



FIRST
NATIONAL
SUMMER
SESSIONS
CONFERENCE

DENVER HILTON HOTEL
DENVER, COLORADO
November 4, 5, and 6, 1964

Jointly Sponsored by
NATIONAL ASSOCIATION OF COLLEGE AND
UNIVERSITY SUMMER SESSIONS
WESTERN ASSOCIATION OF DEANS AND
DIRECTORS OF SUMMER SESSIONS

PROCEEDINGS

P R O C E E D I N G S

of the

First National Summer Sessions Conference

Denver Hilton Hotel
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National Association of College and
University Summer Sessions
Western Association of Deans and
Directors of Summer Sessions

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by

Dr. Earl C. Crockett, Acting President
Brigham Young University, Provo, Utah

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Educational Research Information Center
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Northern State Teachers College, Aberdeen, South Dakota

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by

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Director of the Summer School
University of Maryland, College Park, Maryland

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THE CHALLENGING FUTURE OF HIGHER EDUCATION

Dr. Earl C. Crockett, Acting President
Brigham Young University, Provo, Utah

Milton Eisenhower recently quoted an anecdote which he stated came from a novel. It goes like this:

Destiny came down to an island many centuries ago and summoned three of its inhabitants before him. "What would you do," Destiny said, "if I told you that tomorrow this island would be inundated by an immense tidal wave?"

The first man, who was a cynic, said, "Why, I would eat, drink, and carouse all night long."

The second man, who was a mystic, said, "I would go to the sacred groves with my loved ones and make sacrifices to the gods and pray without ceasing."

And the third man, who loved reason, thought for a while, confused and troubled, and said, "Why, I would assemble our wisest men and begin at once to study how to live under water."

Milton Eisenhower then pointed out that Destiny had surely delivered an ultimatum to us in this age, and that we, too, must bring all of our wisdom to bear on the problem of living in a new environment.

What is this new environment and how does it differ from the past? What specifically is the significance of the changes occurring in our society from the viewpoint of higher education and challenges for it in the future? These are a few thoughts I wish to touch upon in my remarks.

In order to obtain a proper perspective of change, it is frequently helpful to stand back "a pace" in time and observe a few contrasts with the present. Let us not go back very far, merely 50 years--one-half of a century. Some of us in this room are able to remember what the world was like fifty years ago. It is really a short period in the history of man--much less than one average American life span.

Just 50 years ago last June a young Serbian super-patriot emptied his revolver at Archduke Franz Ferdinand of Austria and started a chain reaction of events which thrust most of the nations of the world into the First World War. Now it is half a century and two World Wars later.

As we look back over those 50 years, the world of today appears to bear little resemblance to that of the half century earlier--a half century which appears to have sped by rapidly. An article in the U.S. News and World Report (July 6, 1964) reminds us that 50 years ago empires flourished throughout the

world. The empire of Britain was greatest of them all, however, France, the Netherlands, Germany, Turkey, Belgium, and Italy all were imperial powers. Almost all of Africa, most of the Middle East and much of Asia were colonial areas. Kings and emperors and czars ruled the really great nations of the period.

At that time the United States was one of the lesser powers. We were a nation of only 99 million people, nearly half of whom lived on farms and in small towns. We were debtors to the lenders of Europe--at the mercy of a power beyond our control.

The U.S. News article continues by explaining that Communism was not even heard of as a threat 50 years ago and that nobody in 1914 could have dreamed of the world of 1964. The struggling America of 1914 has become the giant power of today's world--a nation of nearly 200 million people, with a strength beyond its own comprehension.

The kings and emperors of ten decades ago--along with their empires--are all gone. Where kings and queens remain their titles are empty. Communist dictators today have become the nearest thing to potentates of old. Today a struggle between the "free world" and the "communist world" is occupying a large proportion of the attention, energy and resources of governmental bodies on both sides of the iron curtain.

Yet it is not alone in the outside world that sweeping change has come. Within our nation the contrasts are so sweeping and dramatic they dwarf the tales of Arabian Knights. Fifty years ago was still the age of the horse and buggy. Autos were few and mostly curiosities. Highways were nonexistent. Electricity was new. Gas lights brightened our homes and streets. The one-room school was common throughout America. Long hours of labor left little time for leisure. Children as a rule had many chores around the farm or home and juvenile delinquency was largely unheard of.

The airplane was a novelty at county fairs. The vote for women was becoming a national issue. The income tax was soon to begin at a uniform one per cent maximum rate after large exemptions. Nobody dreamed of a social security system--this came 20 years later. Civil rights and race problems got almost no attention.

Teddy Roosevelt, Howard Taft, and Woodrow Wilson had just completed a three-cornered presidential campaign largely based on monetary, banking and tariff issues. They had no airplanes, radios, television sets, or microphones to assist in communicating with their electorates.

Now it is really not necessary to remind ourselves of the changes today. They are all around us and we rapidly learn to take most of them for granted shortly after they are introduced. We have air-conditioning and deodorants, jet planes and spaceships, electric computers and learning machines, mechanized farms and electric kitchens, masers, lasers and transistors, frozen foods and colored television, pep pills, tranquilizers and antibiotic drugs, and last, but not the least, I'll mention nuclear weapons too frightening to fully comprehend. All of these wonders we have at our command to either enjoy or to fear and in a setting

of exploding population. It took mankind countless milleniums following the stone age to produce a world population of one billion people and then a mere 100 years were required to double this, while now the population doubling rate is at the staggering speed of merely half a century.

This leads us to suggest one of the present world's challenges to higher education.

In the future we must provide college level instruction for a much larger number of young people. This is not only because there will be many more in the age group from 18 to 21 years than in the past, but also because an ever larger proportion of these young people will be and should be attending college. Too often in the past we have lavishly wasted the talent and energy of countless persons who should have been educated at higher levels of skills and knowledge, and whose education would have been a substantial asset to a nation that makes an ever-increasing demand for high competence in its people.

At the beginning of this century only 4% of those between 18 and 21 years attended college; by 1940 the proportion was 15%, while today the percentage is 30. However, many authorities are contending that the number should go up to 50 per cent and probably will by 1970 or 1975.

This will provide an enormous challenge for the people and the schools of the nation--not only a challenge from the viewpoint of obtaining the necessary additional school facilities and faculties, but also of deciding which young men and women should be admitted to school. The problem of admission requirements will become an especially critical one for the flood of teenagers wanting to enter college will greatly surpass in number the ability of colleges to accommodate them.

May I use my own school, Brigham Young University, as an example.

A second and related important responsibility we face in this business of higher education is to provide the kind of experience for each student which is appropriate to his ability.

To quote Dr. McMurrin, former U.S. Commissioner of Education, from a statement prepared for the Appropriations Committee of the House of Representatives in 1961:

"To the extent that we have failed to challenge the full capabilities of our students, from kindergarten through graduate school, we have betrayed the democratic ideal that is so precious to us. The meaning of democracy in education is not found in a dead-leveling process that attempts to conform all men to a simple equality. We believe not that all men are of equal capacity but that all are entitled to the opportunity to develop fully such capacities as they have. We combine this with a belief in the inherent dignity of the individual person. These are powerful ideas with tremendous implications.

They mean, certainly, that the creative artist, the professional person, and the artisan alike deserve the full esteem of their fellow men and that every man is entitled to his measure of self-respect who is doing his best in a vocation that contributes to the total life of our society.

When we demand in our schools and elsewhere something less than the individual is capable of doing, we rob him of his self-respect and we corrupt our most basic ideals. We have been too often guilty on this count, and our schools must bear a large measure of responsibility for that guilt.

It is not a proper reply to say that our children learn more now than they did 50 years ago. No doubt this is true, for more knowledge is now available. But measurable increases in the amount of knowledge gained in the course of a year, while important, are beside the point. Educational excellence, as a goal, is never realized. It is neither visible nor tangible. Perhaps it is not, strictly speaking, a goal at all, but an attitude that informs the total process of education. In any event, we can approach excellence in education only by demanding of all--administrators, teachers, students, and the general public--all that they are capable of achieving. If ever in the past there were reason for asking less, there is none now, for our times are perilous and will accept no less."

A third challenge we face as educators in this modern world has been thrust upon us because of the explosion in knowledge in our generation, particularly during the last two decades.

The task of sorting out the facts and information which should be included in a curriculum or even a particular course within a field of knowledge, has never been an easy one, but today this task has become stupendous. This is because keeping abreast of the rapid changes, the new developments, the additions to the accumulated stock of knowledge is a prerequisite for the textbook writer or author of supplementary source material as well as for the instructor himself before a wise decision can be made as to what knowledge can and should be made available to the students.

The task of the curriculum planner, the textbook writer, and the college teacher may be illustrated by a few examples. Contributions made to knowledge in the natural sciences since World War II are greater than all of those in all the previous years of history. Another example, world publication of books in all areas of knowledge has been doubling every forty-five years during the five centuries since publication of the Gutenberg Bible--doubling roughly three times as fast as the growth of the world's population. Were there no other considerations, the mere rate of publication and acquisition could create tremendous problems for university libraries. The world population is laid to rest each generation, the world's books have a way of lingering on. How at one and the same time to exact profit and usefulness from this inheritance of the past and

yet to prevent it from clogging the channels of present information, is thus an important aspect of the problem facing university librarians as well as both teachers and students who use the collections.

Let us further illustrate this problem of knowledge explosion by asking a few questions. How can a law professor know, among 2,200,000 judicial opinions and decisions upon which our law rests, which should be included in his course on torts. How does a scientist with 60,000 to 100,000 articles being published each year in professional journals, hope to cope with just those in his own field? How is a professor of medicine to keep abreast of developments in a field where three out of every four prescriptions now written are for drugs that did not even exist 25 years ago? How can a professor of political science, sociology or economic, or political problems of his time when the world is changing as he breathes?

