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SUMMER SESSIONS and a TUITION DIFFERENTIAL

**THE UNIVERSITY
OF HAWAII
SUMMER SESSIONS
and a
TUITION DIFFERENTIAL**

IRENE T. O. NAKAMURA
Research Assistant

LEGISLATIVE REFERENCE BUREAU

UNIVERSITY OF HAWAII
Honolulu, Hawaii 96822

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INTRODUCTION

This introduction to the report on The University of Hawaii Summer Sessions and a Tuition Differential describes the background of this study, its scope and limitations. The organization and financing of summer sessions are described in section I. Sections II, III, and IV concentrate on the mainland summer school student--his profile, his economic and non-economic contributions and the probable impact on him of a tuition differential.

Background of the Study

This report was prepared in response to a request contained in House Standing Committee Report 525 (1963 Regular Session) on House Bill 872, a measure which if adopted would have established an out-of-state tuition equal to twice the regular tuition for nonresident undergraduate students attending the University of Hawaii during the regular academic year. The bill specifically exempted the summer sessions from the requirement to apply a tuition differential, but simultaneously the Committee Report included a request to the Legislative Reference Bureau to study the likely impact of a tuition differential on nonresident summer session students. In addition, because the summer sessions are financed from earned revenues, the Bureau was asked in the Committee Report to examine whether the sessions were "truly self-supporting" or whether a state general fund subsidy was involved. The questions are, of course, related for a nonresident tuition differential is intended to insure that out-of-state students pay their own way (or a larger portion thereof than resident students) and thus eliminates (or reduces) the amount of state subsidy. If the summer sessions are "truly self-supporting", then the imposition of an out-of-state tuition differential would be for non-economic purposes unless it were accompanied by a reduction in resident tuition. This latter arrangement would obviously be designed to redistribute the total cost burden among the attending students.

The reader's attention is called to a prior Bureau publication--The Nonresident Student and the University of Hawaii by Mildred D. Kosaki (Report No. 3, 1963)--in which the theories and practices relating to nonresident tuition charges are discussed at length. That report furnishes much background material which may be utilized in evaluating the desirability of a summer session tuition differential.

Interest In and Information About Mainland Summer Session Students

For years the University's summer session has been a subject of keen human interest in the community. It has also been the subject of serious discussions by University faculty members and administrators, but the necessary data on the background of the students attending the summer sessions on which such inquiries must be based have not been available.

This past summer some very useful data on the students--especially those from the mainland--were obtained from the 1963 Summer Session Student Survey developed and administered by the Legislative Reference Bureau in cooperation with the Deans of Summer Sessions and Student Personnel. The questionnaire employed and a summary of responses appear in this report as appendices A and B respectively. It should be noted that the questionnaire was administered only to students attending the six-week and the first five-week summer sessions on the University's Manoa campus for these are the only sessions at which nonresident students comprise a significant portion of the total enrollment. The focus of the questionnaire and of this study is on the mainland nonresident student here for the summer only for he is the one who will be most affected by the imposition of a tuition differential. In describing the mainland student, however, many comparisons are necessarily made to the resident population.

Exclusion of Regular Mainland and Foreign Students

No attempt has been made to gather and analyze data on the mainland or foreign student who had attended the University during the regular academic year and continued his course work during the summer. These groups were the subject of the prior Bureau report referred to above. This report is concerned with the students who come to the University from the mainland for the summer only. (They are referred to as "mainland students" throughout the report.) The effect of a summer session tuition differential on the nonresident students who are following a long-range academic program at the University will not be greatly different than that of a differential during the regular term.

Acknowledgments

The Legislative Reference Bureau acknowledges its indebtedness to the Office of Summer Sessions and particularly its Dean, Shunzo Sakamaki, and to the Office of Student Personnel and particularly Edward White, Admissions Officer, and George Fujita, Assistant Specialist in Student Personnel, whose kind cooperation greatly facilitated the conduct of this study.

Section I

THE ORGANIZATION AND FINANCING OF SUMMER SESSIONS

The summer session was instituted at the University of Hawaii in 1927 with an attendance of 236 students, primarily to help teachers improve themselves professionally without expending the sums required for travel to the mainland.¹ In 1963 the five summer sessions had an enrollment of 9,385 students and grossed over half a million dollars.

The University of Hawaii's total summer session enrollment in 1963 exceeded that of the regular university session in the fall of 1962; this is an unusual relationship. Nationally, summer session enrollments are about 40 per cent of those of the regular sessions.²

Organization of the Summer Sessions

The University of Hawaii summer session is, in actuality, five separate sessions, four of which are held on the Manoa campus and one on the Hilo campus. (Sessions were held on Maui, also, during the summers of 1958, 1959 and 1960.) Past and anticipated enrollment figures appear in Table 1.

The major session is the six-week session on the Manoa campus. It offers a general curriculum and attracts a substantial majority of the summer session students (1963 enrollment of six-week session plus first five-week session: 7,983). Commencing concurrently with the major session is the first of two five-week sessions, the purpose of which is to offer, within a ten-week period, courses generally requiring two academic semesters of work such as world history and foreign languages. In a five-week session a student completes a course which would require one semester during the academic year (1963 enrollment of second five-week session: 688).

The post-session, also offered on the Manoa campus, begins immediately after the termination of the major six-week session (1963 enrollment: 438). This session enables the University to offer more courses to teachers as well as prospective teachers during the summer since summer students are generally restricted to a maximum of six credits per session. The emphasis during the post-session is on education courses. The Hilo campus offers a six-week session of general curriculum (1963 enrollment: 231).

Administration

All five sessions are administered by the Office of the Summer Sessions headed by the Dean of Summer Sessions who is responsible to the Vice President for Academic Affairs. The Dean and the Assistant Dean of the Summer Sessions are on the resident faculty of the University and serve on a part-time basis in their respective capacities with the summer sessions. The Office of the Summer Ses-

Table 1
SUMMER SESSION ENROLLMENTS, BY TYPES OF SESSIONS
UNIVERSITY OF HAWAII
1957-1963

Session	1957	1958	1959	1960	1961	1962	1963
Manoa: Six-Week Term	4,560	5,030	5,772	6,727	6,765	7,239	7,983
Manoa: First Five-Week Term ^a							
Manoa: Second Five-Week Term	219	299	294	386	421	538	688
Manoa: Three-Week Post-Session	391	415	630	476	462	297	438
Manoa: Three-Week Post-Session (Engineering, Surveying Only)	70	99	56	--	--	--	--
Hilo: Six-Week Term	116	98	194	197	154	145	231
Maui Session	--	47	19	11	--	--	--
Visitors' Tickets ^b	--	14	11	12	15	39	45
TOTAL	5,356	6,002	6,976	7,809	7,817	8,258	9,385

Source: University of Hawaii, Office of Summer Sessions.

Note: Bartholomew and Associates in September 1963 estimated future enrollment in the Manoa six-week term as follows:

1965: 9,000
1970: 11,800
1975: 14,600
1978: 16,300

The Dean of Summer Sessions foresees a total enrollment of 15,000 in 1968. The University's estimate, however, includes enrollment in all five sessions of the University's summer program, while Bartholomew and Associates' figure is an estimate of enrollment of the six-week session on the Manoa campus only.

^aThe enrollment figures for the first five-week terms are included in the enrollment figures for the six-week terms.

^bA visitor's ticket gives the bearer the privilege of sitting in on any class unless otherwise specified.

sions, however, operates on a year-round basis. The staff includes three clerical persons.

This office is ultimately responsible for administering the summer sessions. Thus, the chairmen of the various departments plan their curricula and recruit their instructional staff members subject to the Dean's approval. All appointments, in addition, are subject to the Regents' approval. Special programs and institutes are also under the Dean's jurisdiction and supervision.

Finances

During the past five fiscal years, summer session revenues have exceeded expenditures in every year except 1960-61 when expenses exceeded income by \$14,613 (see Table 2). The excess of income over current expenditure of \$107,471 shown for the 1962-63 fiscal year was brought about in part by the increase in registration fees from \$5 to \$10 and in part by the charge for overhead paid by the East-West Center.

Although the 1962-63 "excess of income over current expenditure" figure of \$107,471 looks impressive, it must be noted that after this sum was added to the Summer Sessions' account, a sum of \$349,124 was paid out to meet 1963 summer session expenses. (Fiscal year 1963-64 does not appear in Table 2.) As of September 1963, there was a balance of \$60,371 in the Summer Sessions' account. This sum will be used to pay the costs of operating the Office of the Summer Sessions for the next nine months, including printing of catalogues and brochures, mailing, etc. which will cost approximately \$40,000 to \$45,000.

The biggest expense of the summer sessions is faculty stipends. Faculty are paid according to rank: full professor, \$350 per credit; associate professor, \$300 per credit; assistant professor, \$250 per credit; instructor, \$200 per credit. In addition, visiting faculty receive an allowance in lieu of travel payment, the amount depending upon the point of origin: Pacific coast, \$300; inland states, \$400; Atlantic coast, \$500; Asia and Europe, \$700. The Summer Sessions Office feels that within two or three years, subject to approval by the Board of Regents, stipends may be increased by about \$25 per credit.

