



# *Proceedings*

of the

SECOND ANNUAL MEETING

of the

NATIONAL ASSOCIATION OF COLLEGE

AND

UNIVERSITY SUMMER SESSIONS

at the

Sheraton-Chicago Hotel – Chicago, Illinois

*October 20-22, 1965*



Host Institution

LOYOLA UNIVERSITY

CHICAGO, ILLINOIS



*Volume 2*

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## National Association of College and University Summer Sessions

*Institutional Membership List*

For the Fiscal Year of 1964 - 1965

1. Adams State College\*  
Alamosa, Colorado
2. Adelphi University\*  
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3. University of Akron\*  
Akron, Ohio
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5. Appalachian State College\*  
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Bronx, New York
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17. State University at Buffalo\*  
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18. California State College\*  
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19. University of California\*  
Los Angeles, California
20. University of California\*  
Riverside, California
21. Catholic University of America\*  
Washington, D. C.
22. Central College\*  
Pella, Iowa
23. Central State College\*  
Wilburforce, Ohio
24. Chapman, College  
Orange, California
25. Colorado State University\*  
Fort Collins, Colorado
26. Colorado State College\*  
Greeley, Colorado
27. University of Connecticut\*  
Storrs, Connecticut
28. Dartmouth College\*  
Hanover, New Hampshire
29. University of Denver\*  
Denver, Colorado
30. University of Detroit\*  
Detroit, Michigan
31. Dickinson College\*  
Carlisle, Pennsylvania
32. University of Dubuque\*  
Dubuque, Iowa
33. D'Youville College\*  
Buffalo, New York
34. East Carolina College\*  
Greenville, North Carolina
35. Eastern New Mexico University\*  
Portales, New Mexico
36. Edgewood College of the  
Sacred Heart\*  
Madison, Wisconsin
37. Elmhurst College\*  
Elmhurst, Illinois
38. Elmira College\*  
Elmira, New York
39. Emmanuel College\*  
Boston, Massachusetts
40. Emory University\*  
Atlanta, Georgia
41. Fayetteville State Teachers  
College\*  
Fayetteville, North Carolina
42. Fordham University\*  
New York, New York
43. Fresno State College\*  
Fresno, California
44. Furman University\*  
Greenville, South Carolina
45. Gardner-Webb College, Inc.\*  
Boiling Springs, North Carolina
46. Georgetown University\*  
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47. Gettysburg College\*  
Gettysburg, Pennsylvania
48. Gonzaga University\*  
Spokane, Washington
49. Goucher College\*  
Towson, Maryland
50. Greensboro College\*  
Greensboro, North Carolina
51. University of Hartford\*  
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52. Hartwick College\*  
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53. University of Hawaii\*  
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54. Hobart & William Smith College\*  
Geneva, New York
55. Hope College\*  
Holland, Michigan
56. Howard University\*  
Washington, D. C.
57. Husson College\*  
Bangor, Maine
58. College of Idaho\*  
Caldwell, Idaho
59. Idaho State University\*  
Pocatello, Idaho
60. University of Idaho\*  
Moscow, Idaho
61. Illinois Wesleyan University\*  
Bloomington, Illinois
62. University of Illinois\*  
Urbana, Illinois
63. Immaculate Heart College\*  
Los Angeles, California
64. Indiana University\*  
Bloomington, Indiana
65. Interamerican University  
Saltillo-Coahuilla, Mexico
66. Iona College  
New Rochelle, New York
67. State College of Iowa\*  
Cedar Falls, Iowa
68. Kansas State University\*  
Manhattan, Kansas
69. LaSalle College\*  
Philadelphia, Pennsylvania
70. LaVerne College\*  
LaVerne, California
71. LeMoyne College\*  
Syracuse, New York
72. University of Louisville  
Louisville, Kentucky
73. Loyola College\*  
Baltimore, Maryland
74. Loyola University  
Chicago, Illinois
75. Macalester College\*  
St. Paul, Minnesota
76. MacMurray College\*  
Jacksonville, Illinois
77. Madison Business College\*  
Madison, Wisconsin
78. Marquette University\*  
Milwaukee, Wisconsin
79. Merrimack College\*  
North Andover, Massachusetts
80. State College of Maryland\*  
Frostburg, Maryland
81. University of Maryland\*  
College Park, Maryland
82. Massachusetts Institute of  
Technology\*  
Cambridge, Massachusetts
83. University, of Massachusetts  
Amherst, Massachusetts
84. University of Miami\*  
Coral Gables, Florida
85. Mississippi State University\*  
State College, Mississippi
86. Mississippi Vocational College\*  
Itta Bina, Mississippi
87. University of Mississippi\*  
University, Mississippi
88. University of Missouri\*  
Kansas City, Missouri
89. Monmouth College\*  
West Long Branch, New Jersey
90. Morgan State College  
Baltimore, Maryland
91. Morningside College\*  
Sioux City, Iowa
92. Municipal University of Omaha\*  
Omaha, Nebraska
93. University of Nevada\*  
Reno, Nevada
94. Newberry, College\*  
Newberry, South Carolina
95. Newark State College\*  
Union, New Jersey
96. New Mexico State University\*  
University Park, New Mexico
97. New School for Social Research\*  
New York, New York
98. New York State College\*  
Cortland New York
99. New York University\*  
New York, New York
100. State University of New York\*  
College at Geneseo  
Geneseo, New York
101. State University of New York\*  
College at Albany  
Albany, New York
102. North Carolina State College\*  
Raleigh, North Carolina
103. University of North Carolina\*  
Chapel Hill, North Carolina
104. University of North Carolina\*  
Greensboro, North Carolina
105. North Central College\*  
Naperville, Illinois
106. Northern Montana College\*  
Havre, Montana
107. University of Notre Dame\*  
Nortre Dame, Indiana
108. Old Dominion College  
Norfolk, Virginia