Apropos of this problem is the slogan adopted this year by the Utah Education Association which declares: "He who dares to teach must never cease to learn."

May I remind you summer session directors that much of the concentrated learning period for all teachers is confined to the summer months when they may attend summer classes, institutes, seminars, and workshops, and when they may have time to work on theses and dissertations. Your challenge is to provide a favorable learning environment for these many educators on all of the levels of instruction--the elementary, the secondary, the college, and the graduate school.

Perhaps a fourth challenge in the modern world for educators in America is to assist in safeguarding our freedoms--our democratic way of life--a goal which we never completely achieve but for which we must constantly strive--one which could easily slip from us in the complex society of today.

Quoting Dr. McMurrin again:

"As our society becomes more complex, with increasing inter-communication, urbanization, and industrialization, and as the nation assumes a larger role of leadership in the free world, and as the body of available knowledge in all fields continues to expand, the task of education will become immeasurably greater and our schools, colleges, and universities will assume a new importance in both domestic and international affairs."

In referring to these new demands upon education, Dr. McMurrin cautioned us not to emulate or follow the totalitarian states in regimenting and manipulating the potential manpower of our nation. He emphasized, and I again quote:

"Nothing could compensate for the loss of freedom that such a procedure would entail, and perhaps nothing could fill the breach that would thereby be made in the foundations of our democracy. The strength of a democratic society can be guaranteed only by a genuine individualism that encourages and protects independence in thought and

action. Too often we have been so anxious to accommodate the individual painlessly to his social environment that we have seriously endangered this individualism. But if we are to build full strength into our nation, we must invest the individual with a sense of civic purpose and dedication and cultivate in him the internal, intellectual, and moral discipline requisite to the role of an intelligent citizen in a free society."

Moreover, Dr. McMurrin in referring to the demands placed upon education by our national life cautioned that, "he did not mean to recommend that we educate toward narrow nationalistic political ends or for the achievement of cultural parochialism and isolation. Far from it," he continues, "one of our great needs as a nation is the cultivation of a genuine cosmopolitanism, a world-mindedness that will assure us not only an understanding and appreciation of other cultures, but even an actual participation in them. Without the perspective that such a sophistication would afford," he concludes, "we cannot hope to satisfy the obligation of world leadership that history has conferred upon us."

Specifically, what share of the responsibility and opportunity has the summer school dean or director in the challenging future of higher education? What is likely to be his role?

Today among higher educational institutions throughout the nation, the role of the dean, including the summer school director, is becoming ever more significant. As institutions grow in size and complexity, as student bodies become larger and faculty members become numerous, as colleges and schools within the university multiply and as their respective programs become more diversified, the university president no longer can personally supervise and exercise much control. Moreover, his attention is inevitably being occupied with outside problems such as public relations, fund raising, work with the legislature, and with his Board of Trustees. Thus the dean has already learned to assume major responsibilities and already possesses great challenges in most, if not all, of our higher educational institutions.

However, still another kind of change has also placed added responsibility for decision-making upon deans of academic divisions of the university, including the summer schools. No longer can a higher educational institution be regarded as a collection of scholars who periodically gather in a faculty meeting and after vigorous debate decide both the major and minor policies of the school. Faculty members are becoming more and more occupied with research and other creative work in their specialized fields, with consulting activities, and with graduate students. Thus they are less concerned with problems and complexities of college or university administration. They often do not even take the time or make the effort to get very well acquainted with their own faculty colleagues.

Thus, although the dean is still a middle man between the President on the one hand and the individual faculty members on the other, because of the two trends I mentioned, he is generally being called upon to make more decisions, to assume added responsibilities, and to face additional challenges.

One evidence of the need for many administrative services on levels below that of the President or Chancellor and above the level of department chairman, is the rapid increase in the number of administrative positions in higher educational institutions. During the period from 1953 to 1959 the U.S. Office of Education reported for the nation a 38.4 per cent increase in resident faculties, but a 106.9 per cent increase in positions in general administration. The swelling of administrative ranks has created a rising demand for qualified persons to fill this new generation of college positions. Incidentally, this dynamic change has induced many administrators within a university to shift from one position to another. Some of this is good and to be expected, however, I have observed too high a turnover among deans and directors of summer schools.

Mr. Myron F. Wicke, in the Study of Academic Administration published last year by WICHE points out and I quote:

"This 'man in the middle' terminology has positive as well as negative connotations. Positively, the phrase represents precisely the dean's function--to be a potentially creative link between faculty and administration. Negatively, the term suggests a person who is a member of the 'out' group so far as the faculty is concerned--since he has 'joined' the administration--and equally of the 'out' group to the president if he identifies himself too closely with the faculty. John Erskine's figure may be paraphrased to make the point. A college dean, said Erskine, is like a small boy walking a high picket fence, thrilled but in constant danger of being impaled. Nevertheless, once the dean moves out of the middle position, he is no longer useful. Deans are men in the middle by definition."

Unless a dean or director is nearly at one with the president in his understanding of his role, he travels in a wilderness. Also, he ought to be a person who can merit the respect, though probably not the affection, of the faculty. He is needed more by far than in the days of the small college and the simply structured university.

Before concluding, I cannot resist urging you administrators to do all in your power to preserve the American college and university as a successful teaching institution. I am afraid that teaching is already of secondary importance in many institutions, particularly among the larger ones where graduate and research programs are emphasized.

Caplow and McGee in their book "The Academic Marketplace" brought the problem forcefully before us in the following words:

"The neglect of teaching is not a simple matter. It includes the failure to prepare good classroom lectures and lessons, an indifference to the results of teaching, increasing social distance between teacher and students (so that some professors never make the acquaintance of their undergraduate students as individuals), increased dependence upon mechanical methods of examination, and, at the worst, conventionalized

contempt for the student. This pattern is discernible within every major university, but some institutions are notably worse than others. In general, interest in instruction seems to be best maintained in those undergraduate university colleges which are more or less autonomous and whose students enjoy some special status. The fundamental problem, however, is everywhere the same. Despite innumerable committees on the improvement of teaching, annual awards to the best instructor, and an intemperate eagerness in the colleges of education to develop courses in methods of college teaching, the alienation of the university from undergraduate education proceeds apace."

This indifference toward teaching and even resentment by some professors who must be bothered with classroom instruction reached a logical but extreme attitude in the mind of the faculty member who exclaimed "the university would be a fine place to work if it weren't for the students!"

Of course, all faculty members are not like this--perhaps most of them are not--and many colleges and universities are attempting to preserve or restore their institutions as excellent places for undergraduate instruction. I urge you administrators to do what you can to employ only good teachers in your summer schools. Get faculty members who are skilled in teaching and who enjoy their work as teachers.

As I conclude, may I suggest that the summer school administrator in a college or university has many joys and satisfactions. There is always the inner satisfaction from the resolution of problems which are really difficult but, of course, there is the crowning joy of having a hand in making educational opportunities available for both the qualified young and old who attend the higher educational institutions of our nation.

There is an old proverb which goes like this:

teach him; "He who knows not, but knows that he knows not is humble,
wake him; He who knows, but knows not that he knows, is asleep,
shun him; He who knows not but knows not that he knows not is a fool;
follow him." He who knows and knows that he knows is a wise man,

I trust that all of you deans and directors fall within the last category.

WANTED: NATIONWIDE SUMMER SESSIONS INFORMATION

Dr. Harold A. Haswell, Director
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In 1540, the Spanish explorer, Coronado, and his followers made their way into the heartland of this beautiful country. We are told they were searching for the fabled "City of Gold." Although they trudged over mountains of gold and silver, over lakes of oil and gas, over millions of square miles of the world's best farming and grazing land, they returned to Mexico defeated and disappointed. Like multitudes of others they did not recognize "Quivira" when they stood in the midst of her golden streets. If we are to profit from Coronado's experience, we need to remind ourselves that earth's treasures are always hidden. Man must look below the surface to find them. The earth surrenders her riches in proportion to the expenditure of man's energy. Cities of gold are built, not discovered. They are the creation of the collective action of man. Coronado arrived 425 years too soon. He should have caught United's 12:15 flight out of Mexico City this afternoon.

As deans and directors of Summer Sessions, we have journeyed to your golden city from all over these United States. Without a doubt this is the largest and most representative gathering of Summer Sessions Directors ever assembled. What are we looking for? What do we expect to find in Denver?

As we consider the opportunities that are ours today, will we recognize our "Quivira," or will we also return home disappointed? Let us remember that "Cities of Gold" are not discovered; again, I say, they are built by the collective action of men.

We bring to this conference a rich and meaningful tradition--"For well over a century, Summer Sessions have been making a major and growing contribution to American culture. Annually, from June to August or September, more than two-thirds of American colleges and universities hold such sessions, utilizing billions of dollars worth of facilities which would otherwise lie idle, equipping hundreds of thousands of teachers for more effective service to their communities, enabling even more hundreds of thousands of under-graduate students to hasten the completion of their educational programs, and offering graduate students opportunities to pursue advance degree work in many academic areas. It is no exaggeration to say that the social value of the Summer Sessions is immeasurable."¹

¹ Warner, Donald F., Retzlaff, Bernice R., Haswell, Harold A., Summer Sessions in Colleges and Universities of the U.S., 1960, U.S. Dept. of Health, Education, and Welfare, Washington, D.C. page 1.

We can well be proud of the history we have written. We need not trace here the slow and painful growth of the Summer Sessions during the past 125 years.

As we entered the present decade, Summer Sessions had become an official segment of American higher education. It had ceased to be a teacher-oriented institution patronized largely by women, and had metamorphosed into multi-purpose education for a varied clientele. The Summer Sessions had moved to closer approximation of the regular session from which it drew most of its faculty, courses, students and policy forming machinery.