The main source of income to meet summer session expenses is tuition which is \$10 per credit. The \$10 registration fee is the second major source of income followed by East-West Center overhead, a figure estimated to meet the cost of instructing grantees enrolled in summer session courses. To meet higher instructional costs an increase in tuition of \$2 per credit is contemplated within the next two years, subject again to the Regents' approval.³

The Concept of Self-Support

From its inception, the University of Hawaii Summer Sessions was organized to operate on a "self-supporting" basis. Income from the summer sessions is deposited with the state treasury in a special fund from which expenditures to ad-

Table 2

SUMMER SESSION FINANCES, BY SOURCE OF
INCOME AND TYPES OF EXPENDITURES
UNIVERSITY OF HAWAII
FISCAL YEARS 1958-59 TO 1962-63

	1958-59	1959-60	1960-61	1961-62	1962-63
Income					
Tuition	\$288,444.00	\$312,964.84	\$315,404.70	\$332,391.03	\$345,744.74 ^a
Registration Fee	2,171.00	2,356.00	32,514.00	41,348.00	79,722.00
Laboratory Fee	14,548.25	17,015.85	15,538.30	16,023.10	22,772.60
Health Fee	--	--	--	2,581.20	3,020.40
Sale of Services ^b	--	--	--	2,485.00	12,439.30
EWC Overhead	--	--	--	--	45,220.00
TOTAL	\$305,163.25	\$332,336.69	\$363,457.00	\$394,828.33	\$508,919.04
Expenditures					
Salaries:					
Administration	\$ 7,923.87	\$ 9,900.00	\$ 15,717.00	\$ 17,550.00	\$ 18,797.50
Clerical	4,032.00	4,392.00	8,052.00	12,240.00	13,500.00
Faculty	207,366.74	261,492.06	290,637.17	319,983.13	320,822.53
Student Help	8,195.53	13,152.15	19,098.41	485.87 ^c	18,558.42
All Other ^d	26,955.11	32,667.41	44,565.28	19,924.00	29,769.27
TOTAL EXPENDITURES	\$254,473.25	\$321,603.62	\$378,069.86	\$370,183.00	\$401,447.72
Excess of Current In- come Over Current Expenditures	\$ 50,690.00	\$ 10,733.07	-(\$ 14,612.86)	\$ 24,645.33	\$107,471.32

Source: University of Hawaii, Business Office, September 11, 1963.

^aDoes not include tuition from post-session students.

^bThe East-West Center and the Department of Education underwrote certain courses which were not "self-supporting".

^cThe payroll of \$7,294.21 for students for this year was paid in July, 1962, which falls in the following fiscal year. It is therefore not reflected in this year's account.

^dIncludes the cost of supplies, some equipment, and books.

minister the summer sessions are made. Whether an agency is really self-supporting or not depends, of course, on how the term is defined.

The Office of the Summer Sessions pays all operational costs except: (1) the use and maintenance of buildings; (2) the cost of utilities; and (3) the salaries of administrative personnel, service personnel such as librarians, nurses, etc., and regular classified employees (other than summer session personnel). Operational costs which are paid by the summer sessions include: (1) stipends paid to the faculty, (2) payrolls for extra student help required by various departments such as the library and admissions office to meet summer session needs, (3) operating expenses of the Office of Summer Sessions on a 12-month basis, and (4) operating expenses for miscellaneous purposes. Given this division of costs, which is in agreement with that promulgated by the North Central Council on Summer Session, the University of Hawaii summer sessions are self-supporting.⁴

The financial statement (Table 2) issued by the Business Office supports the position of the Office of the Summer Sessions that, within its definition, the summer sessions have been self-supporting.

It is difficult to say precisely how much of the cost of: (1) plant operation and maintenance, (2) library operations, (3) administrative overhead, and (4) personnel services at the University of Hawaii is due to summer session operations and how much is attributable to operations which would be "on-going" regardless of the summer sessions. It may be argued that costs of these operations do not rise during the summer sessions since additional staff is not recruited to accommodate the summer session population. On the other hand, because of duties attributable to summer session students, librarians cannot spend summer periods in cataloguing or special acquisition efforts, administrative personnel cannot research their functions and operations, and maintenance personnel cannot participate in rehabilitating the buildings.⁵ Furthermore, the summer cannot be fully utilized for scheduling vacations, thus necessitating the scheduling of some vacations during the academic year. The actual cost impact of such postponements could only be estimated and necessarily would need to be based on the assumption that the work to be performed by year-round employees would be as productive as serving summer students.

A more direct cost impact is the effect of use of facilities by summer session students on long-range maintenance. Unquestionably, the buildings will "feel" the usage of an additional 9,000 students every summer, but it is difficult to assess how much deterioration is attributable to academic year students, how much to summer students and how much simply to age. It can also be argued that utilizing the buildings during the summer months is one way of maximizing the return on a costly investment. This last argument concerning a return on one's investment is particularly applicable to auxiliary enterprises such as faculty housing, food service, bookstore, and student housing which at present are able to earn money during the summer months rather than simply lying idle. This is particularly important if there are revenue bonds to be amortized.

Actually the question of administering the concept of "self-support" reduces itself to: (1) determining which costs are to be met by summer session earnings; (2) measuring the cost accurately; and (3) making the necessary charges against the revenues earned. The concept of "self-support", however, bespeaks the public utility nature of the enterprise. The additional question, which it may be desirable at some future time to examine, is whether or not the summer sessions should be self-supporting. If it is determined that the summer sessions are simply an extension of the regular academic year, then there is little to favor a separate self-supporting operation. If, however, the summer sessions are looked on as an extra or an independent entity, then the identification and assignment of costs and the levying of charges of equal magnitude are desirable. A third view on the question of self-support is possible: the summer session may be seen as an extension of the regular academic year for residents and as an extra for nonresidents. Then it becomes justifiable to consider, within the framework of a general fund operation, the levying of an additional charge against nonresidents so as to insure, as far as feasible, a summer session that is "self-supporting", with respect to additional costs which may be attributable to nonresidents.

Section II

THE PROFILE OF THE MAINLAND SUMMER STUDENT

The 1963 Summer Session Student Survey questionnaire provided most of the information on the background, occupation, academic pursuits, financing and summer plans of mainland students attending the University of Hawaii for the summer only. The profile of these students is reported in this section.

Residence, Sex and Occupation

Total enrollment at the Manoa six-week and first five-week summer sessions was 7,983. Of this number, 2,468 or almost one-third of the total enrollment was nonresident. Slightly over one-fourth, 2,116 or 26.5 per cent came from 48 mainland states and the District of Columbia. The most important states of origin numerically were California (803), Texas (119), Illinois (102), New York (94), and Oregon (76). (See Appendix C.) An additional 352 or 4.4 per cent came from abroad (48 foreign countries and island areas).

Females outnumbered males by two to one primarily because there were four mainland females attending for each mainland male. Among the students from abroad, there were two males to each female and among Hawaii students two males to each three females.

A large portion--37 per cent--of the mainland students were teachers. About half were undergraduates. This compares to 23 per cent of the Hawaii students as teachers and 61 per cent as undergraduates.¹ The majority of the students from abroad were graduate students.

Purpose of Hawaii Trip, Length of Stay, Credit Load and Courses

The overwhelming majority of mainland students indicated that combining vacation and study was the primary reason for attending the University of Hawaii summer session. More than half the mainland group intended to stay a week or less in addition to the summer session period. Undergraduate students planned, in general, to stay for longer periods of time than teachers.

Mainland students took an average of 4.7 credit hours as compared to 4.3 for residents. (A full academic load would be 5 to 6 credits.) Of the mainland students 57 per cent were taking five or more credits compared to 46 per cent of the residents.

About 23 per cent of the mainland students anticipated enrolling in dances of Hawaii and other activity-type physical education courses. In such classes, however, they constituted over 80 per cent of the enrollment. Courses in Hawaiiana, the Pacific area, and the Far East, which may be considered as specialties of the University of Hawaii, attracted 9, 3 and 13 per cent of the mainland students as compared to 2, 1 and 7 per cent of the Hawaii students,

respectively. The largest proportion of students--66 per cent of the mainlanders, 90 per cent of the local residents, and 100 per cent of the students from abroad--anticipated enrolling in courses which are generally available at most medium-size and large universities in the United States.

Among the mainland students, a greater percentage of the undergraduates (29 per cent) expected to enroll in dances of Hawaii and other activity-type physical education courses than did teachers (16 per cent). Mainland teachers, as a group, showed greater interest in courses in Hawaiiana, the Pacific area, and the Far East.²

The Cost of the Summer in Hawaii

Mainland students attending the University of Hawaii, for the summer only, estimated the total cost for the entire summer in Hawaii including round trip transportation from point of origin, room and board in Hawaii, tuition, books and incidentals. Mainland respondents were divided into five major regions: California, Washington and Oregon, Western states, Middle states, and Atlantic states. The total estimated costs ranged from an average of \$917 per student from Washington and Oregon to \$1,149 for students from the Atlantic states. When approximate interstate transportation costs were deducted, the range of expenditures made in Hawaii varied from \$589 per student from the Atlantic states to \$720 per student from California.