- |  |  |
|--|--|
| 109. Ohio, University*<br>Athens, Ohio                           | 138. St. Michael's College*<br>Winooski, Vermont                   |
| 110. Ohio Wesleyan University*<br>Delaware, Ohio                 | 139. St. Norberts College*<br>West DePere, Wisconsin               |
| 111. Oregon State University*<br>Corvallis, Oregon               | 140. St. Olaf College*<br>Northfield, Minnesota                    |
| 112. University of Oregon*<br>Eugene, Oregon                     | 141. St. Peter's College*<br>Jersey City, New Jersey               |
| 113. University of the Pacific*<br>Stockton, California          | 142. University of Scranton*<br>Scranton, Pennsylvania             |
| 114. Pennsylvania Military College<br>Chester, Pennsylvania      | 143. Seattle Pacific College*<br>Seattle, Washington               |
| 115. Plattsburgh, College*<br>Plattsburgh, New York              | 144. Seton Hall University*<br>South Orange, New Jersey            |
| 116. University of Portland*<br>Portland, Oregon                 | 145. Siena College*<br>Loudonville, New York                       |
| 117. Providence College*<br>Providence, Rhode Island             | 146. University of Southern California*<br>Los Angeles, California |
| 118. Regis College*<br>Denver, Colorado                          | 147. Southern Colorado State College<br>Pueblo, Colorado           |
| 119. Rhode Island College*<br>Providence, Rhode Island           | 148. Southwestern College*<br>Winfield, Kansas                     |
| 120. University of Rhode Island*<br>Kingston, Rhode Island       | 149. Springfield College*<br>Springfield, Massachusetts            |
| 121. University of Richmond*<br>Richmond, Virginia               | 150. State College*<br>Indiana, Pennsylvania                       |
| 122. University of Rochester*<br>Rochester, New York             | 151. Staten Island Community College*<br>Staten Island, New York   |
| 123. Rockhurst College*<br>Kansas City, Missouri                 | 152. Suffolk University*<br>Boston, Massachusetts                  |
| 124. Rockland Community College<br>Sufferin, New York            | 153. Temple University*<br>Philadelphia, Pennsylvania              |
| 125. Rosary Hill College<br>Buffalo, New York                    | 154. Texas A & M University*<br>College Station, Texas             |
| 126. Sacramento State College<br>Sacramento, California          | 155. Towson State College*<br>Baltimore, Maryland                  |
| 127. San Diego State College<br>San Diego, California            | 156. Trenton State College*<br>Trenton, New Jersey                 |
| 128. San Diego Evening College*<br>San Diego, California         | 157. Tufts University*<br>Medford, Massachusetts                   |
| 129. San Fernando Valley State College<br>Northridge, California | 158. Tulane University*<br>New Orleans, Louisiana                  |
| 130. San Francisco State College*<br>San Francisco, California   | 159. Union College*<br>Schenectady, New York                       |
| 131. San Jose State College*<br>San Jose, California             | 160. Upper Iowa University<br>Fayette, Iowa                        |
| 132. College of St. Benedict*<br>St. Joseph, Minnesota           | 161. Utah State University*<br>Logan, Utah                         |
| 133. St. Bonaventure University*<br>St. Bonaventure, New York    | 162. Vanderbilt University*<br>Nashville, Tennessee                |
| 134. College of St. Francis*<br>Joliet, Illinois                 | 163. University of Vermont*<br>Burlington, Vermont                 |
| 135. St. Francis College<br>Brooklyn, New York                   | 164. Villanova University*<br>Villanova, Pennsylvania              |
| 136. The St. Lawrence University<br>Canton, New York             | 165. Walla Walla College*<br>College Place, Washington             |
| 137. St. Louis University*<br>St. Louis, Missouri                | 166. George Washington University*<br>Washington, D. C.            |
|  | 167. Mary Washington College*<br>Fredericksburg, Virginia          |

# COLLEGE AND UNIVERSITY SUMMER SESSIONS

- |   |   |
|---|---|
| 168. Wesleyan University*<br>Middletown, Connecticut                | 174. Wisconsin State College*<br>River Falls, Wisconsin           |
| 169. Western Washington State<br>College*<br>Bellingham, Washington | 175. Wisconsin State College*<br>Whitewater, Wisconsin            |
| 170. Western Illinois University*<br>Macomb, Illinois               | 176. University of Wisconsin*<br>Madison, Wisconsin               |
| 171. Western Maryland College*<br>Westminster, Maryland*            | 177. Worcester Junior College*<br>Worcester, Massachusetts        |
| 172. Western Michigan University*<br>Kalamazoo, Michigan            | 178. Worcester Polytechnic Institute*<br>Worcester, Massachusetts |
| 173. William Penn College*<br>Oskaloosa, Iowa                       | 179. Xavier, University*<br>Cincinnati, Ohio                      |

\* Institutional Charter Members

## National Association of College and University Summer Sessions

*Individual Membership List*

For the Fiscal Year of 1964 - 1965

1. Sister Carl Ann\*  
Dunbarton College of the  
Holy Cross  
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## National Association of College and University Summer Sessions

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1964-65

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Clodus R. Smith, University of Maryland

*Program*

## SECOND ANNUAL CONFERENCE

## National Association of College and University Summer Sessions

OCTOBER 20-22, 1965

Host Institution: Loyola University, Chicago, Illinois  
at the

Sheraton-Chicago Hotel, Chicago

WEDNESDAY, OCTOBER 20, 1965

- 9:00 a.m. REGISTRATION  
Carlson E. Crane
- 11:00 a.m. CONVENTION COMMITTEE  
Lloyd I. Watkins, Chairman  
MEMBERSHIP COMMITTEE  
Louis Truncellito, Chairman  
COMMITTEE ON COMMITTEES  
Rev. Joseph S. McGrath, C.S.C., Chairman  
LOCAL ARRANGEMENTS COMMITTEE  
John P. Donohue, Chairman  
NOMINATING COMMITTEE  
Robert L. Nash, Chairman  
1966 CONVENTION COMMITTEE  
Stuart H. Manning, Chairman  
CHAIRMEN OF OTHER COMMITTEES MAY ARRANGE MEETINGS AS NECESSARY
- 1:30 p.m. EXECUTIVE COUNCIL MEETING  
Clodus R. Smith, Chairman, President, NACUSS
- 2:30 p.m. CONVENTION CONVENES: INTRODUCTIONS  
Chairman: John P. Donohue, Loyola University, Chairman of Local Arrangements Committee  
Recorder: Raymond K. Kooi, University of Idaho
- 3:00 p.m. FIRST GENERAL SESSION  
Topic: Summer Session Data and Statistics  
Chairman: Leo J. Sweeney, University of Missouri, Kansas City  
Recorder: Donald G. Wallace, Drake University  
Speaker: Kenneth G. Nelson, Director, Higher Education Studies Branch, Office of Education, Department of Health, Education and Welfare: "Higher Education Statistics in the Office of Education."  
Respondents: James R. Gaskin, University of North Carolina, Mary Cocoran, Associate Professor, Bureau of Institutional Research, University of Minnesota.

6:00 p.m. SOCIAL HOUR

7:00 p.m. BANQUET

Toastmaster: William D. Dowling, University of Wisconsin, Milwaukee

Speaker: James W. Cleary, Assistant Chancellor, University of Wisconsin, Madison: "The Place of Summer Sessions in Higher Education."