In spite of these gains, there was still much room for improvement. Many Summer Sessions still suffered from the expectation that the students must bear the cost and the faculty assume all the risks of summer study. Most summer terms were abbreviated in length, as compared to the regular sessions. Although the summer school had progressed far in size, in prestige, and in organization, it still had not won complete acceptance as an integral part of American higher education.

As we look to the future, we have reason to believe that the summer session is destined to play an increasingly prominent role in American higher education. The demand for increased summer programs is being voiced from two major fronts. David McEntire reminds us that the college age population is estimated to increase 65% between 1960 and 1975. In addition, the proportion of college age students who are attending college is increasing while, at the same time, more of those who enter college are completing four year degrees. Graduate education is also growing rapidly. The accumulated impact of these increases will require a doubling of national facilities for higher education.²

²McEntire, David., "Academic Year: Nine Months or Twelve?" AAUP Bulletin #49 (December 1963), p. 360.

Another new task being added to the already heavy burden carried by the colleges and universities, is the increasing demand for adult instruction. Education is being viewed more and more universally as a life-long process. Francis Horn observes that one can expect this attitude, in conjunction with lengthening life expectancy, to lead to an ever greater demand from adults for both credit and non-credit programs.³

³Horn, Francis H., "Forces Shaping the College of Arts and Sciences," Liberal Education, Vol. 50, (March 1964), p. 8.

It is obvious, to anyone studying the literature, that there is a paucity of information about the summer Sessions. Because of the lack of standardized student accounting at the institutional level, the Office of Education has discontinued its policy of collecting summer session statistics. The latest statistics, on a national level, cover the summer of 1961.

When Homer Babbidge was Assistant Commissioner for Higher Education he once observed: "In the absence of facts - prompt, detailed, accurate and insightfully

gathered facts - decisions will be reached on the basis of prejudice, eloquence, nostalgia, tradition, wishful thinking, hunches, and various combinations and connotations thereof. Except in freak circumstances, decisions made and answers given on these bases will do damage to American higher education. In the absence of informed factual basis for decision, damage will be done, not only to our educational system, but, as a consequence, to the very strength of the nation. Viewed in this context, what we don't know will not only hurt us, it may cripple or destroy us, and what we think we know but don't know will be at least as bad."⁴

⁴ Babbidge, Homer D., Jr., "What We Don't Know Will Hurt Us," College and University, (Summer, 1960), p. 420.

It was just such comments as those cited above that suggested the title for my comments tonight, "Wanted: Information About the Summer Sessions."

Summer programs cannot adequately or intelligently fulfill the demands imposed upon them in our day when obvious gaps are known to exist in basic information and research areas such as: students, curriculums, and faculty. For example, research is lacking in areas involving the student. No one to date has ever devised a technique for tabulating student enrollment in Summer Sessions at the national level. L.G. Lins poses the questions, "What, in fact, are the present characteristics of the basic clientele to a university as it seeks to offer optimum educational services throughout the year? Or, what possible time and finances do students ... have for summer attendance?"⁵

⁵ Lins, L.G. and others. Use of Time During 1961 Summer Session by Students Registering During 1961 Fall Semester. University of Wisconsin at Madison. (May, 1962), p. 67.

Lins believes that such questions have not generally been asked in any systematic way. He also feels that some educators have operated on hunches based on partial information, and that many times, such decisions turn out to be incorrect.

More research needs to be undertaken in the area of curriculum development. If the Summer Sessions are to continue to perform an increasing number of academic year functions, course offerings should be carefully reviewed to insure that important educational activities will not be squeezed out. Steckline and his associates feel that the need for "in-service training programs for teacher institutes and workshops for various groups and other special offerings must be weighed along with the likely demands for expanded offerings for regular university students."⁶

⁶ Steckline, John E., and Corcoran, Mary, and Ziebarth, E.W., "The University Summer Session: An Appendage or a Part of the Whole?" College and University, Vol. 35 (Spring, 1960), pp. 315-316.

There are questions throughout the Summer School literature about maturation of students and the amount of time necessary to absorb material, particularly in relationship to the adequacy of accelerated or compressed programs. Much research remains to be done if we are to answer questions such as the following: Are the resources available during the summer sufficient to serve both workshops and an expansion of regular student enrollment? How are the institutes financed? What control do colleges and universities have over the selection and supervision of summer instructional personnel? The answers to these and other questions could well dictate the future course of this important aspect of education during a time of crisis. Within the single area of faculty alone, a half-dozen major Nationwide summer sessions research projects are sorely needed. At the national level we know virtually nothing about: the number of faculty members in summer programs; faculty characteristics including rank, salary schedule, or faculty load; faculty affiliation with the institution; and faculty opinions regarding the situations in which they teach.

Let's turn our attention for the moment to the area of administration. Here we find a fourth major gap in the research literature relating to the summer session. A partial list of the questions which need to be answered in this area include the following: the status of the Summer Session Director, fiscal policies, scheduling of sessions, courses and workshops, and admission policies and procedures. Two well-known research scholars conclude that "intensive and extensive studies need to be made of the effect of the year-round operation of the institution's total educational program."⁷

⁷ Stickler, W.U., and Carathers, Milton W., The Year Round Calendar in Operation: Latest Trends and Problems. SRED Research Monograph #7, Atlanta, 1963, p. 61.

Truly, what we don't know about the Summer Session is hurting us. What is sorely needed is a major action oriented research program, coupled with a carefully designed dissemination program which will not only get at the facts but see that they are called appropriately to the attention of educators and the public alike. Such research effort should be planned and directed by those of you responsible for the Nation's summer instructional programs. It should rest on a broad financial base, drawing its support from institutions, professional organizations, regional boards, foundations, and Government agencies. Perhaps it should be coordinated by a national planning committee. The research itself should be under the direction of the most able and knowledgeable research scholars available.

May I cite only one lead which might possibly be explored. There are now at least six research funding units within the U.S. Office of Education which annually sponsor some \$30,000,000 of funded research. I refer to the Cooperative Research Program, the research in Educational Media, in Modern Foreign Language, in Library Science, in Vocational Education, and in programs for Handicapped Children and Youth. Instructions for submitting proposals to any one of these operating units may be secured by writing the U.S. Office of Education. Each proposal is judged on its own merit by panels of educators who have attained national recognition in

the area of their specialty. There is no reason why more of these funds should not be spent in the area of research relating to summer sessions. I am sure that an alert committee could find many other examples of available support for meaningful research.

Now may I turn your attention for a few minutes to the problem of dissemination of information about summer programs. Knowledge which is buried in research files is of little value. We need to perfect a system which will disseminate what is known and what can be learned about summer programs quickly and generally to our many publics. Perhaps ERIC can be of service to Summer Session Directors at this point. ERIC is an acronym for Educational Research Information Center. Our unit in the Office of Education has primary responsibility for performing the following functions: we seek to acquire, screen, encode and abstract educational research literature. Those documents which are judged as nationally significant are then microfilmed and stored for eventual search and retrieval in response to inquiries directed toward the Center. Finally, we are responsible for reproducing, disseminating, and analyzing and synthesizing the research findings. Reproduction and dissemination may be in the form of selected bibliographies, abstracts, or complete documents. They may be secured in microform or facsimile copy. Input into the system will be accomplished largely by cooperation with institutions and professional organizations who have a particular interest and competency in acquiring, contracting, and managing a given body of research literature. We would welcome the opportunity to explore the possibility of establishing a satellite operation which would bring into ERIC all that is known about the summer sessions and would then collaborate with us in keeping the collection current.

I would now like to share a final thought with you. Some of you have heard me say that I am a product of the summer sessions. Sixty percent of the work for my Baccalaureate degree was completed in the summertime. All of the work for my Master's degree was done between June and September, and more than half of the requirements for my Doctorate was fulfilled in attendance at summer sessions. You might say, that I qualify for the dubious honor of Patron Saint of the Summer Sessions. Had it not been for the opportunity of summer study, I might never have completed my undergraduate degree, and certainly I could never have met the requirements for advanced degrees. Literally, had it not been for the opportunity of summer study, I would not be standing before you tonight. Permit me, therefore, the liberty of expressing some personal opinions.

When the historians of the twenty-first century write the record of the summer session, I believe the Denver Conference of 1964 will stand out as one of the high hours. We have observed earlier that the significant aspects of our civilization are not discovered, they are built. They are rarely, if ever, the product of a single individual. Rather, they are the composite effort of men of good will. For years I have privately and publicly observed that there was need for a voice that could speak nationally for Summer Session Directors. I confess to you I had nothing to do with the conception of NACUSS. Actually, the spring meeting in Washington was history before I learned of the plans for this conference in November. Therefore, I can speak freely as a bystander. I think it is a fortunate turn of circumstances at a most opportune point in the evolution of summer sessions

which has brought us together today. We come representing every area of the United States. Collectively, we constitute the Nation's braintrust on higher education during a critical fourth of each calendar year. We hold in trust the greatest potential untapped reservoir of educational opportunities for the bulging college age population. How shall we discharge our heavy responsibility?

Fortunately, we have a long history of excellent cooperation at the regional level. The pattern for cooperative endeavors has long been in evidence in the Northeast, the North Central, and the West. The configuration has been less clear in the South and Southeast. Excellent foundations have been laid in the regional organizations upon which a continued and expanded research and information program can be built. Regional efforts may well continue to contribute substantially to the cause of summer study. I believe, however, the hour has arrived for a concerted national effort directed toward the expansion and improvement of summer study. To the achievement of these objectives, I would like to see us dedicate ourselves -- tonight.