Approximately 42 per cent of the mainlanders came to Hawaii as part of a tour group. Of the remainder, 47 per cent made their own individual arrangements, 8 per cent used the services of a travel agency, and 2 per cent employed other means. Generally students who came with tour groups spent more than students who made their own arrangements. Thus the average total expenditure for tour group participants was \$1,091 as compared to \$923 for the students who traveled and made their own arrangements for living accommodations.

Students coming with a tour group remain with it for the six-week session. Mr. Joe Howard of the Howard Tours, Inc. explained that tours generally cost more because tours include the cost of (1) round trip transportation from the West Coast to Hawaii; (2) room; (3) trips and tours to various points of interest on Oahu; (4) several dinners and night-clubbing at the more expensive establishments in Honolulu; and (5) activities such as catamaran rides. Tour costs do not usually include tuition, books, fees and meals. Mr. Howard feels that tours cost more because "more is included". He states that duplication of these activities on an individual basis would be more costly.

Source of Support

Slightly over half (55 per cent) of the mainland students who responded to the question on their primary source of financial support indicated that they were self-supporting; another 41 per cent indicated they placed primary reliance on

parental aid while 4 per cent relied on other sources. Almost all those relying on parental aid were undergraduates while almost all of the teachers and other professionals were self-supporting or relied on other sources. Self-supporting mainland students spent a little more on the average than students who depended primarily on parental aid.

Section III

THE ECONOMIC AND NON-ECONOMIC CONTRIBUTION OF MAINLAND SUMMER SESSION STUDENTS

An influx of tourists is, of course, a welcomed boost to the Hawaii economy, for it generally means a greater volume of business and income for all industries and businesses directly or indirectly connected with tourism. The mainland summer students, however, are both contributors to the income of the state and recipients of one of the state's most valuable "services", higher education.

This section attempts: (1) to estimate the contribution of the mainlanders to the economy of the state as a whole and, more specifically, to the University of Hawaii in terms of tuition and fees, and (2) to weigh these contributions in the light of approximate benefits the students receive from the University of Hawaii by comparing the cost per student to the summer session and the approximate amount paid by mainland summer students in tuition and fees.

Estimated Economic Contributions by Mainlanders to the State Economy

Mainland students spent an average of \$1,018 each or a total of approximately \$1,711,000 to come to and attend the summer session in Hawaii in 1963 according to their own best estimates as summarized in Table I of Appendix B.¹

Hawaii gains little direct economic benefit from expenditures for travel on the mainland and only limited benefit from expenditures for travel over the Pacific. Therefore, in order to determine the net benefit to Hawaii, the estimated cost of interstate transportation from each of the regions--California, Oregon and Washington, Western states, Middle states, and Atlantic states--was subtracted from the total costs estimated by the students. This totaled \$1,124,000 or averaged \$650 per student. This total appears to be too low. The data indicate that students from the Atlantic coast spent \$230 less than those from California.

Several explanations for these low cost figures are possible: (1) some students did not include the total cost as requested (e.g., they may have omitted transportation costs especially from the Atlantic to the West Coast); (2) some students may have indicated the total they had expected to spend at the beginning of the session when this survey was conducted without being sufficiently aware of actual costs; (3) cost to student, or his family, may have been nominal because of some personal arrangement such as living with relatives, having a relative pay a major portion of the expenses, pooling resources for an apartment and for preparing food, working for either room or board or both, working part-time for incidentals, or having travel expenses paid by the government (e.g., military dependents).

Assuming that the \$1,124,000 figure is approximately correct, then the total economic benefit to Hawaii may be presumed to be in the order of

\$1,933,280; i.e., 1.72 times estimated local expenditures.²

While a portion of this income goes to pay the salaries and allowances in lieu of travel payment of visiting professors and thus might be considered not to have an opportunity to turnover locally, generally visiting faculty members stay longer than six-weeks and probably expend some of their funds earned elsewhere while vacationing in Hawaii. Probably the two counter effects tend to cancel out each other.

Monetary Contribution of Mainlanders to the
Cost of Operating the Summer Session

The mainlanders attending the University of Hawaii summer session spent an estimated \$126,125 on tuition and on registration, health and other fees, as shown in Table 3. The total income for the Manoa six-week and the first five-week sessions was estimated by the Summer Sessions Office to be \$485,000. Thus the mainlanders who constituted 26.5 per cent of the student body and who took 27 per cent of the total credit hours contributed about 26 per cent of the total estimated income. If one assumes that the summer session is a self-supporting operation, a matter discussed above in section I of this report, then the mainlanders were clearly bearing their fair share of the total assignable costs. If, however, one believes that the state general fund is subsidizing certain portions of the operation, then the state is contributing to the cost of educating mainland summer students.

Table 3

ESTIMATED SUMMER SESSION INCOME
FROM MAINLAND STUDENTS
UNIVERSITY OF HAWAII
SIX-WEEK SUMMER SESSION, 1963

Source	Number	Unit Cost	Income
Tuition ^a	4.7 credits for 2,116 students	\$10/credit	\$ 99,452
Registration Fee	2,116 students	\$10/student	21,160
Health Fee	2,116 students	\$.40/student	846
Course Fees ^b	1,017 students	varies from \$1 to \$55	4,667
		TOTAL	\$126,125

Source: University of Hawaii, Legislative Reference
Bureau, Summer Session Student Survey, June, 1963.

^aBased on the assumption that the 169 students not responding to Summer Session Student Survey question concerning credits carried an average of 4.7 each.

^bBased on replies to Summer Session Student Survey question relating to anticipated courses.

Non-Economic Contribution of
Out-of-State Students

Summer session officials and others feel that the continued influx of mainland summer students is highly desirable and that there is great value in the intermingling between the students of Hawaii and those of other states. Robert H. Kroepsch, executive director of the Western Interstate Commission for Higher Education, in speaking before the National Legislative Conference in Honolulu on August 23, 1963, voiced the above sentiment when he stated:

. . . few if any good universities have provincial student bodies. Because students learn a great deal from other students, it is good for New England students to attend college on the West Coast and vice versa--and for students from Hawaii to attend college on the Mainland and vice versa. Our nation stands to profit by this flow of bright young people across State lines. Conversely it stands to lose if the walls at the State line become so insurmountable that we end up with a Balkanized system of higher education that is provincial and limited in vision.

The degree to which the desired intermingling does take place, however, is difficult to measure. The Bureau of Student Activities, for example, indicated that there were approximately 3,217 registrations for the tours sponsored by that office and 3,800 registrations for the coffee-hour lectures. (These figures denote number of registrations and not number of individuals. Many students signed for four tours or lectures.) That office observed that: (1) these activities are patronized predominantly by mainlanders although resident participation is growing; and (2) there is still no indication that socialization and interchange of ideas between residents and mainlanders occur to a significant degree as a result of such activities.

Section IV

THE PROBABLE IMPACT OF A TUITION DIFFERENTIAL ON MAINLAND STUDENTS

It is important to estimate the probable impact of the establishment of a tuition differential before its adoption. Actually there is little difference between an across-the-board tuition increase and the establishment of a differential of equal magnitude as far as the mainland student is concerned, at least from an economic point of view. It is doubtful whether the existence or lack of a differential itself will influence many mainlanders in reaching a decision on attending the University.

It is not even particularly helpful to examine the practices of other schools in order to determine the prevalent pattern. Unlike academic year tuition, in which every state university but Hawaii charges a differential, there seems to be no set pattern regarding nonresident tuition during the summer sessions in the various state institutions of higher education.¹

Actually the decision as to whether or not to establish a tuition differential for nonresident students attending summer session must necessarily be based on what is desired for summer session--maximum nonresident attendance, self-support, maximum revenue, greatest assistance to the local economy, or lowest possible cost to Hawaii residents. The starting point of an examination is to calculate the effect of an increase on enrollment. Several approaches are discussed below.

Impact of a Tuition Differential on Students: The Formula Approach

One approach in calculating the impact is to use Richard Ostheimer's formula and estimate the impact of a tuition increase in enrollment on the theory that for every 25 per cent increase in tuition, there would be a corresponding decrease of 5 per cent in enrollment.² If this approach were used, and if tuition were doubled for nonresidents (as H. B. 872, Regular Session, 1963, proposed to do for nonresidents during the regular academic year), there would result a 20 per cent decrease in enrollment. On the basis of the present mainland nonresident enrollment of 2,116 students, this represents a decrease of 423 students.