#### THURSDAY, OCTOBER 21, 1965

9:00 a.m. SECOND GENERAL SESSION

Topic: Federal Grants and the Summer Session

Chairman: John B. Ervin, Washington University

Recorder: Clara L. Swan, Husson College

Speaker: Donald R. McNeil, Special Assistant to the President, University of Wisconsin, Madison: "The University and the Federal Government: Partners or Individual Entrepreneurs?"

10:00 a.m. COFFEE

10:30 a.m. STUDY GROUPS: Problems of Developing and Administering Grants

SECTION 1: Small Private Colleges and Universities

Chairman: Robert E. Randolph, Springfield College

Recorder: Richard T. Fritsche, University of Dallas

SECTION 2: Large Private Colleges and Universities

Chairman: Rev. Robert F. Hoey, S. J., Boston College

Recorder: James M. Austin, Massachusetts Institute of Technology

SECTION 3: Small Public Colleges and Universities

Chairman: John W. Kennedy, University of North Carolina, Greensboro

Recorder: Robert L. Nash, Towson State College

SECTION 4: Large Public Colleges and Universities

Chairman: J. Boyer Jarvis, University of Utah

Recorder: Pauline Lyon, University of Washington

12:00 Noon LUNCH

1:30 —

3:30 p.m. THIRD GENERAL SESSION

Topic: Problems of Grant Administration and Program Development

Chairman: Samuel S. Britt, University of Arizona

Recorder: C. E. Noyes, University of Mississippi

Panelists: Hans Rosenhaupt, National Director, Woodrow Wilson National Fellowship Foundation, Princeton, New Jersey, Francis A. J. Ianni, Director Division of Educational Research, Office of Education, Department of Health, Education and Welfare.

## FRIDAY, OCTOBER 22, 1965

## 9:00 a.m. FOURTH GENERAL SESSION — STUDY GROUPS

## GROUP 1: Statistics

Chairman: Donald G. Wallace, Drake University

Recorder: Howard Knutson, State College of Iowa

Panelists: William C. Venman, University of Massachusetts, Leo J. Sweeney, University of Missouri, Kansas City, Samuel S. Britt, University of Arizona

## GROUP 2: Organizing Summer Study Programs Abroad

Chairman: William E. Seymour, State University of New York at Albany

Recorder: Robert W. Richey, Indiana University

Resource Speaker: Thomas M. Barker, State University of New York at Albany

## GROUP 3: Summer Session Budgets and Salaries

Chairman: Lloyd I. Watkins, Ohio University

Recorder: Rev. Joseph S. McGrath, C. S. C., University of Notre Dame

Panelists: Willard Edwards, San Fernando Valley State College, Thomas J. Craft, Central (Ohio) State University, Forest L. Whan, Kansas State University

## 11:00 a.m. BUSINESS MEETING

Chairman: Clodus R. Smith, University of Maryland

Recorder: Raymond K. Kooi, University of Idaho

## 12:30 p.m. LUNCHEON

Speaker: Clodus R. Smith, University of Maryland, President, NACUSS

## 2:00 p.m. ADJOURNMENT

## PROCEEDINGS

*of the*

## SECOND ANNUAL CONFERENCE

National Association of College and University Summer Sessions

## First General Session

Wednesday, October 20, 1965

Presiding — Leo J. Sweeney, University of Missouri, Kansas City

HIGHER EDUCATION STATISTICS IN THE  
U.S. OFFICE OF EDUCATION\**By Kenneth G. Nelson, Director*HIGHER EDUCATION STUDIES BRANCH  
NATIONAL CENTER FOR EDUCATIONAL STATISTICS  
U.S. OFFICE OF EDUCATION

The U.S. Office of Education has been in existence for almost 100 years, and during these 10 decades it has had as its primary function the collection of statistics and facts to show the condition and progress of education and otherwise to promote the cause of education throughout the country. This is still its function today; although, over the period of a century the ways and means of promoting this cause of education have varied. In the last decade, the programs of financial aid to education have grown considerably and the elementary-secondary legislation of this present Congress and the new Higher Education Bill make this function of financial support more important than ever before. In fiscal year 1958-59, the 100 programs of education in 22 departments and agencies of the Federal Government provided financial support totaling approximately 2.7 billion dollars. The Office of Education portion of this total was only about one third billion dollars. Recent legislation passed, or in process by the Congress, affecting the Office of Education is estimated to provide funds totaling more than 3 billion dollars. Even with this huge increase in Federal funding, the U.S. Office remains only a junior partner to the States and local communities in the total educational enterprise, since the annual National contribution will be less than 10 percent of the total expenditure for education in this country. In order to meet its additional responsibilities, the whole Office of Education has undergone and is undergoing major reorganization.

*Recent changes in the organizational structure of the Office of Education*

As you know, the lowest rungs in the organizational hierarchy in the Executive Branch of the Federal Government are usually sections which are combined successively into branches, divisions, bureaus, offices, and

\*Address delivered on October 20, 1965 at the Second National Summer Sessions Conference in Chicago. The address was augmented by 15 projections of the data.

finally cabinet-level departments. In 1960, the Office of Education as a unit in the Department of Health, Education, and Welfare had no bureaus. Six line divisions and 3 staff (branch) offices reported directly to the Office of the Commissioner. The 6 line divisions were involved primarily in data gathering and dissemination, consultative work, conference and association participation, and administering funds appropriated by the Congress. However, these funds were rather small in amount. The six divisions were: (1) Statistics and research services, (2) school assistance in Federally affected areas, (3) vocational education, (4) higher education, (5) international education, and (6) State and local school systems.

In 1962, the Office underwent a major reorganization from what had been something of a program approach to a more functional approach. The Office began expanding its services and Congress was appropriating more funds to be administered by the Office. Two major ingredients in the reorganization were the establishment of bureaus for the first time in the Office of Education and the separation of funded administration from non-funded functions. The three newly-created bureaus were (1) Research and Development, with 5 divisions; (2) International Education, with 2 divisions; and (3) Educational Assistance, with 4 divisions.

Early in 1965, three rather important changes were made in the organizational structure: (1) A National Center for Educational Statistics was established as a harbinger to the centralization and coordination of office-wide data gathering and dissemination, (2) a Bureau of Higher Education was established for the sole purpose of administering funds for institutions of higher education, and (3) the Division of Higher Education in the Bureau of Research and Development was dissolved. At this point one can observe trends developing (as expressed in the organizational chart) including: (1) Emphasis on the administering of the expanding program of appropriated funds, (2) centralized data gathering and dissemination, and (3) de-emphasizing consultative and participative efforts with schools, colleges, and educational associations.

