td></td>
<td></td>
<td>9.14</td>
<td>94.22</td>
<td>0.28</td>
</tr>
<tr>
<td>Arts</td>
<td>40.86</td>
<td>5.05</td>
<td>705.71</td>
<td>87.19</td>
<td>36.43</td>
</tr>
<tr>
<td>Commerce</td>
<td>15.71</td>
<td>2.45</td>
<td>56.90</td>
<td>88.91</td>
<td>37.43</td>
</tr>
<tr>
<td>Dentistry</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Education</td>
<td>187.57</td>
<td>29.59</td>
<td>392.57</td>
<td>61.92</td>
<td>30.57</td>
</tr>
<tr>
<td>Engineering</td>
<td>4.14</td>
<td>0.87</td>
<td>447.43</td>
<td>93.55</td>
<td>20.71</td>
</tr>
<tr>
<td>Law</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Medicine</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Nursing</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>0.43</td>
<td>0.58</td>
<td>69.14</td>
<td>93.25</td>
<td>3.0</td>
</tr>
<tr>
<td>Veterinary</td>
<td></td>
<td></td>
<td>17.43</td>
<td>89.75</td>
<td>1.71</td>
</tr>
</tbody>
</table>

Note: All figures in the number column are averages.
TABLE III.
A COMPARISON OF ADVANCED STANDING ADMISSIONS BY COLLEGES.
1922 - 1930.

<table>
<thead>
<tr>
<th>College</th>
<th>Summer Quarter</th>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Agriculture</td>
<td>12.57</td>
<td>16.17</td>
<td>55.00</td>
<td>70.78</td>
<td>6.28</td>
</tr>
<tr>
<td>Applied Opt.</td>
<td>_</td>
<td>_</td>
<td>2.00</td>
<td>82.54</td>
<td>0.14</td>
</tr>
<tr>
<td>Arts</td>
<td>31.00</td>
<td>11.77</td>
<td>201.43</td>
<td>76.52</td>
<td>19.57</td>
</tr>
<tr>
<td>Commerce</td>
<td>7.14</td>
<td>4.78</td>
<td>123.00</td>
<td>82.32</td>
<td>12.00</td>
</tr>
<tr>
<td>Dentistry</td>
<td>_</td>
<td>_</td>
<td>5.43</td>
<td>97.49</td>
<td>0.14</td>
</tr>
<tr>
<td>Education</td>
<td>175.71</td>
<td>50.83</td>
<td>136.71</td>
<td>39.55</td>
<td>16.71</td>
</tr>
<tr>
<td>Engineering</td>
<td>3.57</td>
<td>3.25</td>
<td>95.57</td>
<td>57.12</td>
<td>7.00</td>
</tr>
<tr>
<td>Law</td>
<td>_</td>
<td>_</td>
<td>3.57</td>
<td>32.23</td>
<td>_</td>
</tr>
<tr>
<td>Medicine</td>
<td>_</td>
<td>_</td>
<td>4.14</td>
<td>100.00</td>
<td>_</td>
</tr>
<tr>
<td>Nursing</td>
<td>_</td>
<td>_</td>
<td>0.86</td>
<td>50.56</td>
<td>0.28</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>_</td>
<td>_</td>
<td>10.14</td>
<td>66.59</td>
<td>1.00</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>_</td>
<td>_</td>
<td>8.43</td>
<td>59.40</td>
<td>0.57</td>
</tr>
</tbody>
</table>

Note: All figures in the number column are averages.
TABLE IV.