Impact of a Tuition Differential on Students: The Minimum Cost-Estimated Expenditure Approach

Another approach in studying the possible effects of such a charge upon enrollment is to attempt to determine whether mainland students can afford the cost of the summer session if a tuition differential is imposed. An analysis is attempted in this section relating to the probable ability of the students to meet the additional cost by considering two factors: (1) the minimum cost (excluding transportation) of the six-week session; and (2) the estimates by the mainland

students of their total expenditures for the six-week summer session.

Minimum Cost of a Summer Session in Hawaii. The minimum cost of six-weeks at the University of Hawaii is estimated to range from \$362 to \$462 depending upon the number of credits taken and the amount spent for incidentals. (See Table 4.)

Table 4

ESTIMATED MINIMUM COST OF A SIX-WEEK
SUMMER SESSION AT THE UNIVERSITY OF HAWAII
SUMMER, 1963

Item	Cost Basis	Minimum Range	
Room	\$2.74/day for 6 weeks (UH dormitory fee)	\$115	\$115
Meals	\$3.50/day for 3 meals per day for 6 weeks	147	147
Incidentals	\$1.43 to \$2.38 per day	60	100
Tuition-Fees		40	100
Minimum Range Totals		\$362	\$462

Source: University of Hawaii, Legislative Reference Bureau.

Note: Minimum expenses calculated for East-West Center grantees, before dormitory facilities were available for them, totaled \$8 per diem: \$3, room; \$3, meals; \$2, incidentals. Minimum living expenses for six weeks (42 days) according to this calculation would be \$336. (Tuition is not included in this sum; it is, in the above calculation.)

The minimum expenses of \$262 for room and meals could conceivably be reduced if: (a) students were living with relatives; (b) several students pooled their resources, lived in an apartment and prepared their own meals; and (c) students were working for either room or board or both. These, however, would most likely be the exceptional, rather than the usual, living arrangements. Moreover, \$60-\$100 for incidentals is a very conservative sum for six weeks since it is intended to cover such items as carfare, laundry, souvenirs, tours, and recreational activities.

It would, therefore, not be unreasonable to say that any mainlander attending the University six-week summer session on less than, about, or slightly more than \$462 to cover in-Hawaii expenses is on a limited budget. A student on a budget of about \$525, on the other hand, may be considered to be on a rather comfortable budget; an allowance of \$2,000 is, of course, extravagant.

Anticipated Student Spending in Hawaii. Table 5 shows anticipated student spending, excluding transportation of the 1,729 mainland students who answered

Table 5

ANTICIPATED STUDENT SPENDING IN HAWAII BY MAINLANDERS ATTENDING
THE SIX-WEEK SUMMER SESSION AT THE UNIVERSITY OF HAWAII
SUMMER, 1963

Region	A v e r a g e S p e n d i n g R a n g e														
	(1)	(2)		(3)		(4)		(5)		(6)		(7)		(8)	
		\$190-400		\$465-484		\$525-775		\$815-859		\$900-1,999		Over \$2,000		Total	
	Average Spending	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
California	\$720	--	--	250	35.7	290	41.4	96	13.7	57	8.1	8	1.1	701	100.0
Washington/ Oregon	651	--	--	38	22.6	105	62.5	16	9.5	7	4.2	2	1.2	168	100.0
Western	678	22	18.5	--	--	75	63.0	--	--	21	17.7	1	.8	119	100.0
Middle	642	62	11.7	202	38.1	138	26.2	--	--	122	23.1	5	.9	529	100.0
Atlantic	589	87	41.0	--	--	60	28.3	39	18.4	20	9.5	6	2.8	212	100.0
TOTAL		171	9.8	490	28.3	668	38.6	151	8.8	227	13.2	22	1.3	1,729	100.0

Total Responses: 1,729 of 2,116 mainland students or 81.7 per cent.

Source: University of Hawaii, Legislative Reference Bureau,
Summer Session Student Survey, June, 1963.

the questionnaire. An examination of columns 2 and 3 of this table shows that 661 or 38 per cent of the 1,729 respondents anticipated spending less than \$525 and were presumably, therefore, on a limited budget. Of this number, 171 students (87 students from the Atlantic states, 62 students from the middle states and 22 students from the western states) were here on an apparently inadequate budget of \$190 to \$400.³ In addition, 202 students from the middle states, 250 Californians and 38 Washington-Oregonians who indicated their anticipated spending to be below \$484 were also here on presumably limited budgets. On rather comfortable budgets are 668 students (38 per cent) whose anticipated spending ranged from \$525 to \$775. The remaining 400 students (23 per cent) were here on better than comfortable to extravagant budgets ranging from \$859 to \$2,210.

If the table and the Legislative Reference Bureau's calculations on minimum costs are to be accepted, any increase may be prohibitive to the 171 students (column 2, Table 5) who were here on apparently inadequate budgets of between \$190-\$400. Such an increase would also probably be a hardship to an additional 490 students (column 3, Table 5) from California, Washington/Oregon and the middle states who were also here on limited budgets. Therefore, such a tuition change may discourage about 661 students or 38 per cent of the current summer population, especially since financial aids are not available to mainland non-resident summer students.⁴

The Relating of Anticipated Spending to Source of Support and Occupation. Relating anticipated spending of the students to occupation and source of support indicates that a tuition increase may not discourage as many students from attending the summer session as postulated in the prior section. As shown in Figure 1, regardless of the source of support, about 1,163 students anticipated spending up to \$1,000, including transportation from the mainland. For the students from Washington, Oregon and California or a western state, \$1,000 is more than sufficient to meet minimum expenses although it may not enable them to indulge in all of the extras offered the tourist; however, for the student from an Atlantic or a middle state, this sum would represent a highly limited or inadequate budget.

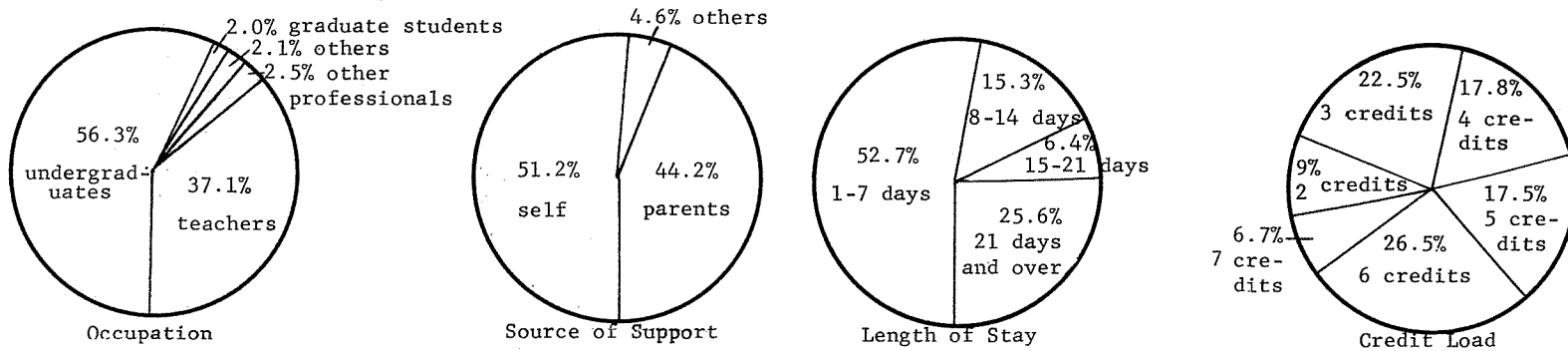
One hundred and eighty students (158 undergraduates and 22 graduates) indicated they were "self-supporting". (See Table 6.) It is extremely likely that these 180 students are included in the "self-supporting" group of 600 that spent less than \$1,000; it may then be surmised that the remaining 420 self-supporting mainlanders were teachers, other professionals and "others" who would probably not find an additional \$30-\$60 prohibitive. On the other hand, some of the 180 self-supporting undergraduate or graduate students might find any increase a hardship.

Finally, 506 of the 1,163 mainland students who indicated their anticipated spending to be below \$1,000 are supported primarily by their parents. While many of these parents may have made some sacrifices to make this "summer in Hawaii" possible, it may again be reasonable to maintain that an additional \$10-\$60 would not force them to cancel their plans.