What are the advantages of a national organization? It would give us an official voice in the councils of the Nation's colleges and universities. It would serve as a base for the design and execution of a coordinated research effort which could help us learn more about ourselves and as a consequence enable us better to discharge our responsibility to our clientele. It could initiate a cooperative program in association with ERIC to disseminate, quickly and extensively, information about the summer sessions. If desirable, it could edit a national journal on summer study activities. It might certainly sponsor an annual conference, thus contributing to the national unity of summer sessions efforts. It is even possible that such an association might wish to maintain an executive office in Washington which could serve as a vital link between the numerous programs in Federal agencies which promote summer study, and the individual summer sessions director as he seeks to cope with his local problems. At a time when the Nation's collegiate capabilities are being taxed to the limit, it would seem logical that the directors of the summer sessions might well consider the advantages accruing from national unity.

In summary, we have suggested that there is a dearth of information about the summer sessions. We have observed that what we don't know does hurt us; we have alluded to some of the gaps in research about summer programs. We have suggested an action-oriented program of research directed toward the solution of our most crucial problems. We have proposed a national plan for dissemination of information about the summer session, and, finally, we have sketched some of the advantages inherent in a national association of Summer Sessions Directors. Our "Quivira" is not far over the horizon. It is my earnest hope that we will recognize the golden spires and plot well our course for the future.

THE DEVELOPMENT OF A BALANCED SUMMER ACADEMIC PROGRAM

Dr. J. Howard Kramer, President
Northern State Teachers College, Aberdeen, South Dakota

Introduction

The summer session as a part of the program of a college or university is strictly an American invention. Although summer sessions have been a part of higher education in this country for well over 100 years it has only been within the last 45 years that there have been any considerable number of summer schools structured in the organization pattern with which most of us are familiar. Of the 124 summer schools listed in 1900, only 13 were established as early as 1870. A study made by the United States Office of Education revealed that in 1960 there were 1,369 colleges operating summer sessions and the number has been steadily increasing since that time. It is safe to say that more than two-thirds of the colleges and universities in the United States are now operating some kind of a summer session which may be a separate program of from four to twelve weeks or it may be a trimester or a fourth quarter.

My personal knowledge of summer schools extends over a period of 42 years, back to a time when the summer schools were just beginning to be recognized as furnishing a unique opportunity for the continued education of certain types of students and for educational acceleration. At that time there was no great enthusiasm either on the part of the colleges or the students for summer schools and it was felt by many that the only ones who enrolled were those who were retarded or had failed academically. By 1928, however, this attitude had altered considerably because the academic standards for certification of teachers and administrators, in most states, were being raised and there was a rush to attend summer school in order to meet the new requirements. This trend in increased enrollment in summer schools has continued ever since that time except for brief periods during the depression and World War II. In 1955 there were more than a million students in summer school and I think it would be safe to say that this number has doubled since that time. Summer School has truly "come of age" as was asserted by Clarence A. Schoenfeld in an article in School and Society, summer 1961. The 1960 report of the study made of summer sessions by the U.S. Office of Education has this to report: "The summer session is now a multi-purpose institution serving a varied clientele; the responses clearly demonstrate that acceleration, expansion, enrichment, rehabilitation, and service to teachers are all major goals."

Summer schools today have assumed an air of sophistication that was not apparent with most summer schools 45 years ago. Today attending summer school is serious business and more and more the emphasis is on a hard core of academic work and less and less on entertainment and the use of "gimmicks" to attract students to the campus to have a good time.

The Academic Program

This morning I would like to be able to tell you how to develop a balanced academic program for your summer school. This I am sure that I cannot do but I am going to suggest some controlling factors that I think must be considered as the faculty and administration in each institution develop the summer school program.

I believe that the kind of program offered in summer school in any particular institution will be controlled by six major factors which are:

1. The objectives and goals of the college.
2. The administrative and faculty philosophy concerning summer school.
3. The nature and needs of the summer school student body.
4. The unique features and opportunities inherent in the summer session.
5. The financial support of the summer session.
6. The adequacy and competence of the staff.

Objectives and Goals

Every institution of higher education has or ought to have a carefully developed statement of goals and objectives which have been set down in writing and which are familiar to the staff and available to the students. These goals and objectives will spell out the functions and purposes of the college and will be a controlling and guiding factor in the development of the academic program for summer school.

Different types of institutions will develop for themselves objectives and goals in terms of their functions. A single purpose college where the summer school enrollment is 90 percent teachers will not have the same goals or objectives that a single purpose liberal arts college might have nor will they be the same as those which would guide the administration and faculty of a multi-purpose university.

In my own institution we prepare teachers at both the undergraduate and graduate level in elementary and secondary school teaching, special education and certain types of school service personnel. We also have a liberal arts program at the baccalaureate level. Therefore, our goals and objectives are defined in terms of our functions and provide a framework within which we attempt to build a balanced summer school academic program.

Since we are engaged primarily in trying to do the best job we can in the preparation of teachers and since we know that approximately 90 percent of our summer school student body will be teachers and school service personnel, we know that our balance has to be made between course offerings and student needs both at the undergraduate and graduate level. This means that we must offer a comprehensive program in professional education at the graduate level, a comprehensive program in professional education at the undergraduate level and adequate courses in the academic disciplines at both the graduate and undergraduate levels so that students can build their majors or increase their competence in subject

matter areas. We cannot forget, either, that about ten percent of our enrollment will be in the liberal arts area, students who are completing their work toward a bachelor's degree and others, some just out of high school, who are beginning their college careers either in liberal arts or teacher education. We know enough about our student body to know, too, that we must have a somewhat different program for summer school than we have during the academic year. For example, we have five times as many graduate students during the summer session as we do during the academic year. We also know that the demand in certain subject matter areas will be greater during the summer session than during the academic year and in other areas far less.

No doubt those institutions which have a trimester or fourth quarter will provide nearly identical programs for each period but even these may have to make considerable alterations during the summer session for those students who have special needs and who will attend college only during the summer months.

Most summer schools in the United States, however, are organized on a short term plan which may be from four to twelve weeks. Many of them have a separate budget, a different administration, a somewhat different faculty and cater to a different type student during the summer session. For these institutions the providing of the summer school academic program will require constant study and change in terms of their present objectives and goals and in terms of how these may be altered as conditions change.

Philosophy

The philosophy of the administration and faculty will be strong conditioners in the development of the summer school academic program. Fortunately the administration and faculty of the summer sessions of today are dead serious about their programs and the instruction that goes on in summer school. They are sold on the importance of the summer session as an integral part of the total educational program and they are willing to teach extra loads and put in long hours to assure that a good job is done. Anyone who has listened to the discussions at a regional or national conference of summer school directors cannot help but be impressed with their vision, their competence, their energy and their determination to make their summer schools of high quality. That they have succeeded is attested to by what little research has been done comparing the quality of student performance in summer school with that of the academic year.

That is, indeed, a radical change from the philosophy of summer school administrators and teachers of 40 years ago. At that time I coveted a summer school teaching job because from what I saw and heard such a position was a pleasant paid vacation. Summer schools were promoted for their recreational resources, the number of picnics held, the availability of golf courses, swimming pools, guided or free lance tours and other extraneous attractions. Administrators looked at summer school as a necessary evil and faculty accepted it as a welcome relaxation from the ardors of the academic year. Those days are gone, however. The whole philosophy has changed and summer school has become serious business which probably requires much more of the staff member than is expected during the academic year.

Student Body

I would assume that we all agree that summer school is conducted for the benefit of the students. This being true, it is important that we know the size, character, and needs of our student body in order to develop a balanced summer academic program.

When I was a student at the State University of Iowa a third of a century ago I was enrolled in a course in curriculum construction taught by Tom Kirby, long deceased. Dr. Kirby was a wonderful teacher and he illustrated the important ideas he wished to get across. In making clear one of the various approaches to curriculum building he told of two men, a Dutchman and an Irishman (Dr. Kirby was Irish) who were given the job of drawing a picture of a camel. "The Dutchman," said Dr. Kirby, "sat down and drew a camel the way he thought a camel ought to look, but the Irishman went out, looked at a camel and then drew his picture." I think the Irishman's approach commends itself to those who have the responsibility of building the summer school academic program.

There are many knowledges about the student body which will be helpful and which in my opinion should be given consideration.

In my own institution there is little similarity between the general characteristics of the summer school student body and that of the academic year. This may or may not be true in your own college or university. But even colleges in which the summer school program is a third or a fourth part of the academic year will have some difference, I am sure.

For one thing, I find that in the summer schools with which I am familiar the students are people in a hurry. They have little time for foolishness and are not much interested in entertainment or assembly programs. They are already late and they are hurrying to complete degrees, meet new certification standards, qualify for an advanced position, or make the next step on the salary schedule.

They are older and most of them have family responsibilities. (Of course, they are not unique in being responsible for the support of a family. Many an 18 year old freshman has that.) They cannot afford to forego a monthly paycheck and the education they get must be crammed into summer school.

These summer school students have specific academic needs which they know and with which the college should be familiar. I suppose most summer school officials try to know as much about the academic needs of the incoming student group as possible. We try to do it by the use of questionnaires, periodically providing students with academic check sheets, keeping up-to-date with new certification regulations, consulting with individual students, and consulting with public school officials.

The more the summer school administrator and faculty know about the nature and needs of the student body the better they will be able to plan and present the proper kind of academic program.

for summer school will be a difficult task unless adequate financing can be assured. To my way of thinking, there is no more reason why the summer school should be expected to pay its own way than there is that the program of the academic year should be expected to pay its own way. This matter will no doubt be determined by the basic philosophy which the administration has regarding summer school. If it is believed that the summer school program is an integral part of the whole program of higher education; that the needs of the students are no less important in summer school than during the regular year; that the program should be as comprehensive as demands dictate; and that the quality of education should be as good in summer school as at any other time, then the summer program will be adequately financed.