A COMPARISON OF TRANSFER ADMISSIONS BY COLLEGES

1922 - 1930

<table>
<thead>
<tr>
<th>College</th>
<th>Summer Quarter</th>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Agriculture</td>
<td>5.28</td>
<td>9.24</td>
<td>17.43</td>
<td>30.51</td>
<td>21.28</td>
</tr>
<tr>
<td>Applied Opt.</td>
<td>---</td>
<td>---</td>
<td>2.43</td>
<td>51.59</td>
<td>2.14</td>
</tr>
<tr>
<td>Arts</td>
<td>20.57</td>
<td>11.31</td>
<td>66.43</td>
<td>36.53</td>
<td>55.57</td>
</tr>
<tr>
<td>Commerce</td>
<td>10.14</td>
<td>3.42</td>
<td>145.28</td>
<td>48.97</td>
<td>80.00</td>
</tr>
<tr>
<td>Dentistry</td>
<td>---</td>
<td>---</td>
<td>39.71</td>
<td>96.58</td>
<td>0.43</td>
</tr>
<tr>
<td>Education</td>
<td>48.86</td>
<td>18.91</td>
<td>85.43</td>
<td>33.06</td>
<td>63.86</td>
</tr>
<tr>
<td>Engineering</td>
<td>1.71</td>
<td>4.16</td>
<td>21.57</td>
<td>52.43</td>
<td>11.43</td>
</tr>
<tr>
<td>Law</td>
<td>---</td>
<td>---</td>
<td>67.14</td>
<td>93.81</td>
<td>3.57</td>
</tr>
<tr>
<td>Medicine</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Nursing</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>---</td>
<td>---</td>
<td>7.86</td>
<td>60.43</td>
<td>3.00</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>---</td>
<td>---</td>
<td>3.29</td>
<td>34.01</td>
<td>1.28</td>
</tr>
</tbody>
</table>

Note: All figures in the number columns are averages.
### TABLE V.

**Proportion of Student Body in Residence Through More Than Three Quarters 1925-30**

<table>
<thead>
<tr>
<th>College</th>
<th>Average Yearly Enrollment for 1925-30</th>
<th>4 quarters or more</th>
<th>5 quarters or more</th>
<th>6 quarters or more</th>
<th>7 Quarters or more</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Arts</td>
<td>2108</td>
<td>377 17.88</td>
<td>321 15.23</td>
<td>260 12.33</td>
<td>205 9.27</td>
</tr>
<tr>
<td>Commerce</td>
<td>1344</td>
<td>620 37.71</td>
<td>537 32.56</td>
<td>456 27.74</td>
<td>328 19.94</td>
</tr>
<tr>
<td>Education</td>
<td>1505</td>
<td>991 65.85</td>
<td>557 37.01</td>
<td>411 27.31</td>
<td>356 23.65</td>
</tr>
<tr>
<td>Engineering</td>
<td>1444</td>
<td>895 20.43</td>
<td>254 17.59</td>
<td>211 14.61</td>
<td>172 11.91</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College</th>
<th>8 quarters or more</th>
<th>9 quarters or more</th>
<th>10 quarters or more</th>
<th>11 quarters or more</th>
<th>12 quarters or more</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Arts</td>
<td>146</td>
<td>6.92</td>
<td>98</td>
<td>4.17</td>
<td>61</td>
</tr>
<tr>
<td>Commerce</td>
<td>250</td>
<td>15.81</td>
<td>201</td>
<td>12.23</td>
<td>140</td>
</tr>
<tr>
<td>Education</td>
<td>161</td>
<td>10.69</td>
<td>81</td>
<td>5.38</td>
<td>56</td>
</tr>
<tr>
<td>Engineering</td>
<td>128</td>
<td>8.86</td>
<td>100</td>
<td>6.92</td>
<td>66</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College</th>
<th>13 quarters or more</th>
<th>14 quarters or more</th>
<th>15 quarters or more</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Arts</td>
<td>6</td>
<td>.28</td>
<td>1</td>
</tr>
<tr>
<td>Commerce</td>
<td>32</td>
<td>1.94</td>
<td>11</td>
</tr>
<tr>
<td>Education</td>
<td>7</td>
<td>.46</td>
<td>2</td>
</tr>
<tr>
<td>Engineering</td>
<td>6</td>
<td>.41</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>Days</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>--------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average number of holidays, Fall Quarters 1922-29</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average number of holidays, Winter Quarters 1922-29</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average number of holidays, Spring Quarters 1922-29</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average number of days in the interim between Fall and Winter Quarters 1922-29</td>
<td>8.85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average number of days in the interim between Winter and Spring Quarters 1922-29</td>
<td>5.35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average number of days in the interim between Summer and Autumn Quarters 1922-29</td>
<td>21.35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of days a year plant is not in operation under the Quarter Plan</td>
<td>45.90</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Saturdays have been counted as half days. This means that 52 weeks of five and a half days (plus one day to equal 365 days) give a maximum of 287 potential instructional days. Therefore under the Quarter Plan the plant is in operation 241 days a year.
TABLE VII.