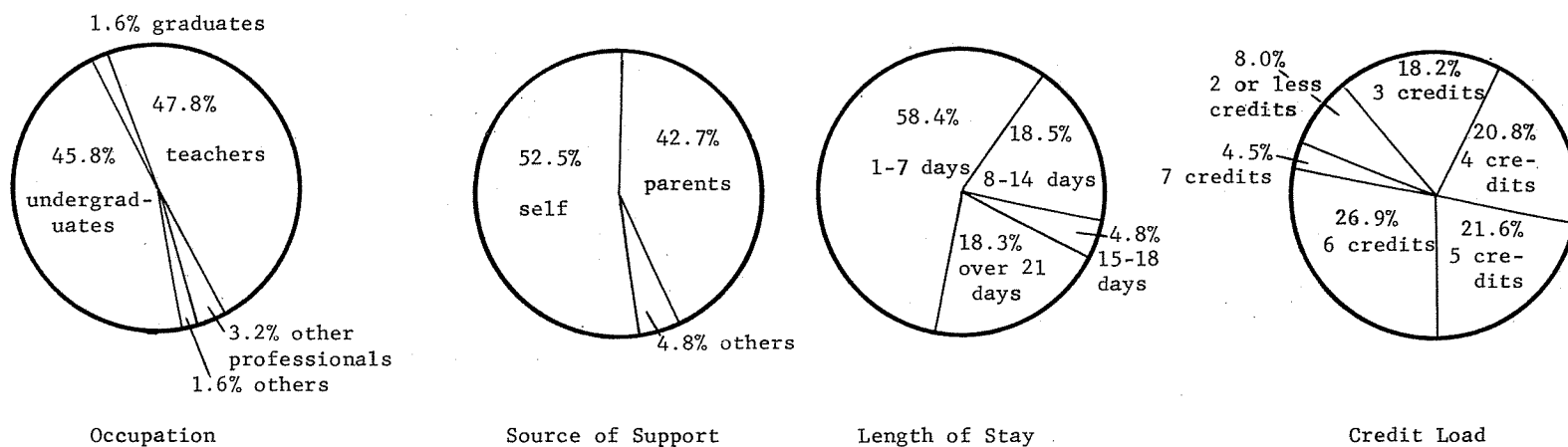
Figure 1

COMPARATIVE DATA ON MAINLAND STUDENTS WHO ANTICIPATED
SPENDING \$1,000 OR LESS AND MAINLAND STUDENTS
WHO ANTICIPATED SPENDING \$1,000 OR MORE

A. \$1,000 or Less - 1,163 or 64 Per Cent of the Mainland Students



B. Students Anticipating \$1,000 or More - 563 or 36 Per Cent of the Mainland Students



Source: University of Hawaii, Legislative Reference Bureau, Summer Session Student Survey, June, 1963.

If this analysis is reasonable, then a \$10 per credit increase in tuition might, at the maximum, deter 171 mainlanders from attending summer session.

Table 6

SELF-SUPPORTING MAINLAND STUDENTS, BY OCCUPATION
UNIVERSITY OF HAWAII
SUMMER, 1963

Occupation	Number	Per Cent
Undergraduates	158	16.5
Graduates	22	2.3
Teachers	697	73.1
Other Professionals	48	5.0
Other	<u>30</u>	<u>3.1</u>
TOTAL	955	100.0

Source: University of Hawaii, Legislative Reference Bureau, Summer Session Student Survey, June, 1963.

The Mainland Student Who Spends \$1,000 or Less. It is extremely likely that the mainland students who might attend the University of Hawaii Summer Session, but would or could not do so if a tuition differential were established, would come from the group who anticipated spending \$1,000 or less while in Hawaii. This would be especially true of those from the middle and Atlantic states. Thus it is important to know whether the students in this group by region or origin differ in other important respects from mainland students with respect to number of credit hours, source of support and length of stay.

Mainland students who anticipated spending \$1,000 or less, with the exception of students from the Atlantic states, did not differ markedly from the overall mainland student population (of which they constitute 67 per cent) nor from the group of students whose anticipated spending exceeded \$1,000 (see Figure 1) in terms of occupation, credit hours, length of stay, and source of support. An interesting observation, however, is that a greater percentage of students in the lower-spending group anticipated spending longer periods of time in Hawaii, in spite of their more limited finances, than higher-spending students.

An examination of Table 7 indicates that students from the Atlantic states differ rather markedly from those of other regions in two ways. Of 94 students, 67 or 71 per cent indicated intentions of taking five or more credits (students from other regions range from 45 to 53 per cent) and 17 per cent indicated their

Table 7

CREDIT LOAD, SOURCE OF SUPPORT AND LENGTH OF STAY
OF MAINLAND STUDENTS SPENDING \$1,000 OR LESS,
BY REGION OF ORIGIN
UNIVERSITY OF HAWAII
SUMMER, 1963

Region	Per Cent of Students, By Credit Load			Per Cent of Students, By Source of Support				Per Cent of Students, By Length of Stay				
	5 or More Credits ^a	4 or Less Credits	Total	Parents	Self	Other	Total	1-7 days	8-14 days	15-21 days	Over 21 days	Total
California	45.9	64.1	100.0	51.4	44.2	4.2	100.0	46.3	16.4	7.6	29.7	100.0
Washington/ Oregon	53.4	46.6	100.0	37.0	60.3	2.7	100.0	46.8	20.6	2.8	29.8	100.0
Western	53.9	46.1	100.0	35.5	64.5	--	100.0	60.8	12.2	5.4	21.6	100.0
Middle	50.9	49.1	100.0	38.6	58.0	3.4	100.0	63.4	13.0	5.7	17.9	100.0
Atlantic	71.1	28.9	100.0	32.2	50.6	17.2	100.0	61.4	10.8	7.5	20.3	100.0

Source: University of Hawaii, Legislative Reference Bureau,
Summer Session Student Survey, June, 1963.

^a Percentages in this table were computed on the basis of information furnished by the 1,163 students who anticipated spending \$1,000 or less.

source of support to be "other" in contrast to 4 or less per cent for other regions. Respondents specified "others" as: (1) military dependents; (2) credit unions; (3) relatives; and (4) state scholarships.

More Californians--51 per cent--indicated their principal source of support to be their parents as compared to 33 to 39 per cent of students from other regions. Conversely, fewer Californians--44 per cent--were self-supporting whereas 50 to 64 per cent of the students from other regions were self-supporting. Californians and Washington/Oregonians stayed in Hawaii longer than students from other regions.

Impact of a Tuition Differential on Administration

The determination of nonresidence classification for the summer session with a time limitation of six weeks will pose problems of varying degrees of difficulty. In the recent Legislative Reference Bureau study of nonresident tuition, it was found that:

. . . Many institutions realize that their summer sessions attract non-degree students and new applicants and that administering residence classification would be too much of a task for the short summer term. . . .⁵

Other than the factor of limited time, the Office of Admissions (which would probably determine the residence classification) envisions the following problems: (1) determining residence classification before registration day; (2) coping with students who may dispute the decision of the University; (3) referring such students to an appeals board and possibly to the attorney general; and (4) refunding or making additional charges to a student whose residence classification is found to be contrary to the University's original decision.⁶

While some of these problems may be difficult to handle, the Office of Admissions does not consider them insurmountable. However, the administering of residence classification may be costly in that it will require an additional three to four clerks working exclusively on this. Also, additional expenses will be incurred in the printing and distributing of residence forms.

Impact on Summer Session Finances

The Legislative Reference Bureau's calculations on the possible effects of a decrease in enrollment on the University's summer session finances are found in Table 8. The table indicates that in spite of 423 fewer students (based on Ostheimer's theory), a nonresident fee of \$20 per credit hour might increase the University's income by \$55,810. (From this gain should be subtracted the cost of administering the residence classification system.) This represents about a 45 per cent increase over current mainland contributions. Furthermore, even if enrollment dropped by 661, over 1/4 (based on the assumption that all those

Table 8

ILLUSTRATION OF THE POSSIBLE IMPACT ON SUMMER SESSION
FINANCES OF AN INCREASE IN NONRESIDENT TUITION
UNIVERSITY OF HAWAII

Nonresident Tuition Per Credit	Assumption	Enrollment	I n c o m e			Total
			Tuition (4.7 credits per student)	Registration (\$10 per student)	Health (\$.40 per student)	
\$10	Present situation	2,116	\$ 99,452	\$21,160	\$846	\$121,458
\$20	Doubling tuition will decrease enrollment by 20 per cent or 423 students ^a	1,693	159,142	16,930	697	176,769
\$20	Doubling tuition will eliminate all those who indicated an in- adequate or highly limited budget or 661 students ^b	1,455	135,770	14,550	582	150,902
\$20	Doubling tuition will eliminate only 171 students ^c	1,945	182,830	19,450	778	203,058

Source: University of Hawaii, Legislative Reference Bureau.

^aBased on Richard Ostheimer's theory (see p. 15). A 100 per cent increase in tuition would result in a 25 per cent decrease in enrollment.

^bBased on Table 5, p. 17. Includes all those on limited budget of or less than \$484. (Columns 2 and 3, Table 5.)

^cBased on Table 5, p. 17. Includes all those on highly limited budget of \$190 to \$400. (Column 2, Table 5.)

with budgets of \$484 or less would be adversely affected), the mainlanders' contribution would be increased by \$29,443 or 23 per cent. A third possibility, discussed above, is that a doubling of tuition will eliminate only about 171 students. If this were to occur, then total income would rise to \$203,058 or about 85 per cent more than the amount received at present from mainlanders.

There is the possibility, of course, that some mainland students (who have rather inadequate budgets) may take fewer credits because of the increased costs. This may somewhat offset the favorable balance cited above. However, 64 per cent of the students on highly limited budgets in 1963 took four or more credits (see Table K, Appendix B).