Faculty

Over the years there has been a tendency in some summer schools to employ the faculty, frequently bringing in many staff members of less competence than those employed during the academic year, and then developing the academic program in terms of what the faculty could teach or were willing to make a "stab at." Although this is a "cart before the horse" method of developing the program at least it is fairly simple because all you have to do is determine what the faculty can teach or will try to teach and that becomes your program. I suppose when this approach is used there is always the fond hope that the program will fit the student needs and, of course, if a wise faculty selection is made, it may.

Years ago, however, I learned the futility of trying to second guess what people needed and particularly those of the teaching persuasion. Some 25 years ago, as a superintendent of schools, I was called on by a salesman who showed me a wonderful teaching aid. It was an index of free materials which could be secured by teachers to use in supplementing their instruction in social studies. It cost \$40, a lot of money in those days, and I bought it without consulting any of the teachers. I am convinced that it was a wonderful teaching aid. The only trouble was that the teachers wouldn't use it.

I was somewhat in the same fix as the dog food sales manager who called all his salesmen to a meeting. When he had them all together he asked, "Who has the greatest sales manager in the country?" A chorus of voices replied, "We have." Then he asked, "Who has the greatest salesmen in the world?" Again, a chorus of voices responded, "We have." "Then," said the sales manager, "why don't we sell more dog food?" There was silence for a moment and then from the back of the room a salesman said, "Because the d--- dogs won't eat it."

I fear that anyone who attempts to build a balanced academic program for summer school will find himself in the same fix unless he brings to the task all of the pertinent information which he can obtain.

There is evidence that the nature of our summer school enrollments is changing and may continue to change rapidly. Summer school directors are encouraging high school graduates to begin their college education immediately following graduation and some institutions are requiring that certain high school graduates must prove themselves during a summer school if they wish to be admitted to the fall term. This trend will no doubt result in the academic program for summer school becoming more and more like that of the academic year. The administration and faculty of the summer session must watch this phenomenon and be prepared to alter their philosophy and procedures in terms of the change as it happens.

Unique Features

The academic demands on the summer school are many and varied and because of the flexibility of most summer sessions there are unique opportunities to do things during the summer session that might not be contemplated during the academic year.

For one thing, as I have already mentioned, the student body because of its heterogeneous character, will make a variety of demands on the summer session. Some, who are working toward undergraduate or graduate degrees, will want an academic program comparable to that of the academic year; others will want short courses, institutes, workshops, and special programs which the college can offer.

The summer session also offers a unique opportunity to bring to the campus instructional talent not available at other times during the year. This talent may be secured from public schools which are not in session during the summer months and from other colleges that either do not have a summer session or who cannot use their entire academic year faculty during the summer. There are also opportunities to use the outdoors for certain types of instruction which add to the value of the program in ways not possible during the regular year. Many summer schools are conducted in a unique physical environment that gives them a high potential of including in their summer session special features of significant educational value. That summer school directors have been fully aware of the special educational opportunities that can be made available in their summer schools becomes readily apparent in a study of summer school bulletins which detail the special opportunities which their institution has to offer.

Those who develop the academic program for summer sessions should be well aware of the unique demands that will be made on the summer session and the unusual opportunities which are probably available.

Financial Support

The financial support of the summer session cannot be ignored by the summer school administration and faculty. It is certainly not my purpose to present any statistics on how summer schools are financed nor to suggest how they should be financed. However, I fear that the development of a balanced academic program

What Others Do

In order to determine what others are doing to develop a balanced summer academic program I wrote to several of my friends who are directors of the summer session in colleges ranging in enrollment from 2,000 to 25,000. I asked each of the directors the following questions:

1. What special techniques, methods, or procedures do you use to assure yourself that you will have a balanced summer program?
2. Do you try to present the same course offerings in summer school that you do in the academic year?
3. Without going into detail, what special academic programs do you offer during the summer school?
4. In your opinion does summer school offer a unique opportunity to provide academic programs which are not made available during the academic year?
5. Have you or do you make surveys or studies of the summer school clientele to guide you in arranging your academic program for summer school?

Although I probably shouldn't have been, I was surprised to find that regardless of size of institution the approaches to setting up the summer school academic program were similar if not identical.

The respondents were unanimous in stating that they used no special techniques, methods or procedures in setting up the summer school program. Rather they relied upon the recommendations of the colleges and departments to determine what the program of studies should be. With modifications the practice seems to be to provide the same academic program for summer school students that is available during the regular year. It would appear that what modifications are made are determined by the size of the enrollments and the student demand for certain programs. In large universities professional colleges such as those in law and pharmacy may be closed for the summer.

Although in most colleges the basic academic program for the summer session is comparable to the program of the academic year, summer school directors do report that the summer session lends itself admirably to the presentation of institutes, workshops and conferences. These special features which are unique to the summer school offer an opportunity for inter-departmental cooperation and provide fine educational opportunities for teachers which they would otherwise miss.

It is also readily apparent that the needs of students are considered important in planning the summer school academic program. Some of the institutions secure information by carrying on discussions with deans and department heads who are presumed to be familiar with the student demands. Others carry on interviews with summer school students or conduct questionnaire surveys to discover the needs and desires of the students.

From these replies I conclude that the summer school directors are not only doing a good job in most cases but are utilizing every resource available to see that the "shoe fits."

Conclusion

In summary I wish to say that those who are responsible for the summer school program will find no easy way or short cuts to doing a competent job. I don't think this is a task that can be done by "rule of thumb" or any pre-cast formula. There are many considerations involved but I believe the principles I have suggested will provide the guide posts for the completion of a creditable job.

At this point I think I am like a college freshman I heard of. This was a class in American history and the professor was using the question and answer technique. He asked a question of one boy and the lad replied, "I didn't read the lesson." He then called on a second boy who replied, "I read it but I didn't understand it." The professor then called on a third student who answered, "I lost my book." Still maintaining his usual patience he directed the question to a fourth student who responded, "I don't think I can add anything to what has already been said."

THE ORIGIN AND DEVELOPMENT OF
THE NATIONAL ASSOCIATION OF COLLEGE AND UNIVERSITY SUMMER SESSIONS

Dr. Clodus R. Smith, President of NACUSS
Director of the Summer School
University of Maryland, College Park, Maryland

I am delighted to see each of you that came to consider problems in summer programs of instruction in higher education, and to ponder values of the newly formed Association. Your presence at this Conference is indicative of both.

While all of us who were privileged to share in the planning of NACUSS had confidence in you and your interest in a national association, and few doubts about your willingness to attend the First National Summer Sessions Conference, it is gratifying to see you bring the Association to fruition. It is inspiring to see an idea with so much promise grow, unfold, and develop into that measure of success that has brought us to this place and this time. We know that you are the most important element in the Association and this Conference. Seeing you here and having the opportunity to meet you is our pleasure. It has transmuted names and addresses into warm and friendly individuals.

I shall be brief in my effort to describe the ideas of NACUSS, and the chronological history of its origin and development. Also, I expect to challenge you to do your part in the fulfillment of the Association's opportunities to serve more fully summer sessions throughout the nation. I want to point out ways for it to be of value to you as individuals charged as chief administrators of the summer session in your respective institutions. Through its program of activities designed to develop quality summer session standards and programs--the stated purpose of the organization--it is inevitable that the academic program of participating institutions will be strengthened. Your involvement in NACUSS should result in your being more useful to your institution, state and society.

The Origin of NACUSS

Ours is an age of organization. The American people are a highly organized people--organized into fraternities and civic groups, sororities and social clubs, leagues, church affiliations and professional association, to name a few. Essentially, organizations are developed and maintained in order to promote the interest and welfare of their respective groups in the larger social setting. In our busy world, practically all worthwhile programs are advanced by the organized action of individuals who hold common purposes. Any group or interest not represented by an effective organization is unlikely to be heard or to effectively influence a society such as ours. This is true at your institution. This is true in your community. This is true in the discipline areas from which you come. And, it is true in summer session work on the national level.

Historically, a need for a national summer session association has been felt. Both the unorganized profession and groups wishing to communicate with institutions offering summer programs recognized that no national organization existed. Because the need for the sharing of ideas was not satisfied, it was decided to select a representative sample of institutions to consider the possibility of such an organization and to shape its destiny by developing a constitution and by-laws and selecting leaders.

About 45 institutions were invited to send representatives to the organizational meeting in Washington, April 27 and 28, 1964. Care was taken to include different types of institutions representing all sections of the country. The response was surprising. Because we did not know the names of deans and directors, a "Dear Colleague" letter was sent (indicating how unorganized the group was). Twenty-eight people came, all paying their own way, and no established program was developed to attract them.

It was decided at this meeting to organize. The constitution and by-laws were developed through work sessions and adopted. Officers were elected, and, in turn, NACUSS was organized.

Through personal contact with the U.S. Office of Education, we found much enthusiastic support for the new organization. Dr. Haswell, our Conference keynote speaker, and his office were helpful in furnishing available names and addresses used in the membership campaign.

To finalize plans, the Executive Committee was called together on August 28-29 to plan this Conference. Dr. Jackson Wells, University of Denver, met with the group as representative of the host institution and chairman of the WASSDD.

The Values of NACUSS

An organization must be of value to its members. In addition to the stated purpose which may be realized through an effective organization, there are other values of a national organization to the institutions you serve. A national association organized into regions can:

- (1) provide services heretofore unavailable in the absence of an association,
- (2) become a medium of communication with organizations and agencies interested in higher education,
- (3) establish appropriate relationships among summer session programs and institutions of higher education, and finally
- (4) bring recognition to the contributions made by summer instructional programs to continuing academic year studies, graduate study, in-service training of teachers and continuing educational opportunities for other groups.

For each of you, as deans or directors of summer sessions, it offers stimulation, professional growth and organizational leadership opportunities which will result in increased stature and dignity. Active participation in a dynamic

organization, such as NACUSS promises to be, will focus attention upon the summer session program, and the leadership of the position you hold.