In July, 1965, the most comprehensive of the organizational changes took place. It was apparent that the one major function of the Office was to administer funds appropriated by Congress. As a result of this reorganization, 4 bureaus which are responsible for handling all of the line organization functions and 10 staff offices were established. The 4 bureaus are: (1) Elementary-Secondary Education, (2) Higher Education, (3) Adult and Vocational Education, and (4) Research. (The Bureau of Research handles the cooperative research projects.) These 4 bureaus and their 17 divisions are responsible solely for administering funds. There are no other bureaus. The 10 staff offices are: (1) The Associate Commissioner for International Education, (2) the Associate Commissioner for Federal-State Relations, (3) the National Center for Educational Statistics, (4) the Offices of Equal Opportunities, (5) the Office of Programs for the Education of the Disadvantaged and Handicapped, (6) the Office of Legislation and Congressional Relations, (7) the Office of Contracts and Construction Services, (8) the Office of Program Planning and Evaluation, (9) the Office of Administration, and (10) the Office of Information. Each of the bureaus and staff offices reports directly to the Office of the Commissioner through his Deputy.

It is obvious that the new bureau structure of the Office of Education reflects the legislation of the past year. A more detailed presentation of the



organizational structure of the National Center for Educational Statistics will be made a bit later.

### *Recent Legislation*

Recent Legislation directly applicable to the Office of Education includes the Higher Education Facilities Act of 1963, Public Law 88-204; the Elementary-Secondary Act of 1965, Public Law 89-10; and the Higher Education Bill which will likely soon be a legislative act.

The Elementary-Secondary Education Act has six titles:

Title I — Financial assistance to local educational agencies for the education of children of low income families and extension of P. L. 874 (aid to districts having many children of Federal employees) approved by the 81st Congress on September 30, 1950. Total F. Y. 1966 — \$1 billion.

Title II — School library resources, textbooks, and other instructional materials. Total F. Y. 1966 — \$100 million.

Title III — Supplementary educational centers and services. Total F. Y. 1966 — \$75 million.

Title IV — Educational research and training (colleges and universities may participate in this program). \$100 million over first 5 years.

Title V — Grants to strengthen State departments of education. Total F. Y. 1966 — \$14 million.

Title VI — General provisions of the Act.

The total funds for all titles of this Act are estimated to be about \$1 1/3 billion for fiscal 1966.

The Higher Education Bill of 1965 was reported out of Joint House-Senate Committee last week. Some of its main provisions are:

Title No.	Description	Estimated amount to nearest million		
		F.Y. 1966	1967	1968
I	<i>Community Services and Continuing Education</i>	\$25	\$50	\$50

To assist in the solution of Community problems through educational programs, activities, or services including research programs and university extension or continuing education offerings.

Federal funds cover 75 percent of costs in fiscal year 1966 and 1967, 50 percent in fiscal year 1968.

#### II *College Library Assistance and Library Training and Research*

Part A. To help acquire library materials.	50	50	50
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Basic grant up to \$5,000 per institution and possible supplemental grant up to \$10 per full-time student.

Part B. To train students in librarianship.	15	15	15
Part C. For Library of Congress.	5	6	8

III *Strengthening Development Institutions* 55

To pay part of the cost of cooperative arrangements for strengthening academic programs and to award national teaching fellowships to graduate students and junior faculty to encourage them to teach in a developing institution.

22 percent must be used for assisting junior colleges.

IV *Student Assistance* 70

Part A. Educational Opportunity Grants. Not less than \$200 per student nor more than the lesser of \$800 or 1/2 of the student's assistance under any scholarship program. Contracts with State and local educational agencies identifying needy and qualified students and publicizing the program, not to exceed \$100,000 per year.

Part B. *Low Interest Insured Loans to Students* 6 6 6

For students of families having an adjusted family income of less than \$15,000 per year, pay all interest on loan while in school and 3 percent thereafter. For families with higher income, no interest subsidy but loans covered. Interest subsidy and insured loans on notes charging no more than 6 percent interest per annum on unpaid balance and requiring repayment to begin no earlier than 60 days after student completes his course of study.

Part C. *College Work-study Program Extension and Amendments*. Institutions of higher education receive 90 percent of cost or providing part-time employment to students of low-income families. 129

Part D. *Amendments to the National Defense Student Loan Program* 422 457 500

Minimum rate of repayment, \$15 per month. Begin repayment 9 months after ending course of study. Pay Institution 1/2 of administrative costs up to 1 percent of outstanding loans. 100 percent cancellation for teachers in highly concentrated low-income areas.

V *Teacher Programs*

Part A. *Teacher Corps*. Experienced and teacher-interns enrolled for a period of 2 years. Costs paid to local school board. 36 65

Part B. *Fellowships for Teachers*. 4,500 fellowships for F.Y. 1966 and 10,000 each for 1967 and 1968. For elementary and secondary teachers for 2-year study.

VI *Financial Assistance for Acquisition of Laboratory and Special Equipment and Materials* for the improvement of undergraduate instruction.

Part A. Pay up to 50 percent. Share may be increased to 80 percent.	38	50	60
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Part B. Short-term workshops on educational media.	5	5	5
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VII *Amendments to the Higher Education Facilities Act of 1963*

Part A. Grants to construct undergraduate academic facilities.	460
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Part B. Grants to construct graduate academic facilities.	120
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Part C. Loans to construct academic facilities	120
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TOTAL ESTIMATED AMOUNT FOR FISCAL 1966	\$1,596 million
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Changes and amendments are likely to occur during the next session of Congress as well as before the bill is enacted and signed by the President. However, the above shows the broad outline of the new legislation.

*The growth of higher education — past and present*

The post-World War II period saw higher education swiftly expand to provide for the flood of veterans on college campuses. The period 1948-52 saw higher education enrollments level off after the post-war bulge and then from 1953 onward begin to move upward at a somewhat faster rate.

Fall enrollment of students in programs creditable toward a baccalaureate has about doubled in the last decade, from 2 1/4 million to approximately 5 million, and is expected to reach something just a little short of 8 1/2 million by fall 1973. It can be noticed that graduate enrollments are increasing more rapidly than under-graduate and first-professional.

The number of earned bachelor's and first-professional degrees awarded is expected to almost triple in the same 20-year period, going from about 293,000 in 1953-54 to about 865,000 in 1973-74.