Another possibility is that the summer session tuition and fees at state universities in California, the state from which the largest number of mainland summer students come, will look more attractive if Hawaii establishes a differential. The California summer sessions charge a flat fee to all students, residents as well as nonresidents. For 4 to 6 credit hours of work, the tuition and fees are: tuition, \$80; ASULC membership, \$1.50; and student union fee, \$2 or a total of \$83.50. Should the University of Hawaii double its tuition for nonresidents, the cost for 5 credits would be \$112 including tuition, registration and health and student fees. While it is doubtful that \$28.50 will deter a mainlander from coming to Hawaii, it may nevertheless be a factor of concern for some of the mainland students discussed above.

It would seem that only a nonresident student boycott attributable to the establishment of a differential, an extremely unlikely occurrence, could cause the imposition of a differential of \$10 per credit to result in a reduction in total income. In the short run, a decision by one of the tour promoters not to promote the University summer session could have a similar effect.

Impact on the Economy

By adding the total amount the students on limited budgets anticipated spending in Hawaii and by applying a multiplier of 1.72 against these figures, it is estimated that 171 fewer students would mean a loss of \$217,298 to the Hawaii economy; 423 fewer students, a loss of \$328,007; 661 fewer students, a loss of \$452,195.

Thus, while an increase in tuition may mean additional income for the University, ranging from \$29,443 to \$81,600, which would be subject to the multiplier, the net loss to the state would range from a little over \$75,000 to \$400,000, depending on one's choice of assumptions. Furthermore, one can say that the mainland summer students at present are not only paying their pro-rata share of the operational cost of the summer session (within the University's definition of self-support), but they are also contributing to the economy of Hawaii.

Generally, the conclusion is that University finances will be helped and the state's economy harmed by the imposition of a tuition differential, the magnitude of the help or the hurt depending upon the assumptions which are made with respect to the effect of the tuition increase on plans of potential mainland students.

Mrs. Jean Fujimoto prepared the manuscript for printing.

FOOTNOTES

Section I

1. University of Hawaii, Summer Session Announcement, 1927 ("Quarterly Bulletin", Vol. VI, Supplement, No. 2), p. 6.
2. E. W. Ziebarth, "The Summer Session: Still an Appendage? Or, a Research View!" Presented to the North Central Conference of Summer Session Deans, March 18, 1963. (Mimeographed)
3. An activity fee of \$1 was added in 1957. This was raised to \$1.25 in 1958, \$1.60 in 1960. Income from the activity fee, however, is not included in the summer session fund. It is used solely by the Bureau of Student Activities to finance summer session activities, which are entirely self-supporting.

A health fee of 40 cents was added in 1960.

4. The North Central Council on Summer Session defines self-support in terms of "...salaries of the summer school staff. Such items as library services, administrative overhead, custodial and maintenance services, etc., come under the heading of 'ongoing operational expenses' and are charged to the overall university annual budget...." (Letter from Kermit K. Johnson, Chairman, Committee on Summer Session Statistics, North Central Conference on Summer Sessions, June 25, 1963.) According to statistics given by this organization, 33 of the 77 responding institutions (of 108 questionnaires distributed) indicated they were self-supporting, 41 as not self-supporting.

The University of California at Los Angeles, on the other hand, defines self-support as meeting "...the various expenses of teaching, administrative overhead, custodial services and utilities...from tuition fees of the participants of the Summer Session.... We do not pay, however, for Library Services...." (Letter from Marjorie B. Johnson, Office of the Summer Session, University of California, Los Angeles, June 10, 1963.)

Still a third approach has been adopted by the University of Colorado, which maintains "...Our summer program is not required (nor should it be) to support itself. We rely to a limited extent upon the University General Fund to finance the summer instructional program, as is done to a somewhat greater degree in fall and spring...." (Letter from John Little, Dean of Summer Sessions, University of Colorado, June 12, 1963.)

5. Interview with Robert F. Ellis, formerly Assistant Vice President for Budget and Business Affairs, September 23, 1963.

Section II

1. The 1,217 Hawaii teachers who attended summer session comprise 19 per cent of the state's private and public school teaching personnel of 6,447.

2. The Institute on Asian Studies offers two scholarships for each of the 50 states and for the District of Columbia. See Appendix D for details.

Section III

1. This estimate was derived by adding the figures obtained by: (1) multiplying the total number of students spending less than \$750 by that amount; (2) multiplying the total number of students spending over \$2,500 by that amount; and (3) multiplying the total number of students in each of the other ranges by the average of the spending range.
2. "A study of the impact of exports on the income of Hawaii was conducted by the First National Bank of Hawaii. In an unpublished manuscript, it is noted that the introduction of new money into the Hawaii economy from an outside source starts a chain reaction which can be more important than the impact of the original spending. This is known as the 'multiplier effect' of injections of new money. The report concludes that there is a multiplier of 1.72 in Hawaii." As cited by Mildred D. Kosaki, The Nonresident Student and the University of Hawaii (University of Hawaii, Legislative Reference Bureau, 1963, Report No. 3), p. 32.

Section IV

1. Kosaki, p. 51.
2. Richard H. Ostheimer, Student Charges and Financing Higher Education (New York: Columbia University Press, 1953), p. 101, as cited by Kosaki, p. 62.
3. The Office of Student Employment at the University of Hawaii also indicated that toward the end of the summer session, a number of mainland summer students apply for part-time work because their funds have begun to dwindle. Conceivably, many students also write home for more money toward the end of the session.
4. See Appendix D for details on financial aid during the summer months.
5. Kosaki, p. 51.
6. Interview with Edward White, Director of Admissions and Records, University of Hawaii, July 11, 1963.

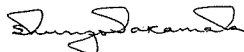
Appendix A

SUMMER SESSION STUDENT SURVEY SUMMER 1963

The University's summer session has grown rapidly in recent years as has community interest in the program. The University lacks, however, much important information on the characteristics of its summer student body.

Therefore, we ask your cooperation in completing this questionnaire as accurately and completely as possible. Please note that we are not asking you to identify yourself.

Thank you so very much for your help.



Shunzo Sakamaki
Dean of Summer Sessions

PLEASE CHECK ONE ITEM IN EACH STATEMENT

- | | | | | | | | | | |
|--|-------------------------|-------|-------|-------|-------|-------|-------|-------|---|
| <p>A. Sex</p> <p>_____ 1. Female</p> <p>_____ 2. Male</p> <p>B. Permanent residence (Check one)</p> <p>_____ 1. State of Hawaii</p> <p>_____ 2. State other than Hawaii</p> <p style="padding-left: 40px;">Specify _____</p> <p>_____ 3. U. S. Possession</p> <p>_____ 4. Trust Territory</p> <p>_____ 5. A foreign country</p> <p>C. Classification (Check one)</p> <p>_____ 1. Enrolled for summer only</p> <p>_____ 2. Enrolled during regular session as well</p> <p>D. Regular full-time occupation (Check one)</p> <p>_____ 1. Student, undergraduate</p> <p>_____ 2. Student, graduate</p> <p>_____ 3. Teacher</p> <p>_____ 4. Other professional or technical worker</p> <p>_____ 5. Other</p> <p>E. Anticipated number of credit hours for summer session (Check one)</p> <p>_____ 1. One credit</p> <p>_____ 2. Two credits</p> <p>_____ 3. Three credits</p> <p>_____ 4. Four credits</p> <p>_____ 5. Five credits</p> <p>_____ 6. Six credits</p> <p>_____ 7. More than six credits</p> <p>F. Anticipated courses for summer session. Please state course number and title.</p> <table border="0" style="width: 100%; margin-top: 10px;"> <tr> <td style="text-align: center; width: 15%;">Course
<u>Number</u></td> <td style="text-align: center; width: 15%;">Title</td> </tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> </table> | Course
<u>Number</u> | Title | _____ | _____ | _____ | _____ | _____ | _____ | <p>G. The following questions are for STUDENTS WHO ARE <u>NOT RESIDENTS OF HAWAII AND WHO ARE AT THE UNIVERSITY FOR THE SUMMER ONLY.</u></p> <p>a. Approximate length of stay <u>in addition to</u> the 6-week summer session. (Check one)</p> <p>_____ 1. 1-7 days</p> <p>_____ 2. 8-14 days</p> <p>_____ 3. 15-21 days</p> <p>_____ 4. Over 21 days</p> <p>b. Primary reason for attending the University of Hawaii summer session. (Check one)</p> <p>_____ 1. Combine vacation and study</p> <p>_____ 2. Meet teacher certification requirements</p> <p>_____ 3. Take academic offerings available in Hawaii only</p> <p>_____ 4. Attend special institute</p> <p>_____ 5. Other. Please specify _____</p> <p>c. General arrangements for this trip. (Check one)</p> <p>_____ 1. With a tour group</p> <p>_____ 2. Through a travel agency--for tickets, living accommodations, and in some instances, information about the University</p> <p>_____ 3. Individual planning and arrangements</p> <p>_____ 4. Other. Please specify _____</p> <p>d. Estimated total cost for entire summer in Hawaii, including round trip transportation to point of origin, room and board in Hawaii, tuition, books and incidentals. (Check one)</p> <p>_____ 1. Below \$750</p> <p>_____ 2. Between \$750-\$1,000</p> <p>_____ 3. Between \$1,000-\$1,250</p> <p>_____ 4. Between \$1,250-\$1,500</p> <p>_____ 5. Between \$1,500-\$1,750</p> <p>_____ 6. Between \$1,750-\$2,000</p> <p>_____ 7. Between \$2,000-\$2,500</p> <p>_____ 8. Over \$2,500</p> <p>e. Primary source of financial support for the summer session in Hawaii. (Check one)</p> <p>_____ 1. Parental aid</p> <p>_____ 2. Self-supporting</p> <p>_____ 3. Other; specify _____</p> |
| Course
<u>Number</u> | Title | | | | | | | | |
| _____ | _____ | | | | | | | | |
| _____ | _____ | | | | | | | | |
| _____ | _____ | | | | | | | | |