NACUSS developed out of the need for a national association which would promote summer sessions in higher education. Its abiding philosophy is to champion the values and qualities of summer session programs. Through NACUSS, summer sessions can speak with one voice representing all the institutions of the nation. NACUSS is our best hope to consolidate and coordinate the professional organization activities and efforts of institutions and summer session deans and directors. NACUSS can bring to the attention of both professional and lay people the values of quality summer programs in higher education.

The idea behind NACUSS was focussed on the unsolved problems of summer programs. In far too many instances these are undefined, and frequently undetermined. The unmet needs are the same ones which are inherent in the values of the organization to you and the institution you represent. To be certain, these are adequate and sufficient reasons for the evolvement of a national organization.

But the formation of NACUSS was more than this. It was the concensus of those attending the organizational meeting (Roger Smith Hotel, April 27-28, 1964) that there was a need for a truly national organization--an organization representing all the fine accredited institutions of higher education--an organization of national scope and character through which the small institution--the large institution--the public institution--the private institution could have equal opportunity to place their concerns into a forum of discussion for consideration and possible solution. Moreover, the organizational group believed that there was need for an organization involving institutions regardless of the ethnic or religious orientation of their student bodies.

These are the foundation concepts of NACUSS--these are the concepts upon which the organization was established. The participants of the organizational meeting took special care to see that the underlying philosophy of the association was one of inclusion of institutions needing membership in the organization, rather than exclusion by size of the association or geographic boundary or by any means except quality and scope of academic program. In fact, NACUSS leaves the determination of these factors to the accrediting agencies.

The Organization of NACUSS

You may consider the internal structure of the organization of interest. It consists of the leadership of the association, both regional and national, and divisions to permit the association's resources to bear upon the problems and concerns most meaningful to its members. I should like to make one point clear: In my opinion, the size and strength of the organization rests not with the leadership alone but through the participation of members in a dynamic program of meaningful activities at the regional level. This is true from the recruitment of members, to the identification of problems, and to the execution of a challenging program of activities each year. There can be little question about the importance of these factors to the value of an association to its members.

Geographical Organization

NACUSS is both national and regional. It sponsors open forum type conferences, such as this one, where leaders in higher education are brought together and ideas and information freely exchanged. Additional opportunities exist in regional conferences where problems of a specific nature and of concern to institutions in given localities may be pursued.

Size of Institution

It was the thinking at the organizational meeting that the problems faced by institutions varied with the size of the institution. Although the program of the First National Conference on Summer Sessions did not offer discussion by size of institution, it is planned that future conferences will. Future divisions may include community and junior colleges and institutions from other countries.

Research

There are outstanding opportunities for research stimulated through organized efforts. Without doubt, the summer session is one of the least studied areas of higher education. Dr. Haswell alluded to the possibilities of research in the opening session of the Conference. I am sure that problems confronting us today have been with us for some time, although in many cases they were not so pronounced or critical in the decision making process as they seem when multiplied several-fold as they are today. What is encouraging is that we are now able through NACUSS to consider together common problems and attack the larger concerns. Through cooperative effort we will be able to concentrate our research capacities and by a concerted effort apply our research potentialities to the solutions of problems which confront us.

Institutes and Extra Curricular Activities

Summer Session deans and directors are responsible for a number of institutes, workshops, special events and the extra curricular activities associated with student life. This is another dimension of the Association wherein special consideration must be given. The conference and institute people now associated with other organizations are considering the merits of joining NACUSS. The NASA Summer Session Conference, to which many of you are invited, is an example of this type of activity. N.D.E.A., N.S.F., and other special interest programs constitute a sizeable part of our efforts. Student life during the summer session is another area needing attention.

Services to Members

The areas of service have not yet been fully defined. It is recognized by the Executive Committee that a dynamic program of value to its members is a necessity. The NACUSS NEWS has served as a useful communication medium to inform you about the developments of the Association conferences and events on local campuses. It is intended, however, as an interim news letter.

I am pleased to announce that at its meeting on Wednesday, the Executive Committee approved plans for the development of a summer session journal during the year. In reaching this decision it was felt that the editing, publication and distribution of a journal of specific interest to those concerned with summer session operations will be a service of significant value.

Another service under consideration is the coordination of a faculty exchange program. This would provide a ready source of visiting faculty members by discipline area and choice of location.

As new opportunities for service emerge from its members, it is my hope that the Association will keep an open mind to other possibilities.

Summary

In closing I should say that the National Association of College and University Summer Sessions is dedicated to the proposition of quality of programs of higher education during the summer months. It does not work contrary to the interests and purposes of other organizations or in any way attempts to cause a forced discreet choice of membership, but rather we welcome all institutions active in the work of developing quality summer programs of higher education. This open and accepting position is in keeping with the best known democratic principles.

NACUSS wishes to foster a mutual and liason relationship with all segments of higher education. This relationship should most certainly include any group whose concern is for the development of quality summer programs.

NACUSS, because of its purposes, policies and potentials in size, strength and structure has been quite successful in establishing desirable and friendly relationships with many national organizations. These include associations, foundations and agencies. These relationships should bear fruit in the form of grants for research, sponsored conferences and cooperative activities. In the years to come, NACUSS promises to be an outstandingly effective national organization because of what it stands for, the way it is structured and the manner in which it operates.

Organizations do for people what as individuals, people cannot do for themselves; however, in this case, we, you and I, our ideas, our efforts, our initiative constitute the organization. We can take professional pride in the potentials NACUSS promises.

The Executive Council has set before the Association the challenges and opportunities for the continued development of a strong organization--a dynamic organization--an organization which involves the talents of each of us. Now it is for us to work together in resolute determination in the accomplishment of our purposes and to make NACUSS a greater association of lasting value to higher education. Only then will it fulfill its potential.

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Donahue, John P.	Loyola University	Chicago, Illinois
Dowling, William D.	University of Wisconsin	Milwaukee, Wisconsin
Earle, T.T.	Tulane University	New Orleans, Louisiana
Ebersole, Mark	Bucknell University	Lewisburg, Pennsylvania
Edwards, Willard	San Fernando Valley State College	Northridge, California
Egginton, Mary T.	Adelphi University	Garden City, L.I., New York
Gaddy, Robert H.	Broyles, Allsbaugh & Davis	Denver, Colorado
Gittler, Steven	N.Y. State University College	Buffalo, New York
Greer, Ralph H.	Bowling Green State University	Bowling Green, Ohio
Haywood, C. Robert	Southwestern College	Winfield, Kansas
Hines, Clarence	University of Oregon	Eugene, Oregon
Hines, Ellvert H.	Utah State University	Logan, Utah
Hoey, Robert F.	Boston College	Boston, Massachusetts
Hopper, J.V.	Southern Colorado State College	Pueblo, Colorado
Hotchkiss, Court	Colorado State University	Fort Collins, Colorado
Houlihan, Robert F.	Regis College	Denver, Colorado
Huffman, William C.	University of Louisville	Louisville, Kentucky

<u>NAME</u>	<u>INSTITUTION</u>	<u>ADDRESS</u>
Inviolata, Sister Mary	Immaculate Heart College	Los Angeles, California
Jacobsen, Gene S.	University of Utah	Salt Lake City, Utah
Jerde, Walter J.	Northern State College	Aberdeen, South Dakota
Johns, Gilbert R.	Colorado College	Colorado Springs, Colorado
Jones, William H.	Emory University	Atlanta, Georgia
Jones, William Michael	University of Dallas	Dallas, Texas
Kelley, Ruth R.	University of Denver	Denver, Colorado
Kelly, J. Patrick	University of Nevada	Reno, Nevada
Koester, A.C.	Valparaiso University	Valparaiso, Indiana
Kooi, Raymond	University of Idaho	Moscow, Idaho
Kramer, J. Howard	Northern State College	Aberdeen, South Dakota
Lahr, James K.	Washington University	St. Louis, Missouri
Little, John R.	University of Colorado	Boulder, Colorado
Ludlow, Anne	University of Rochester	Rochester, New York
Lyon, Mrs. Pauline	University of Washington	Seattle, Washington
McCormick, R.J.	Sacramento State College	Sacramento, California
McGrath, Joseph S.	Notre Dame	South Bend, Indiana
McKinney, Keats R.	Adams State College	Alamosa, Colorado
McNichols, Donald	Seattle Pacific College	Seattle, Washington
Manning, Stuart H.	University of Connecticut	Stores, Connecticut
Marie, Sister Eileen	Loretto Heights College	Loretto, Colorado
Melvin, Keith L.	Nebraska State College	Peru, Nebraska
Miller, Robert	Tufts University	Medford, Massachusetts
Milne, James	Marquette University	Milwaukee, Wisconsin
Mohan, Robert Paul	Catholic University	Washington, D.C.
Morton, John A.	California State College	Los Angeles, California
Nash, Robert L.	Towson State College	Baltimore, Maryland
Nelson, Alfred C.	University of Denver	Denver, Colorado
Noyes, C.E.	University of Mississippi	Oxford, Mississippi
Oakes, Keith R.	Brigham Young University	Provo, Utah
Ockay, Clement A.	Seton Hall University	South Orange, New Jersey
O'Connell, R.J.	LeMoyne College	Syracuse, New York
Ogle, Merle F.	U.S. Dept. of Health, Education, and Welfare	Denver, Colorado
O'Neill, Charles A.	Fordham University	Bronx, New York
Owen, Russell M.	Wayne State College	Wayne, Nebraska
Owens, William A.	Columbia University	New York City, New York
Parker, John R.	University of Denver	Denver, Colorado
Phillips, R.V.	University of Vermont	Burlington, Vermont
Phillips, Robert L.	Oregon State University	Corvallis, Oregon
Porreco, Rocco E.	Georgetown University	Washington, D.C.
Randolph, Robert L.	Springfield College	Springfield, Massachusetts
Rasmussen, Hans L.	Walla Walla College	College Place, Washington
Rice, Roy C.	Arizona State University	Tempe, Arizona
Richardson, O.T.	Ball State Teachers College	Muncie, Indiana
Richey, Robert W.	Indiana University	Bloomington, Indiana
Ross, J. Alma	Western Washington State College	Bellingham, Washington