Master's degrees awarded are expected to almost quadruple in the same 20-year period, going from almost 57,000 to 203,000.

Earned doctor's degrees, which have about doubled in number in the last decade, are expected to more than double again in the coming decade; thus, over the 20-year period they are expected to go from almost 9,000 in 1953-54 to approximately 33,000 in 1973-74.

The number of faculty members for resident degree-credit courses is expected to almost triple in the 20-year period, going from about 209,000

in 1953-54 to 606,000 in 1973-74. If we look back at the mix of faculty and other professional staff in colleges and universities over the last 10 years, we will see that the proportion of faculty and other professional staff who are assigned to resident instruction have somewhat declined, going from about 72 percent to 64 percent of the total faculty and other professional staff. Faculty members assigned to organized research have increased at the greatest rate, from about 8 percent in 1953-54 to almost 12 percent in 1963-64.

Expenditures from current funds in constant dollars (1963-64 base) are expected to more than quintuple in amount, going from about 3.1 billion dollars in 1953-54 to about 19 billion dollars in 1973-74.

If we look at the mix of the educational and general expenditures from current funds over the last 10 years by major categories, it can be seen that there has been very little change in the three major categories which the college business officers use to report current expenditures to the Office of Education.

However, when we look at the percent distribution or the mix of major categories subsumed under total educational and general, we see a striking change in the percent expended in organized research. This one account has gone from about 16 percent to almost 27 percent of the total in education and general during the 10-year period. At the same time, there has been a slow and gradual decline in the percent expended for the other two major categories.

From the trends indicated here, it would seem that higher education is to make the same phenomenal growth in the second half of the century as was true of secondary education during the first half century.

Some 15 years ago, a member of a college group remarked that office of Education statistics could be characterized as "old, pure, and innocuous." Limited resources in responding institutions and the Office itself, the complexity of much of education data, and the sensitive character of some statistical items have contributed to this situation. Many forces are at work in education generally and in the Office to bring about significant changes in timeliness, amount, and kind of data reported, as well as utility of information reported.

Specialized activities of data collection and processing and data analysis occur in two of the division of the National Center for Education Statistics. These are not too different from those found in any large statistical or survey research agency.

However, the other two divisions have responsibilities which are not so easily revealed by their titles. The Division of Data Sources and Standards conducts liaison activities in the Office and with all educational data sources; promotes mutually agreeable definitions of terms and classification procedures; administers Title X, NDEA; assists in the development of data systems; and performs field services for the Center when needed.

The general mission of the Division of Operations Analysis is to develop and maintain a quantitative, analytical model of the educational system in the United States, utilizing the techniques of operations research to aid the educational decision-maker in formulating policies and charting future courses of action. Such a model will include a representation of the flow of students through the system, will describe the growth and utilization of professional staff at all levels in the system, will take into account the

characteristics of curricula; and will consider the administrative organization and financial resources of the system. It will also permit the educational system to be related to the total United States economic system so that impacts of education on the economy and the total economy on education can be evaluated.

The Division of Statistical Analysis is presently engaged in a review of all data gathering forms — past, present, and planned. This is in an effort to eliminate item duplication and to insure that all general purpose forms, application forms, and evaluation forms fit into an overall data system. This data acquisition system should reduce the load upon institutions providing the data and upon the groups processing the data. Also, it should provide more consistent and reliable data for users.

When one considers the magnitude of the data requirements of the new Office programs and the number of users of the data outside the Office, it becomes clear that an orderly, systematic procedure of data acquisition, processing, storage, retrieval, and reporting is mandatory.

*Banquet*

OCTOBER 20, 1965 – 7:00 P.M.

## THE PLACE OF SUMMER SESSIONS IN HIGHER EDUCATION

(abstract)

James W. Cleary, Assistant Chancellor  
University of Wisconsin, Madison

I welcomed the privilege of being with you and the opportunity to explore a few thoughts with you on the place of Summer Sessions in Higher Education.

I have a strong conviction that the summer session is a vital dimension in higher education and that every effort should be made to expand that dimension. It would be foolhardy to spend much time convincing the members of this Association that the summer session is a valuable institution in higher education — the values are all but commonplace. I shall attempt simply to identify:

1. First, some basic values inherent in the concept of Summer Sessions in Higher Education.
2. Second, some factors which at least may have an adverse effect on the future of summer sessions and at most may remove the cause of your convening by rendering the summer session extinct.
3. Finally, lest I be tabbed as a negativistic, albeit brief, pessimist, some considerations which may mitigate the threats posed by those factors.

A. *Advantages of Summer Sessions to Students*

1. It permits the superior student to accelerate his academic program.
2. It permits the poorer student to compensate for deficiencies sustained in the academic year.
3. It assists the foreign student and graduate student in cutting educational costs through year-round opportunities which can reduce the total time in earning a degree.
4. It enables elementary and secondary teachers to continue their professional education or to fulfill contractual stipulations with their school boards which require for advancement and tenure periodic returns to academic life.
5. Through its auxiliary enterprises in the forms of adult and student conferences, workshops, and institutes, the summer session extends a genuine service to society.

B. *Flexibility of the Summer Sessions*

The summer session affords untold opportunities to experiment in the cause of improving education and to provide benefits which the terms of the academic year cannot possibly offer: a course in Children's Theatre; allowing superior high school students to matri-

culate for college credit, etc. The only meaningful restriction in shaping new programs, developing new instructive media, and refining curricula is the limit of one's inventive power.

### C. *Expansion of Summer Sessions*

1. Nationally, summer session enrollments prior to World War II constituted less than 40% of the enrollments in the academic year in major institutions. Today that percentage is fast approaching the 50% mark.
2. At the University of Wisconsin, growth in enrollment has been as follows:

	<i>Academic Year</i>	<i>Summer Session</i>
1956	15,134	6,000
1960	17,433	8,059
1964-65	26,293	11,882

### D. *Factors and Pressures in Higher Education Which Pose a Serious Threat to the Future of Summer Sessions*

1. First, and perhaps foremost, is the increasing pressure for "year-round operation" emanating sometimes from unduly concerned legislators and sometimes from overzealous governing boards of institutions. If this pressure is motivated by a desire to enrich curricula without imposing standards of physical plant facilities, it is sound and healthy. Otherwise, if utilization via summer session were ignored and, let us say, the calendar year were divided into three or more equal terms so that the summer session were cast into lock-step with other academic terms of the year, loss of the valuable latitude of experimental programs would result.
2. The doctrine of "publish or perish." If this doctrine implies the communication of knowledge and one's own advancement of knowledge to scholar and student alike, it is valid. This problem is complicated by:
  - a. vigorous teaching loads of regular faculty members during the academic year.
  - b. administrative and professional organizational obligations.
  - c. a small pool of regular faculty to man summer programs.
3. Administrative bias toward the summer session as an academic enterprise quite distinct from the regular or traditional function of the institution, i.e., summer session should be self-supporting; inequities in scholarship and fellowship funds between regular and summer terms; etc. Fortunately, this bias has been mitigated by the uncontested achievements of summer sessions over the past few decades.