SUMMARY OF THE TOTAL NUMBER OF DAYS

THE PLANT IS IN OPERATION UNDER THE SEMESTER SYSTEM

<table>
<thead>
<tr>
<th>Description</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average number of holidays, First Semesters, 1915-22</td>
<td>15.21</td>
</tr>
<tr>
<td>Average number of holidays, Second semesters 1915-22</td>
<td>5.15</td>
</tr>
<tr>
<td>Average number of days in the interim between semesters 1915-22</td>
<td>2.50</td>
</tr>
<tr>
<td>Average number of days in the interim between the Second Semester and the Summer Session 1915-22</td>
<td>6.15</td>
</tr>
<tr>
<td>Average number of days in the interim between the Summer Session and the First Semester 1915-22</td>
<td>26.00</td>
</tr>
<tr>
<td>Total number of days a year: plant is not in operation under the semester plan</td>
<td>55.01</td>
</tr>
</tbody>
</table>

Saturdays have been counted as half days. This means that 52 weeks of five and a half days give a maximum of 287 potential instructional days, therefore under the Semester Plan the plant is in operation 232 days a year.
TABLE VIII
NUMBER OF STUDENTS RECEIVING THE MASTER'S DEGREE BY TAKING WORK
IN SUMMER QUARTERS ONLY 1922-1930

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Number of Degrees Granted</th>
<th>Number to Summer Session Students</th>
<th>Percentage to Summer Session Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Quarter 1922</td>
<td>62</td>
<td>10</td>
<td>13.89</td>
</tr>
<tr>
<td>Summer Quarter 1923</td>
<td>27</td>
<td>4</td>
<td>12.90</td>
</tr>
<tr>
<td>Summer Quarter 1924</td>
<td>44</td>
<td>16</td>
<td>26.57</td>
</tr>
<tr>
<td>Summer Quarter 1925</td>
<td>60</td>
<td>27</td>
<td>31.03</td>
</tr>
<tr>
<td>Summer Quarter 1926</td>
<td>69</td>
<td>26</td>
<td>27.37</td>
</tr>
<tr>
<td>Summer Quarter 1927</td>
<td>91</td>
<td>28</td>
<td>23.52</td>
</tr>
<tr>
<td>Summer Quarter 1928</td>
<td>118</td>
<td>51</td>
<td>30.17</td>
</tr>
<tr>
<td>Summer Quarter 1929</td>
<td>113</td>
<td>48</td>
<td>29.81</td>
</tr>
<tr>
<td>Summer Quarter 1930</td>
<td>140</td>
<td>75</td>
<td>34.88</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Number of Degrees Granted</th>
<th>Number to Summer Session Students</th>
<th>Percentage to Summer Session Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Quarter 1922</td>
<td>44</td>
<td>0</td>
<td>10.00</td>
</tr>
<tr>
<td>Summer Quarter 1923</td>
<td>9</td>
<td>1</td>
<td>10.00</td>
</tr>
<tr>
<td>Summer Quarter 1924</td>
<td>24</td>
<td>2</td>
<td>7.69</td>
</tr>
<tr>
<td>Summer Quarter 1925</td>
<td>15</td>
<td>1</td>
<td>6.25</td>
</tr>
<tr>
<td>Summer Quarter 1926</td>
<td>22</td>
<td>1</td>
<td>4.35</td>
</tr>
<tr>
<td>Summer Quarter 1927</td>
<td>12</td>
<td>5</td>
<td>29.41</td>
</tr>
<tr>
<td>Summer Quarter 1928</td>
<td>25</td>
<td>1</td>
<td>3.85</td>
</tr>
<tr>
<td>Summer Quarter 1929</td>
<td>28</td>
<td>1</td>
<td>3.45</td>
</tr>
<tr>
<td>Summer Quarter 1930</td>
<td>31</td>
<td>5</td>
<td>13.89</td>
</tr>
</tbody>
</table>
### TABLE IX.