Appendix B

STATISTICAL TABLES ON STUDENTS ATTENDING THE UNIVERSITY OF HAWAII MANOA CAMPUS SIX-WEEK AND THE FIRST FIVE-WEEK SESSIONS SUMMER, 1963

Note: The following qualifications apply to the terms used in the tables in this Appendix.

1. Residence

- a. "Abroad" includes U. S. possessions, Trust Territories, and foreign countries.
- b. "Mainland students" include mainland nonresident students here for the summer only. (Mainland nonresident students here for the regular academic year also were, for the purposes of this study, classified with the resident students.)

2. Expenses

- a. "Total expenditure" includes: transportation costs, tuition, fees, books, and costs of room, board, and incidentals while in Hawaii.
- b. "Average expenditure in Hawaii" includes expenditure for the above mentioned items excepting for transportation costs.

3. Total figures in the tables may differ because: (1) not all students answered each item in the questionnaire; (2) incompletely answered questionnaires were kept and used wherever possible.

Source: Tables based on data derived from the 1963 Summer Session Student Survey conducted by the Legislative Reference Bureau, June, 1963.

SEX OF STUDENTS, BY RESIDENCE

Residence	S e x				Total	
	Male		Female		Number	Per Cent ^b
	Number	Per Cent ^a	Number	Per Cent ^a		
Hawaii	2,049	39.1	3,169	60.9	5,218	68.2
Mainland	419	20.0	1,666	80.0	2,085	27.2
Abroad	235	66.8	117	33.2	352	4.6
TOTAL	2,703	35.0	4,952	65.0	7,655	100.0

Total Responses: 7,655 of 7,983 or 95.8 per cent.

^aPercentage based on total number of students from each region.

^bPercentage based on total six-week enrollment.

Table B

RESIDENCE AND SEX OF STUDENTS, BY OCCUPATION

Occupation	R e s i d e n c e									Total Enrollment	Per Cent
	Hawaii			Mainland			Abroad				
	Male	Female	Sub-Total	Male	Female	Sub-Total	Male	Female	Sub-Total		
Undergraduates	1,326	1,845	3,171	245	825	1,070	88	44	132	4,373	57.8
Graduates	127	262	389	45	57	102	103	42	145	636	8.4
Teachers	375	842	1,217	87	692	779	11	18	29	2,025	26.7
Other Professionals	98	56	154	20	48	68	10	6	16	238	3.1
Others	98	121	219	22	35	57	19	6	25	301	4.0
TOTAL	2,024	3,126	5,150	419	1,657	2,076	231	116	347	7,573	100.0

Total Responses: 7,573 of 7,983 or 94.9 per cent.

Table C

PRIMARY REASON GIVEN BY MAINLAND STUDENTS
FOR HAWAII TRIP, BY OCCUPATION

Occupation	R e a s o n					Total
	Vacation/ Study	Teaching Requirement	Academic (Courses available in Hawaii only)	Special Institutions	Others	
Undergraduates	897	8	25	2	14	946
Graduates	22	2	4	2	1	31
Teachers	554	62	36	77	15	744
Other Professionals	34	2	1	11	6	54
Others	22	3	2	4	4	35
TOTAL	1,529 (84.4%)	77 (4.3%)	68 (3.8%)	96 (5.3%)	40 (2.2%)	1,810

Total Responses: 1,810 of 2,116 or 85.5 per cent.

Table D

LENGTH OF STAY OF MAINLAND STUDENTS,
BY OCCUPATION

Occupation	L e n g t h o f S t a y				Total
	1-7 Days	9-14 Days	15-21 Days	Over 21 Days	
Undergraduates	453	172	65	247	937
Graduates	13	5	3	10	31
Teachers	460	111	31	129	731
Other Professionals	28	3	1	19	51
Others	17	1	2	14	34
TOTAL	971 (54.6%)	292 (16.3%)	102 (5.7%)	419 (23.4%)	1,784 (100.0%)

Total Responses: 1,784 of 2,116 or 84.3 per cent.

Table E

ANTICIPATED COURSE REGISTRATION
OF STUDENTS, BY RESIDENCE

Residence	A n t i c i p a t e d C o u r s e s					Total
	Hawaiiana	Hula/Physical Education	Pacific Area	Far East	Others	
Hawaii	176	95	49	564	7,145	8,029
Mainland	343	498	111	468	2,385	3,805
Abroad	5	19	5	42	442	513
TOTAL	524	612	165	1,074	9,972	12,347

Table F

ANTICIPATED COURSE REGISTRATION OF
MAINLAND STUDENTS, BY OCCUPATION

Occupation	A n t i c i p a t e d C o u r s e s				
	Hawaiiana	Hula/Physical Education	Pacific Area	Far East	Others
Undergraduates	116	315	47	66	1,349
Graduates	6	9	1	44	100
Teachers	207	155	59	321	793
Other Professionals	10	11	1	43	59
Others	3	5	3	9	74
TOTAL	342	495	111	483	2,375

ANTICIPATED COURSE REGISTRATION OF MAINLAND STUDENTS,
BY TYPE OF TRAVEL ARRANGEMENT

Travel Arrangement	A n t i c i p a t e d C o u r s e s				
	Hawaiiana	Hula/Physical Education	Pacific Area	Far East	Others
Tour Group	160	279	53	43	824
Travel Agency	34	31	8	51	160
Individual Plans	141	177	46	267	1,039
Others	1	1	1	46	42
TOTAL	336	488	108	407	2,065

Table H

ANTICIPATED CREDIT LOAD OF
STUDENTS, BY RESIDENCE

Anticipated Credits	R e s i d e n c e			T o t a l	
	Hawaii	Mainland	Abroad	Number	Per Cent
Two or Under	428	52	11	491	6.6
Three	1,869	434	27	2,320	31.1
Four	518	354	98	970	13.1
Five	617	383	24	1,024	13.6
Six	1,399	567	44	2,010	27.1
Seven or Over	352	149	113	614	8.5
TOTAL	5,183	1,939	317	7,439	100.0

Total Responses: 7,439 of 7,983 or 93.0 per cent.

Table I

APPROXIMATE TOTAL EXPENDITURE OF MAINLAND
STUDENTS, BY REGION OF ORIGIN

Expenditure	R e g i o n o f O r i g i n					T o t a l	
	California	Washington/ Oregon	Western	Middle	Atlantic	Number	Per Cent
Below \$750	250	38	22	62	23	395	22.8
\$750-1,000	290	105	54	202	64	715	41.4
\$1,000-1,250	96	16	21	138	60	331	19.1
\$1,250-1,500	35	2	12	66	39	154	8.9
\$1,500-1,750	8	5	6	27	12	58	3.4
\$1,750-2,000	6	0	0	14	6	26	1.5
\$2,000-2,500	8	0	3	15	2	28	1.6
Over \$2,500	8	2	1	5	6	22	1.3
TOTAL	701	168	119	529	212	1,729	100.0

Total Responses: 1,729 of 2,116 or 81.7 per cent.

Table J

APPROXIMATE TOTAL EXPENDITURE OF MAINLAND STUDENTS,
BY TYPE OF TRAVEL ARRANGEMENT

Expenditure	T r a v e l A r r a n g e m e n t				T o t a l	
	Tour Group	Travel Agency	Individual	Other	Number	Per Cent
Below \$750	36	23	325	19	403	22.6
\$750-1,000	337	56	340	10	743	41.5
\$1,000-1,250	216	34	94	2	346	19.4
\$1,250-1,500	98	18	38	3	157	8.8
\$1,500-1,750	37	5	18	0	60	3.4
\$1,750-2,000	16	2	8	0	26	1.5
\$2,000-2,500	12	6	10	0	28	1.6
Over \$2,500	4	3	13	2	22	1.2
TOTAL	756	147	846	36	1,785	100.0

Total Responses: 1,785 of 2,116 or 84.3 per cent.