<u>NAME</u>	<u>INSTITUTION</u>	<u>ADDRESS</u>
Ruebel, Roy F.	Central Washington State College	Ellensburg, Washington
✓ Sakamaki, Shunzo	University of Hawaii	Honolulu, Hawaii
✓ Sam, Norman	Lehigh University	Bethlehem, Pennsylvania
Schroder, William T.	St. Michael's College	Santa Fe, New Mexico
✓ Smith, Clodus R.	University of Maryland	College Park, Maryland
✓ Sorenson, Frank E.	University of Nebraska	Lincoln, Nebraska
Spencer, Ed	Fresno State College	Fresno, California
✓ Speroni, Charles	University of California	Los Angeles, California
Springer, George P.	Yale University	New Haven, Connecticut
Stombaugh, Tom A.	Southwest Missouri State College	Springfield, Missouri
✓ Stutts, Herbert	American University	Washington, D.C.
Suberman, Jack	North Carolina State	Raleigh, North Carolina
Sweeney, Don	San Jose City College	San Jose, California
✓ Sweeney, Leo J.	University of Missouri	Columbia, Missouri
Swords, Robert W.	Elmhurst College	Elmhurst, Illinois
Threlkeld, Budget	Southern Colorado State	Pueblo, Colorado
Townsend, Everett B.	Beaver College	Glenside, Pennsylvania
Tucker, Ward	College of Idaho	Caldwell, Idaho
✓ Venman, William C.	University of Massachusetts	Amherst, Massachusetts
✓ Wallace, Donald G.	Drake University	Des Moines, Iowa
✓ Watkins, Lloyd I.	Ohio University	Athens, Ohio
Wells, Jackson H.	University of Denver	Denver, Colorado
Whitbeck, Ann	Broyles, Allebaugh & Davis	Denver, Colorado

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INSTITUTIONAL MEMBERS

<u>INSTITUTION</u>	<u>DEAN OR DIRECTOR</u>	<u>LOCATION</u>
<u>Arizona</u> University of Arizona	Dr. Samuel Britt	Tucson, Arizona
<u>Arkansas</u> University of Arkansas	Dr. H.H. Kronenberg	Fayetteville, Arkansas
<u>California</u> California Baptist College	Floy S. Wise	Riverside, California
California State College at Los Angeles	John A. Morton	5151 State College Drive Los Angeles 32, California
Chapman College	Wilfred Landrus	Orange, California
Fresno State College	SSD	Fresno, California
Immaculate Heart College	Sister M. Inviolata	2021 N.W. Avenue, Los Angeles
LaVerne College	Paul B. Baum	La Verne, California
Sacramento State College	H.J. McCormick	Sacramento, California
San Diego Evening Colleges	Robert S. Hamilton	San Diego, California
San Diego State College	Clayton M. Gjerde	San Diego, California
San Fernando Valley State College	Willard Edwards	Northridge, California
San Francisco State College	Raymond N. Doyle	San Francisco 2, California
San Jose State College	Leo P. Kibby	San Jose, California
University of California Los Angeles Campus	Charles T. Speroni	Los Angeles, California
University of California	SSD	Riverside, California
University of the Pacific	J. Marc Jantzen	Stockton 4, California
University of Southern California	Paul E. Hadley	Los Angeles 7, California
<u>Colorado</u> Adams State College	Keats R. McKinney	Alamosa, Colorado
Colorado State College	Donald G. Decker	Greeley, Colorado
Colorado State University	SSD	Fort Collins, Colorado
Regis College	Harry E. Hoewischer	Denver 21, Colorado
Southern Colorado State College	J. Victor Hopper	Pueblo, Colorado
University of Denver	Jackson Wells	Denver, Colorado
<u>Connecticut</u> University of Connecticut	Dr. Stuart H. Manning	Storrs, Connecticut
University of Hartford	Irving Starr	Hartford, Connecticut
Yale University	George P. Springer	New Haven, Connecticut
<u>Florida</u> University of Miami	Robert Allen	Coral Gables, Florida
<u>Georgia</u> Emory University	William H. Jones	Atlanta 22, Georgia

<u>INSTITUTION</u>	<u>DEAN OR DIRECTOR</u>	<u>LOCATION</u>
<u>Idaho</u>		
College of Idaho	Ward Tucker	Caldwell, Idaho
Idaho State University	J. Harry Adams	Pocatello, Idaho
University of Idaho	Raymond K. Kooi	Moscow, Idaho
<u>Illinois</u>		
College of St. Francis	Sister M. Claudia	Joliet, Illinois
Elmhurst College	Robert W. Swords	Elmhurst, Illinois
Illinois Wesleyan University	Everette L. Walker	Bloomington, Illinois
Loyola University	John P. Donahue	Chicago 11, Illinois
MacMurray College	Philip H. Decker	Jacksonville, Illinois
North Central College	Richard Eastman	Naperville, Illinois
University of Illinois	Royden Dangerfield	Urbana, Illinois
Western Illinois University	Carlson E. Crane	Macomb, Illinois
<u>Indiana</u>		
Ball State Teachers College	O.T. Richardson	Muncie, Indiana
Indiana University	Robert W. Richey	Bloomington, Indiana
University of Notre Dame	Joseph S. McGrath	Notre Dame, Indiana
<u>Iowa</u>		
Central College	James Graham	Pella, Iowa
Morningside College	Allen Jackson	Sioux City 6, Iowa
State College Iowa	Howard Knutson	Cedar Falls, Iowa
William Penn College	Donald Shultze	Oskaloosa, Iowa
<u>Kansas</u>		
Kansas State Teachers College	Nathan P. Budd	Emporia, Kansas
Kansas State University	Forest L. Whan	Manhattan, Kansas
<u>Kentucky</u>		
University of Louisville	William C. Huffman	Louisville, Kentucky
<u>Louisiana</u>		
Tulane University of Louisiana	Thomas T. Earle	New Orleans 18, Louisiana
<u>Maine</u>		
Husson College	Clara L. Swan	Bangor, Maine
<u>Maryland</u>		
Goucher College, Towson	Alice Reynolds	Baltimore 4, Maryland
Loyola Evening College	Rev. John J. Burns	4501 N. Charles Street Baltimore, Maryland
Morgan State College	Therman B. O'Daniel	Baltimore 12, Maryland
State College of Maryland	Ray McCullough	Frostburg, Maryland
Towson State College	Robert L. Nash	Baltimore, Maryland
University of Maryland	Clodus R. Smith	College Park, Maryland
University of Maryland	Thomas Aylward	College Park, Maryland
Western Maryland College	John D. Makosky	Westminster, Maryland

<u>INSTITUTION</u>	<u>DEAN OR DIRECTOR</u>	<u>LOCATION</u>
<u>Massachusetts</u>		
Assumption College	Paul L. Ryan	Worcester, Massachusetts
Boston College	Robert F. Hoey	Chestnut Hill 67, Massachusetts
Eliot-Pearson School-Tufts U.	Abigail A. Eliot	Medford, Massachusetts
Emmanuel College	Sister Mary	Boston, Massachusetts
Mass. Institute of Technology	James M. Austin	Cambridge, Massachusetts
Merrimack College	Thomas P. Hogan	North Andover, Massachusetts
Springfield College	Robert E. Randolph	Springfield, Massachusetts
Suffolk University	SSD	Boston, Massachusetts
University of Massachusetts	William C. Venman	Amherst, Massachusetts
Worcester Junior College	SSD	Worcester, Massachusetts
Worcester Polytechnic Institute	Richard F. Morton	Worcester, Massachusetts
<u>Michigan</u>		
University of Detroit	F.A. Arlinghaus	Detroit 21, Michigan
Western Michigan University	Leonard Gernant	Kalamazoo, Michigan
<u>Minnesota</u>		
College of St. Benedict	Sister Firmin Escher	St. Joseph, Minnesota
Macalester College	H. Arnold Holtz	St. Paul 1, Minnesota
<u>Mississippi</u>		
Mississippi State University	T.K. Martin	State College, Mississippi
Mississippi Valley State College	C.W. Howard	Itta Bena, Mississippi
University of Mississippi	C.E. Noyes	University, Mississippi
<u>Missouri</u>		
Rockhurst College	Joseph E. Gough	Kansas City 10, Missouri
Saint Louis University	Rev. J. Barry McGannon	St. Louis, Missouri
U. of Missouri-Kansas City	Leo J. Sweeney	Kansas City, Missouri
<u>Montana</u>		
Northern Montana College	G.C. Ackerlund	Havre, Montana
<u>Nebraska</u>		
University of Omaha	Wm. T. Utley	Omaha, Nebraska
<u>Nevada</u>		
University of Nevada	J. Patrick Kelly	Reno, Nevada
<u>New Hampshire</u>		
Dartmouth College	Waldo Chamberlin	Hanover, New Hampshire
<u>New Jersey</u>		
Monmouth College	Kenneth C. Streibig	West Long Branch, New Jersey
Newark State College	Charles J. Longacre	Union, New Jersey
New Jersey State Dept. of Ed.		Trenton, New Jersey
Seton Hall University	Clement A. Ockay	South Orange, New Jersey
St. Peters College	Leo L. McLaughlin	Jersey City, New Jersey
Trenton State College	Leo L. Mann	Trenton, New Jersey