### E. *Recommendations for the Advancement of Summer Sessions*

If I were to outline a platform for the advancement of summer sessions, it would include the following planks:

1. He who asserts that an academic year and summer session do not constitute a year-round operation has the burden of proof to be reckoned with statistics of summer session enrollments and the educational advantages of summer program flexibility.
2. Opportunities to research, write, and teach should be provided faculties with deliberate evenness throughout the entire year. Teaching should not be restricted to the academic year, and research to the summer.
3. The summer session should be viewed as an integral part of the entire academic program, i.e., it should have its fair share of institutional resources, scholarship monies, adequate budget, etc.

### CONCLUSION

To implement these planks where they do not exist, requires dedication. But this is no obstacle. I know of no more intensely dedicated individuals than summer session directors. However, the commitment to your programs must be tempered.

Hence, my only caution would be: do not become so fiercely dedicated that vision of the total institutional function is blurred. You are married, for better or for worse, to all components of the university or college. And thus, as your university or college goes, so goes your summer session.



## SECOND GENERAL SESSION

THURSDAY, OCTOBER 21, 1965 - 9:00 A.M.

### THE UNIVERSITY AND THE FEDERAL GOVERNMENT: PARTNERS OR INDIVIDUAL ENTREPRENEURS?

(Summary)

Donald R. McNeil, Special Assistant to the President,  
University of Wisconsin, Madison

Dr. Donald R. McNeil reviewed the many facets of the Higher Education Act as passed by the House and the Senate just previous to the Conference.

Titles 2 and 6, concerning Library and Audio-Visual needs, did not pass.

A review of the legislation of the sixties included the Vocational Act of 1963, which provides for research, training of Staff, provisions for programs, and may be relevant to summer sessions. The "Waters Resources Act" helped continuing education programs and provided research grants. The "Work Study Program" would not be applicable to any area of summer session programs. The "Economic Opportunity Act" is classified as a community action program. It can be used to motivate, inspire, and stimulate community action.

The monies can be used for research, teaching, and public services. These programs may be affiliated with summer sessions.

\$60,000,000 has been appropriated for the "Technical Service Act". Another appropriation is scheduled for the "Public Work and Economic Development Act". This involves joint planning.

The "Elementary and Secondary Education" Bill has \$1,300,000,000 to spread out. Demands on these monies are many. The "Arts and Humanities" Bill provides for the areas of sciences, arts, and the humanistic side of the picture.

The "Higher Education Act" helps provide community services and continuing education programs. Expansion as related to negro and white institutions is a facet of the Act. Equal awards and scholarships are made available to all. The funds are available to improve teachers in the slum areas. The Act, also, assists with the problem of teaching through closed TV circuits.

The attitudes of the Federal Government have taken on a new look. All colleges and universities, public and private, are the concern of the Federal Government. Higher education is looked upon entity.

The Federal Government is looking at the State Plan and the State Plan includes all colleges and universities, large or small.

Problems arise from the use of federal funds and the common ones are:

1. Professors doing what they want to do, not up to date in approach to job.

2. Universities have tendency to swallow the monies in an overall fund. Grants are not bringing about the expected changes in the universities.
3. Universities want their share without supervision by the Federal Government. They wish no control whatsoever.
4. Some top professors are against the use of federal funds. Other college and university professors highly approve.

University complaints are common:

- Too much control and detail
- Too much red tape and bureaucracy
- Too short a time to mount a program
- Staff not always available at a campus

Federal Government doesn't realize that the University staff has capable leaders available for these programs

Program is usually mission orientated, not education orientated.

It is the opinion of Dr. McNeil that the University must be a partner with the Federal Government in these projects. The University must uphold its ideals and teaching in spite of Federal control. There will be a greater impact in the next ten to twenty years on the College and University.

Institutions must recognize that the Federal Government will direct research, changes in undergraduate programs, and public service functions.

Nevertheless, Dr. McNeil states that the College and University cannot give away this freedom, must exercise control over the program, and work out a plan which will have an impact on the people of the United States.

# THIRD GENERAL SESSION

THURSDAY, OCTOBER 21, 1965 - 3:30 P.M.

## Problems of Grant Administration and Program Development (Summary)

Panelist: Hans Rosenhaupt, National Director, Woodrow Wilson National Fellowship Foundation, Princeton, New Jersey

Francis A. J. Ianni, Director, Division of Educational Research, Office of Education, Department of Health, Education and Welfare

Dr. Rosenhaupt spoke to the point of obtaining and administering grants from private foundations. He stressed the need, first for seeking out the foundation most suited for the proposal and in the process considering small as well as large foundations, second for learning thoroughly all available information concerning the foundation to be approached, third for preparing a brief but explicit proposal, fourth for keeping the foundation advised of the progress of the project, and fifth for complete candor with the granting foundation. He noted especially the need for providing for contingency funds in the grant proposal and for securing from the outset sufficient flexibility of administration to make returns to the grant agency for new approvals unnecessary.

Mr. Ianni's extremely detailed presentation gave much more information than can be covered in a necessarily brief summary. He began with an outline of a reorganization of the Office of Education in which one of four bureaus, the Bureau of Educational Research, will take over the function of six units formerly active in this area. Among the consequent changes will be (1) a single application form for all types of grants, (2) elimination of deadlines for proposal submission, with an anticipated three-month period for acting on each proposal, (3) substitution of ad hoc for fixed panels, (4) more determination by the Office of Education of the areas in which research will be encouraged, and (5) a greater diversity of research, with increased participation by persons outside schools and departments of education.

Three types of grants will be encouraged by the Bureau of Educational Research. These will be conventional project grants, research programs by groups which will do exploratory work in problem areas, and training programs for research workers.

Mr. Ianni stated that the Office of Education has approved only 19% of the research proposals it has received. He gave the following reasons for the rejection of proposals:

1. Projects proposed lacked significance either intrinsically or because anticipated findings had too limited an application.
2. Statement of objectives were not realistic in terms of proposed activity.