**DEGREES CONFERRED AND CERTIFICATES GRANTED 1927 - 1929**

**ANALYSIS BY COLLEGES**

<table>
<thead>
<tr>
<th>College</th>
<th>Summer Quarter</th>
<th>Autumn Quarter</th>
<th>Winter Quarter</th>
<th>Spring Quarter</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate School</td>
<td>766</td>
<td>160</td>
<td>184</td>
<td>840</td>
<td>1950</td>
</tr>
<tr>
<td>Agriculture</td>
<td>101</td>
<td>125</td>
<td>167</td>
<td>778</td>
<td>1171</td>
</tr>
<tr>
<td>Applied Opt.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>19</td>
<td>22</td>
</tr>
<tr>
<td>Arts</td>
<td>342</td>
<td>137</td>
<td>203</td>
<td>1494</td>
<td>2128</td>
</tr>
<tr>
<td>Commerce</td>
<td>189</td>
<td>143</td>
<td>165</td>
<td>955</td>
<td>1462</td>
</tr>
<tr>
<td>Dentistry</td>
<td>18</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>296</td>
</tr>
<tr>
<td>Education</td>
<td>436</td>
<td>161</td>
<td>111</td>
<td>1433</td>
<td>2141</td>
</tr>
<tr>
<td>Engineering</td>
<td>54</td>
<td>116</td>
<td>95</td>
<td>1175</td>
<td>1440</td>
</tr>
<tr>
<td>Law</td>
<td>7</td>
<td>32</td>
<td>12</td>
<td>439</td>
<td>490</td>
</tr>
<tr>
<td>Medicine</td>
<td>37</td>
<td>12</td>
<td>3</td>
<td>504</td>
<td>556</td>
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<tr>
<td>Nursing</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>49</td>
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<tr>
<td>Pharmacy</td>
<td>--</td>
<td>40</td>
<td>54</td>
<td>322</td>
<td>416</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>--</td>
<td>3</td>
<td>--</td>
<td>125</td>
<td>128</td>
</tr>
<tr>
<td>Totals</td>
<td>1967</td>
<td>930</td>
<td>935</td>
<td>8429</td>
<td>12321</td>
</tr>
</tbody>
</table>

-38-
TABLE X.

COMPARISON OF THE TOTAL SUMMER SESSION ENROLLMENT WITH
TOTAL ENROLLMENT FOR THE SUCCEEDING ACADEMIC YEAR

QUARTER SYSTEM

<table>
<thead>
<tr>
<th>College</th>
<th>1929</th>
<th>1928</th>
<th>1927</th>
<th>1926</th>
<th>1925</th>
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<th>1923</th>
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Rules and Regulations of the Four-Quarter Plan

Revised July 1, 1948
Four-Quarter Plan
Participation

All persons of the rank of Instructor or higher, who devote a major portion of their time to teaching or research, shall be on the Four-Quarter Plan. The Four-Quarter Plan shall not apply to Deans, Junior Deans, Directors of Bureaus, Administrative Officers and other non-teaching employees.

Quarters of Service to be Given

The policy of the University is that service shall be given for three quarters with one quarter leave. All persons of the rank of Instructor or higher on regular annual contracts shall give instruction during three quarters of the year with a minimum of twelve hours per week or its equivalent.

Quarters of service are assigned by the University and are subject to change during the year as occasion requires.

Contracts

All contracts for service shall be approved by the Board of Trustees prior to service; otherwise, no obligation against the University shall exist. All contracts for service, either regular and/or special, shall be paid during the individual's year in accordance with the service rendered. There will be no accumulation of leave credit.

Regular Contracts

Each regular annual contract shall show the quarters in which service is to be given, the annual salary rate and the date on which the individual's year begins.

For new appointments, all regular annual contracts shall begin as of October 1. Special contracts for cash compensation shall be issued for any service rendered prior to October 1.

Special Contracts

Any contract for a member of the instructional staff of less than three quarters shall be considered special.

A special contract for cash compensation for extra instruction shall not be issued before the completion of three quarters of service in an individual's regular contract year.