<u>INSTITUTION</u>	<u>DEAN OR DIRECTOR</u>	<u>LOCATION</u>
<u>New Mexico</u>		
Eastern New Mexico University	Gail Shannon	Portales, New Mexico
New Mexico University	J. Paul Boushell	University Park, New Mexico
<u>New York</u>		
Adelphi College	Richard Clemo	Garden City, New York
Bronx Community College	Henry F. White	120 E. 184th St., Bronx, N.Y.
College of Education	Howard D. Austin	Oneonta, New York
D-Youville College	Wm. J. Davria	Buffalo, New York
Elmira College	Barbara W. Northrup	Elmira, New York
Fordham University	Charles A. O'Neill	Bronx, New York
Hartwick College	SSD	Oneonta, New York
Hobart & William Smith College	Richard W. Day	Geneva, New York
Le Moyne College	Rev. Robt. J. O'Connell	Syracuse, New York
Iona College	Thomas J. Bryde	New Rochelle, New York
New School for Social Research	Joseph J. Greenbaum	66 W. 12th St., New York, N.Y.
New York State College	Andrew M. Banse	Cortland, New York
New York University	John C. Payne	Washington Square E, N.Y., N.Y.
Rochester Institute of Technology	Victor Scroger	Rochester 8, New York
Rockland Community College	Arnold Rist	Suffern, New York
Rosary Hill College	SSD	Buffalo, New York
State University at Buffalo	Stephen Gittler	1300 Elmwood St., Buffalo, N.Y.
State University of New York	Millard Harmon	Geneseo, New York
State University of New York	William E. Seymour	135 Western Avenue, Albany, N.Y.
State University College	Nicholas F. Troisi	Plattsburgh, New York
Staten Island Community College	Peter S. Spiridon	Staten Island, New York
St. Bernardine of Siena College	Blaise F. Reinhart	Loudonville, New York
St. Bonaventure University	Leo E. Keenan, Jr.	St. Bonaventure, New York
St. Lawrence University	Joseph J. Romoda	Canton, New York
Syracuse University	William M. Quickshank	Syracuse, New York
Union College	SSD	Schenectady, New York
University of Rochester	Arthur L. Assum	Rochester 20, New York
<u>North Carolina</u>		
Appalachian State Teachers College	James A. Stone	Boone, North Carolina
East Carolina College	Robert L. Holt	Greenville, North Carolina
Fayetteville State College	D.W. Bishop	Fayetteville, North Carolina
Gardner Webb College	SSD	Boiling Springs, North Carolina
Greensboro College	Elmer L. Puryear	Greensboro, North Carolina
North Carolina State	Jack Suberman	Raleigh, North Carolina
University of North Carolina	J.R. Gaskin	Chapel Hill, North Carolina
University of North Carolina	SSD	Greensboro, North Carolina
Wake Forest College	Percival Perry	Winston-Salem, North Carolina
<u>Ohio</u>		
Central State College	Thomas J. Craft	Wiberforce, Ohio
Ohio University	Lloyd Watkins	Athens, Ohio
Ohio Wesleyan University	Allan C. Ingraham	Delaware, Ohio
University of Akron	William A. Rogers	Akron, Ohio
Xavier University	John W. Malone	Cincinnati, Ohio

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<u>INSTITUTION</u>	<u>DEAN OR DIRECTOR</u>	<u>LOCATION</u>
<u>Oregon</u>		
Oregon State University	F.R. Zeran	Corvallis, Oregon
University of Oregon	P.B. Jacobson	Eugene, Oregon
University of Portland	Rev. Joseph P. Browne	Portland 3, Oregon
<u>Pennsylvania</u>		
Beaver College	Everett B. Townsend	Glenside, Pennsylvania
Bucknell University	Mark Ebersole	Lewisburg, Pennsylvania
Bucknell University	Frank W. Merritt	Lewisburg, Pennsylvania
Delaware Valley College of Sci. and Agriculture	SSD	Doylestown, Pennsylvania
Dickinson College	Wm. H. Benson	Carlisle, Pennsylvania
Gettysburg College	Charles H. Glatfelter	Gettysburg, Pennsylvania
Indiana State College	Ralph W. Cordier	Indiana, Pennsylvania
La Salle College	Brother F. Lewis	Philadelphia 41, Pennsylvania
Pennsylvania Military College	Charles B. Smith	Chester, Pennsylvania
Temple University	John M. Rhoads	Philadelphia 22, Pennsylvania
University of Scranton	DSS	Scranton, Pennsylvania
Villanova University	Charles P. Bruderle	Villanova, Pennsylvania
<u>Rhode Island</u>		
Providence College	SSD	Providence 8, Rhode Island
Rhode Island College	Sidney P. Rollins	Providence 8, Rhode Island
University of Rhode Island	James D. Brasch	Kingston, Rhode Island
<u>South Carolina</u>		
Furman University	D.C. Pulley	Greenwood, South Carolina
Newberry College	Conrad B. Park	Newberry, South Carolina
<u>South Dakota</u>		
Black Hills Teachers College	SSD	Spearfish, South Dakota
<u>Tennessee</u>		
Vanderbilt University	Edwing P. Shahan	Nashville 4, Tennessee
<u>Texas</u>		
Texas A & M University	Chris H. Groneman	College Station, Texas
<u>Utah</u>		
Brigham Young University	Keith R. Oakes	Provo, Utah
Utah State University	Ellvert H. Himes	Logan, Utah
Weber College	Wendell L. Esplin	Ogden, Utah
<u>Vermont</u>		
St. Michael's College	Robert Giroux	Winooski, Vermont
University of Vermont and State Ag. College	Raymond V. Philips	Burlington, Vermont
<u>Virginia</u>		
Mary Washington College	Edward Alvey, Jr.	Fredericksburg, Virginia
Old Dominion College	Stanley R. Pliska	Norfolk, Virginia
University of Richmond	Edward F. Overton	Richmond, Virginia

<u>INSTITUTION</u>	<u>DEAN OR DIRECTOR</u>	<u>LOCATION</u>
<u>Washington</u>		
Gonzaga University	SSD	Spokane, Washington
Seattle Pacific College	Donald McNichols	Seattle 99, Washington
Walla Walla College	H.L. Rasmussen	College Place, Washington
Western Washington State College	J. Alan Ross	Bellingham, Washington
<u>Wisconsin</u>		
Edgewood College of the Sacred Heart	Sister M. Joan	855 Woodrow Street Madison 11, Wisconsin
Madison Business College	Otto J. Madland	Madison, Wisconsin
Marquette University	James Milne	Milwaukee, Wisconsin
St. Norbert College	E.J. LaMal	West De Pere, Wisconsin
University of Wisconsin	Lorentz H. Adolfson	Madison, Wisconsin
University of Wisconsin	W.S. Dowling	Milwaukee, Wisconsin
Wisconsin State College	L. Gordon Stone	River Falls, Wisconsin
<u>Washington, D.C.</u>		
American University	Richard Bray	Washington, D.C.
American University	Herbert Stutts	Washington, D.C.
Catholic University of America	Rev. Robert Paul Mohan	Washington, D.C.
Georgetown University	Rocco Porreco	Washington, D.C.
George Washington University	Charles Cole	Washington, D.C.
Howard University	Stanton L. Wormley	Washington, D.C.
<u>Mexico</u>		
Instituto Tecnológico Y De Estudios Superiores de Occidente I.T.E.S.O.	G. L. Oddo	Libertad 1337, Guadalajara Jal. Mailing address: Emmitsburg, Maryland
Interamerican University	Profa, Ma. del Refusio Galindo C.	Apartado Postal 255 Saltillo, Coahuila, Mexico

INDIVIDUAL MEMBERS

<u>MEMBERS</u>	<u>INSTITUTION</u>	<u>LOCATION</u>
Ann, Sr. M. Carl	Dunbarton College of the Holy Cross	2935 Upton Street, N.W. Washington, D.C.
Bernarda, Sister M.	Regis College	Weston 93, Massachusetts
Brand, Edward	Hope College	Holland, Michigan
Brown, Woodbridge B.	University of Hartford	Hartford, Connecticut
Buckstead, Richard C.	St. Olaf College	Northfield, Minnesota
Cronin, James E.	Wesleyan University	Middletown, Connecticut
Dugger, Roy W.	Vocational, Tech. Ed., Health Education and Welfare	Washington, D.C.
Ellinice, Sister Mary	Regis College	Weston, Massachusetts
Friedrich, Richard L.	Bellarmino College	Louisville, Kentucky
Gertz, Doris	Leslie College	Cambridge, Massachusetts
Haywood, Robert C.	Southwestern College	Winfield, Kansas
Jarvis, J. Boyer	University of Utah	Salt Lake City, Utah
Koester, Alfred C.	Valparaiso University	Valparaiso, Indiana
Lyon, Pauline	University of Washington	Seattle 5, Washington
Mattimore, Walter B.	Union Junior College	Cranford, New Jersey
Murphy, Glen E.	Canal Zone College	Box M., Balboa Heights Canal Zone
Pierson, Edgar F.	Wisconsin State University	Stevens Point, Wisconsin
Reilly, Sister Sara Louise	Seton Hill College	Greensburg, Pennsylvania
Schaefer, George	New Haven College	New Haven, Connecticut
Spencer, Edward	Fresno State College	Fresno 26, California
Stone, James E.	University of North Carolina	Greensboro, North Carolina
Truncellito, Louis	Georgetown University	Washington, D.C.
Tuttle, Frederick B.	Natl. Aero. & Space Admin.	Washington, D.C.
Walton, Lewis F.	University of California	Santa Barbara, California
Williams, Elson K.	Savannah State College	Savannah, Georgia
Wolfe, Wendell W.		201 Slater Drive Fairbanks, Alaska