3. Statement of procedures to be followed were inadequate or inexplicit.
4. The price tag was excessive for the anticipated value, including negative value, of the project.
5. The language of the proposal was so poor in terms of simple usage as to prejudice readers against it.

As correctives, Mr. Ianni stated his bureau would on request "pre-review" proposals, but advocated review by one or more persons at the institution making the application.

Mr. Ianni's presentation concluded with the statement that the Bureau was particularly interested in supporting programs which would involve participation by a broad spectrum of academic communities and which would both increase the dissemination of research findings and enhance the implementation of educational procedures which research had shown to be effective.

## BUSINESS MEETING

FRIDAY, OCTOBER 22, 1965

The meeting was called to order by the Chairman, Clodus Smith.

The minutes of the meeting of November 6, 1964, were read and approved with minor corrections.

David Pulley, Furman University, reported for the Research Committee. It was urged that members cooperate in answering research questionnaires and sending annual reports to the committee.

Stuart Manning, University of Connecticut, reported for the Inter-Association Committee. It was recommended that NACUSS cooperate with other summer school associations and advise them of NACUSS.

Edward Spencer, Fresno State College, reported for the Publications Committee. It was recommended that future newsletters include summaries, letters, research, etc., which NACUSS members are urged to send in. It was recommended that a journal not be published due to budget and staff limitations. It was recommended that Raymond Kooi continue to edit the newsletter. It was recommended that the Secretary publish the proceedings of the annual meeting.

Carlson Crane, Western Illinois State University, presented the Treasurer's report.

It was moved, seconded, and passed that the report be accepted.

Robert Richey, University of Indiana, reported for the Auditing Committee.

There were no reports from the Government Relations Committee, Constitution Committee, and Faculty Exchange Committee.

Rocco Porreco, Georgetown University, presented a report on membership. There were 190 institutions and 26 individuals who held membership on October 1, 1965.

Stuart Manning, University of Connecticut, reported for the Conference Invitation Committee. The committee received twelve invitations. It was recommended that Los Angeles be the site of the 1966 conference and that Miami (Coral Gables) be the site of the 1967 conference.

It was moved, seconded, and passed that these recommendations be accepted.

Robert Nash, Towson State College, reported for the Nominating Committee. Nominations recommended were: Lloyd Watkins, Ohio State University, President; Raymond Kooi, University of Idaho, Vice-President; Stuart Manning, University of Connecticut, Secretary; and Carlson Crane, Western Illinois State University, Treasurer.

It was moved, seconded, and passed that the nominations be approved.

The Reverend Joseph McGrath, University of Notre Dame, reported for the Committee on Committees. It was recommended that the Committee on Committees be dissolved since their function had been completed.

It was moved, seconded, and passed that the host institution, Loyola University, and John Donohue, Local Arrangements Chairman, be commended for an excellent conference.

The meeting was adjourned.

Submitted by:

RAYMOND K. KOOI, *Secretary*

## REPORT OF THE CONFERENCE INVITATION COMMITTEE

The Conference Invitation Committee recommends that the Association accept the invitation of: California State College at Los Angeles, San Fernando Valley State College, University of California at Los Angeles and the University of Southern California to hold its Third Annual Conference in Los Angeles during November 1966 and also the invitation of the University of Miami to hold its Fourth Annual Conference in Coral Gables during October 1967.

STUART H. MANNING, Chairman  
 RAYMOND KOOI  
 THOMAS EARLE  
 WILLIAM JONES

## REPORT OF RESEARCH COMMITTEE

Your Research Committee met for the first time on October 20th. We would like to have met prior to this conference but since we did not have access to the money of "philanthropoids" or the Washington "promoters" of the great society we had to wait until this conference.

Our committee set out first to define its task in light of the goals of this association.

Our task as we see it is to:

1. Define some areas that need research and would serve a useful purpose for our association.
2. Stimulate (we are not sure what form this will take) research on summer sessions in individual institutions and on a regional and national basis.

Our committee conceives of its job primarily as one of identification and stimulation through your help of needed research on the summer session in higher education. We are not a research bureau — this has been created in Washington and has both money and time.

We specifically recommend that: (1) the *executive council* consider contacting a researcher to obtain a grant and do a thorough study of the literature on summer sessions in the United States. (2) The *executive council* talk with regional accrediting associations regarding the including of an evaluation and reporting on summer sessions in its program of self-studies and initial accreditation for institutions of higher learning. (3) The *executive council* request U.S. Office of Education to appoint a liaison person between the U.S. Office and this association. (4) The membership of this association cooperate in a short questionnaire survey on students, faculty and special programs in summer sessions. (5) The members of this association send a copy of its latest annual report to the Chairman of the Research Committee.

DAVID E. PULLEY, Chairman  
 WILLARD EDWARDS  
 JAMES MILNE  
 REV. ROBERT HOEY  
 CLODUS SMITH

## REPORT OF THE PUBLICATIONS COMMITTEE

The Publication Committee submits to the Executive Committee of the National Association of College and University Summer Sessions the following recommendations:

1. That the Newsletter so ably prepared, edited and distributed by Secretary Ray Kooi, include in the future when available, summaries or information of published or unpublished research studies, editorials, articles, etc. concerning summer programs, innovations in summer program operation as well as any information concerning the summer program in general; and that members be urged to provide the Newsletter editor or any member of the Publications Committee a copy of such studies, articles, etc. whenever possible in order that summaries or reviews of such may be prepared for publication in the Newsletter.

2. That members of this organization be encouraged to write and publish articles concerning summer session programs, operations, functions, etc. and that copies of these articles or information about these publications be distributed to the members via the Newsletter.

3. That a committee be constituted and empowered to conduct major research projects with the objective or objectives in mind to provide data on such subjects as the historical development of the summer session operation, the place and function of the summer session in respect to the total operation of the institution and any other area which would provide useful and valuable information for Summer Session Deans and Directors, college administrators, faculty and others and that this committee be also empowered to seek financial support from public and private agencies to finance the cost of such research endeavors.

4. That at this time because of financial and staff limitations the association not undertake to publish at regular intervals a journal of the association. Perhaps when finances are adequate the association can hire an Executive Secretary to perform this function.

5. That the Executive Committee accept for the present at least, the kind and gracious offer of our most efficient and able Newsletter editor, Ray Kooi, to continue to edit, publish, and distribute the Newsletter.

6. That it be the responsibility of each elected Secretary to publish and distribute the proceedings of the regular annual meeting.