Special contracts for extra instruction shall be at a rate not to exceed one-third the individual's annual salary, and shall be paid during the quarter in which service is rendered.

Payments of Salaries

Regular contracts shall be paid on a twelve months' basis. The monthly payment of salary shall begin with the date on which the appointment becomes effective. Special contracts shall be paid during the quarter in which service is rendered.

All persons promoted from any lower rank to the rank of Instructor or transferred from a special contract to a regular annual contract, shall be deemed new appointments, and the monthly payment of salary shall begin with the date on which the appointment becomes effective.

Salaries shall be figured so that an individual shall be paid for the amount that he has earned. The earnings for one quarter of service shall be
one-third of his annual salary; for two quarters of service, two-thirds of his annual salary; for three quarters of service, three-thirds of his annual salary.

**Increases in Salaries**

Increases in salary, which are provided in the Annual Budget, shall become effective at the beginning of the individual’s regular contract year.

Increases in salary, which are made during the year, shall become effective at the beginning of the quarter.

**Leaves of Absence**

If an individual is granted a leave of absence without salary for one quarter, it means that he will be off the payroll for four months; for two quarters, eight months; and three quarters, twelve months. In other words, leaves of absence, without salary, are figured on the pro-rata basis.

**Termination of Service**

A person who resigns or is discharged before completing three quarters of service in his regular contract year shall receive the pro-rata part of his annual salary for the service rendered.

In case of death before the completion of three quarters of service, the final settlement shall require payment of all salary earned.

In case of resignation or discharge where salary has been paid in advance of service rendered, the final settlement shall require refund to the University of all such advance payments.

Cases not provided for in these rules require approval by the Board of Trustees.
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Quarters of service are assigned by the University and are subject to change during the year as occasion requires.

The University may assign an individual fourth quarter of service in his regular contract year providing that in the next year he is assigned only two quarters of service. He will thus receive his two quarters of leave within the two contract years.

The University reserves the right to determine whether the fourth quarter of service be assigned as part of the individual's services to the University in the year immediately following or whether a special contract for cash compensation shall be issued.

In the event of an emergency requiring an individual's services for more than six quarters within two contract years, a special cash contract for extra instruction shall be issued.

If an individual's salary is changed on October 1 immediately following a fourth quarter of teaching, for which he does not receive a special cash contract, he shall be paid for such fourth quarter service at the rate established by his new contract.

The credit thus established shall be paid in the contract year immediately following that in which quarters of service are given.

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Cases not provided for in these rules require approval by the Board of Trustees.
Four-Quarter Plan to Continue As Council Rejects Trimesters

Eleven-Week Sessions Planned for Autumn, '65

The University will retain its four-quarter system rather than adopt a trimester plan.

Standardizing quarters into 11 weeks each may go into effect Autumn Quarter of 1965, however. Quarters now vary in length by as much as five days.

President Novice G. Fawcett announced the decision of the Administrative Council, which adopts the University's academic calendar each year, to a meeting of the Faculty Council yesterday.

The Administrative Council's decision followed a recommendation of an ad hoc committee headed by Dr. Arthur D. Lynn, Jr. The committee has been studying various calendar proposals for one-and-a-half years.

Other Recommendations

Other recommendations of the Lynn committee will be studied by a committee headed by University Vice-President John T. Mount before final action is taken.

These recommendations include:

- Limiting undergraduates to four courses of five credit hours each per quarter, with excess loads for high-ranking students to be approved by the executive committee of the college.
- Modification of "the present identity of credit and contact hours" so that, for example, a five credit-hour course need require only three class meetings per week.
- Adoption of a normal class period of 75 minutes, with a 15-minute interval between classes.
- Classes are now 45 minutes, with 12 minutes between them.
- Re-examination of courses and curricula in each college, in preparation for more intensified year-round operation.

- Improvement of admission, registration, scheduling and enrollment prediction practices, including maximum utilization of data processing capabilities.

Mr. Mount said last night he believes "there is a strong chance of many of these recommendations being put into effect."

President Fawcett said last night these changes are designed to "intensify the program by improving the use of University resources, both physical and personal."

"In a few more years," he added, "we will have many more students. We will need a more efficient organization to take care of them."