Table K

APPROXIMATE TOTAL EXPENDITURE OF MAINLAND STUDENTS,
BY ANTICIPATED CREDIT LOAD

Estimated Expenditures	C r e d i t s						T o t a l	
	Two or Under	Three	Four	Five	Six	Seven and Over	Number	Per Cent
Below \$750	48	102	74	61	103	25	413	22.8
\$750-1,000	59	159	133	141	204	55	751	41.5
\$1,000-1,250	34	67	73	75	90	11	350	19.3
\$1,250-1,500	9	20	36	34	46	11	156	8.7
\$1,500-1,750	5	15	11	10	15	4	60	3.3
\$1,750-2,000	1	6	4	8	6	2	27	1.5
\$2,000-2,500	1	4	5	10	8	1	29	1.6
Over \$2,500	1	6	1	5	7	3	24	1.3
TOTAL	158	379	337	344	479	112	1,809	100.0

Total Responses: 1,809 of 2,116 or 85.4 per cent.

Table L

AVERAGE EXPENDITURE IN HAWAII OF MAINLAND STUDENTS,
BY REGION OF ORIGIN

Average Expenditure	R e g i o n O f O r i g i n					T o t a l	
	California	Washington/Oregon	Western	Middle	Atlantic	Number	Per Cent
\$190-315	--	--	--	62	87	149	8.6
\$400-525	250	38	76	202	--	566	32.8
\$565-775	290	105	21	138	60	614	35.6
\$815-859	96	16	--	--	39	151	8.7
\$900-1,999	57	7	21	122	20	227	13.2
Over \$2,000	8	2	1	5	6	22	1.2
TOTAL	701	168	119	529	212	1,729	100.0

Total Responses: 1,729 of 2,116 or 81.7 per cent.

Appendix C

THE GEOGRAPHICAL DISTRIBUTION OF SUMMER SESSION STUDENTS IN ORDER OF NUMBER OF STUDENTS UNIVERSITY OF HAWAII SUMMER, 1963

	<u>Male</u>	<u>Female</u>	<u>Total</u>		<u>Male</u>	<u>Female</u>	<u>Total</u>
<u>HAWAII</u>				<u>FOREIGN COUNTRIES AND TERRITORIES</u>			
Honolulu	1,610	2,207	3,817	Japan	41	21	62
Rural Oahu	402	631	1,033	Thailand	19	14	33
Hawaii	97	195	292	Trust Territories	18	5	23
Maui	71	127	198	Hong Kong	18	4	22
Kauai	50	97	147	Formosa	16	5	21
Molokai	8	11	19	Okinawa	20	1	21
Lanai	1	8	9	Korea	14	5	19
				Philippines	10	9	19
TOTAL HAWAII	2,239	3,276	5,515	Indonesia	10	5	15
				Canada	2	11	13
				India	9	2	11
				China	4	4	8
				American Samoa	5	2	7
				Burma	6	1	7
				Pakistan	5	1	6
				Nepal	3	2	5
				Vietnam	2	3	5
				Cambodia	3	1	4
				Fiji	4	--	4
				Singapore	2	2	4
				Switzerland	2	2	4
				Guam	3	--	3
				Israel	2	1	3
				Borneo	2	--	2
				Ceylon	--	2	2
				Egypt	1	1	2
				Germany Western	2	--	2
				Macao	2	--	2
				Malaya	2	--	2
				Suda	2	--	2
				Tahiti	1	1	2
				Wake Island	1	--	1
				Australia	1	--	1
				Brazil	1	--	1
				Cuba	--	1	1
				England	1	--	1
				France	1	--	1
				Ghana	1	--	1
				Greece	1	--	1
				Holland	1	--	1
				Jordan	1	--	1
				Kenya	1	--	1
				Marshall Islands	1	--	1
				New Zealand	--	1	1
				Nigeria	1	--	1
				Puerto Rico	--	1	1
				Sudan	1	--	1
				Venezuela	1	--	1
				TOTAL FOREIGN COUNTRIES AND TERRITORIES	244	108	352
				GRAND TOTAL	2,914	5,069	7,983
<u>MAINLAND STATES</u>							
California	191	612	803				
Texas	23	96	119				
Washington	12	106	118				
Illinois	12	90	102				
New York	24	70	94				
Oregon	8	68	76				
Ohio	7	62	69				
Pennsylvania	13	47	60				
Michigan	13	46	59				
Wisconsin	12	46	58				
Colorado	9	35	44				
Indiana	7	33	40				
Arizona	9	24	33				
New Jersey	5	26	31				
Minnesota	4	26	30				
Kansas	4	24	28				
Oklahoma	2	23	25				
Iowa	1	22	23				
Missouri	12	11	23				
Florida	2	19	21				
New Mexico	5	16	21				
Massachusetts	6	12	18				
Montana	3	15	18				
Louisiana	2	14	16				
District of Columbia	1	14	15				
Alabama	7	7	14				
Maryland	4	8	12				
Connecticut	4	7	11				
Tennessee	3	8	11				
Idaho	--	9	9				
Utah	3	6	9				
Wyoming	2	7	9				
Mississippi	--	8	8				
North Dakota	1	7	8				
Alaska	2	5	7				
Arkansas	2	5	7				
Delaware	2	5	7				
Kentucky	1	6	7				
North Carolina	1	6	7				
South Dakota	2	5	7				
Virginia	2	5	7				
Maine	1	5	6				
Nebraska	1	4	5				
Nevada	3	2	5				
Georgia	2	2	4				
New Hampshire	--	4	4				
South Carolina	--	4	4				
Rhode Island	--	2	2				
West Virginia	1	1	2				
TOTAL MAINLAND STATES	431	1,685	2,116				

Appendix D

FINANCIAL AID DURING THE SUMMER SESSION

Financial Aid for Resident Students

Financial aid to resident students during the summer months is largely available through student employment and NDEA and short-term (tuition and books) loans. According to the Office of Financial Aids, Veterans and Selective Service about 66 students received loans under the National Defense Education Act amounting to \$10,891 and 91 students received short-term loans amounting to \$9,124 during the summer session of 1963. No other loans were made by the University for the summer session.¹

The Office of Student Employment also places a large number of students in summer jobs on and off the campus.² Resident students have the advantage in summer jobs for two reasons: (1) employers prefer the person who is familiar with the community and/or campus and is apt to be available on a long-term basis; and (2) campus policy and community custom indicate that the person who is financing a "vacation-work" summer should not be hired before the student who is working for next year's tuition and living expenses. Exceptions occur where the summer only student has skills not available from regularly enrolled students.

Financial aid, in the form of scholarships and fellowships, are non-existent for resident undergraduate students during the summer months. However, a number of fellowships and grants are available to resident teachers largely to encourage professional growth. Among these are: 2 East-West Center scholarships of \$90 each; 25 fellowships of \$300 from the Coe Foundation;³ and 100 grants with stipends of \$450 plus \$15 allowance per dependent per week for six weeks up to four dependents each for participation in three science institutes sponsored by the National Science Foundation (one of which is also co-sponsored by the U. S. Atomic Energy Commission).

Financial Aid for Nonresident Students

Financial aid for nonresident students from the State of Hawaii is almost non-existent. The only aid given these students is the \$90 plus one-way travel cost from point of origin granted by the East-West Center to 100 teachers throughout the 49 states and the District of Columbia. Some teachers further indicated that grants from the National Science Foundation, scholarships and loans from private organizations subsidized part of their expenses.

The Office of Financial Aids, Veterans and Selective Service Adviser reports that loans are not made available to nonresident students.

The Office of Student Employment gives preference to resident students as far as summer employment is concerned. Its policy discourages the nonresident student from seeking and relying on summer employment to help defray expenses.

. . . There are very few opportunities for part-time employment during the summer period. Students should, therefore, plan to meet their summer session financial obligations without relying on part-time employment. Students from other states would be well advised to anticipate that living costs in Hawaii may be somewhat higher, and to make appropriate financial preparation accordingly.⁴

Nevertheless, the Office of Student Employment received approximately 70 letters inquiring about summer employment. It is interesting to note that 11 of the inquirers asserted that some form of employment was absolutely necessary if they were to make this trip. Of this number one appeared on the campus.

A number of students apply directly to the pineapple canneries and to the State Employment Office. These offices also give preference to resident students and discourage the mainland students from relying on summer employment in Hawaii to help defray the expenses of their "summer in Hawaii".

Thus the mainland students are encouraged to be certain of their financial resources before they come to Hawaii because financial aids for them are almost non-existent.

¹Interview with Edward C. Greene, Advisor, Financial Aids, Veterans and Selective Service, November 15, 1963.

²Interview with Katherine H. Wery, Counselor, Part-time Employment, June 5, 1963.

³Will not be offered commencing 1964.

⁴University of Hawaii, Thirty-Seventh Annual Summer Session ("University of Hawaii Bulletin", Vol. XLII, No. 2, 1963), p. 27.