EDWARD M. SPENCER, Chairman  
V. R. GASGIN  
STEPHEN GITTLER  
H. L. RASMUSSEN

## NOMINATING COMMITTEE REPORT

The Nominating Committee met on October 20, 1965 and unanimously submits as its report the nomination of the following for officers for the 1965-66 year:

*President:* Lloyd Watkins, Ohio University, Athens, Ohio

*Vice President:* Raymond K. Kooi, University of Idaho, Moscow, Idaho

*Secretary:* Stuart Manning, University of Connecticut, Storrs, Connecticut

*Treasurer:* Carlson Crane, Western Illinois University, Macomb, Illinois

Respectfully submitted,

LLOYD, WATKINS, Chairman

RICHARD W. DAY

WILLIAM D. DOWLING

J. PATRICK KELLY

JOHN W. KENNEDY

ROBERT L. NASH

LOUIS TRUNCELLITO

## AUDITOR'S REPORT NATIONAL ASSOCIATION OF COLLEGE AND UNIVERSITY SUMMER SESSIONS

1. Members of the Audit Committee examined and approved the statement of receipts and disbursements submitted by Carlson E. Crane, Treasurer of NACUSS. This statement covered the period involving the transfer of \$2,793.36 from William H. Barber, the former Treasurer of NACUSS, to the last bank statement, dated September 22, 1965, prior to the October, 1965 meeting. Receipts and disbursements were not available for accounting from the time the books were audited October 30, 1964 in Spokane, Washington, in which there was a balance of \$2,013.94, and the amount (\$2,793.36) transferred in January, 1965 to the present treasurer. The committee has asked Carlson Crane to attempt to get a statement of receipts and disbursements, if at all possible, covering this period of time in order that the records may be complete.

2. The Committee wishes to compliment Dr. Crane upon his performance as the Treasurer of NACUSS.

3. The Committee again wishes to urge that bills for the payment of annual dues be mailed by August 15 to member institutions. This procedure should enable dues to be received by the Treasurer prior to the time of the annual meeting.

4. The Committee again wishes to recommend that a budget committee, consisting of members of the Executive Committee, be created since such a committee is essential for future planning and funding.

ROBERT RICHEY, Chairman

PAUL E. HADLEY

ROBERT HOLT

PAUL JACOBSON

HERBERT STUTZ

MISS CLARA L. SWAN



## National Association of College and University Summer Sessions

## STATEMENT OF RECEIPTS AND DISBURSEMENTS

September 22, 1965

(Date of Last Bank Statement Received)

## Receipts:

Transfer of Accounts from William H. Barber ....	\$2,793.36	
Institutional Memberships (47 @ \$25) .....	1,175.00	
Individual Memberships (11 @ \$10) .....	110.00	
TOTAL .....		<u>\$4,078.36</u>

## Disbursements:

Campus Co-Op Bookstore (Supplies) .....	\$ 10.25	
Carole Bradford (Secretarial Help) .....	20.00	
University of Idaho (Mailings) .....	233.47	
University of Maryland (Printing) .....	225.25	
Georgetown University (Printing & Mailing) ...	23.65	
Establish Petty Cash .....	25.00	
Postmaster of Macomb (Postage for Mailing) .....	1.98	
Clodus Smith (Reimbursement for Travel) .....	220.00	
Carlson Crane (Reimbursement for Travel) .....	50.53	
Raymond K. Kooi (Reimbursement for Travel ....	237.01	
Raymond K. Kooi (For Reimbursement to Student for Art Work) .....	3.75	
John P. Donohue (Establish Working Fund for October Conference in Chicago) .....	200.00	
The Daily Idahonian (Printing) .....	429.20	
City Duplicating Center Inc. (Printing) .....	21.31	
TOTAL .....		<u>\$1,701.40</u>

Balance (In Agreement with September 22 Bank Stat.)	<u><u>\$2,376.96</u></u>
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CARLSON E. CRANE, *Treasurer*

*Luncheon Meeting*

FRIDAY, OCTOBER 22, 1965

## THE BIRTH AND WORTH OF AN IDEA

Clodus R. Smith, President 1965-66

Director Summer School, University of Maryland

It is a pleasure, and with some measure of pride, to see so many institutions represented at this conference. While it is gratifying to me personally to see the growth and development of the National Association of College and University Summer Sessions, I am not so blind to think that it is or was a Smith idea, or that it was limited to the thinking of a few persons on the East coast. It is certainly a truth to say that NACUSS resulted from the combined thinking of the group. We expected it to be successful because the idea of the National Association of College and University Summer Sessions was too big for one person or a small group of persons. We expected to be successful because we used the collective wisdom of the group which results in what is often referred to as "the power of the mastermind." It, then, should not be a surprise to any of us, least of all the NACUSS leadership, that this idea upon which there was unanimous agreement regarding its needs and values should be successful.

The NACUSS idea has truly become a national idea. The Association has experienced phenomenal growth unequaled by other organizations in higher education. History will record the NACUSS idea as being the right idea at the right time.

The National Association of College and University Summer Sessions is an organization of individuals and institutions interested in strengthening and developing quality summer programs in higher education. This conference, unique and exciting because it marks the beginning of the second year of our existence, is a crowning achievement of the Association. The program, and your response to it, are excellent indications of the work of the Association. If the achievements of the Association had been limited only to the initiation and development of this series of national summer session conferences, the NACUSS idea certainly has been worthwhile. The primary function of NACUSS is to develop rapport among summer session administrators, and to present a united front on the national level for the further development of all phases of summer session activities. The Association exists to foster and promote creative leadership which will produce quality summer session programs. It is recognized that each region will have problems common to it while within the profession there are concerns for such things as; faculty exchange, research, student life activities, etcetera. Enlightenment gained through collective information, discussions and substantive research findings will lead to services which will aid in achieving the objectives of the Association and quality activities.

Traditionally, the contribution of summer session administrators to higher education has gone unrecognized. This, in part, because as a group we have yet to realize our potential and power. We are one of the groups in higher education that is self supporting; indeed, which earns a substantial

amount of money on each campus where a large program is well developed. These factors are not without their import to the well being and the recognition of the institutions.

It seems apparent that the units you administer and the role you serve on your respective campuses will unquestionably become more important in the years ahead.

In the future it can be expected that summer session programs will:

1. Increase in size at a rather rapid rate.
2. Become more a part of the year round academic calendar program.
3. Serve the educational needs of an increasing number of academic year students.
4. Gain in recognition and stature.
5. Share more fully in the federal and other student aid programs.

The responsibilities of your office will become larger and more important as these changes occur.

Now that the problems and process of organizing are behind us we can turn to more important and rewarding activities. Our work has just begun. We have the needed vision but we continue to need visible action. There was and there continues to be a need for this Association. But, future success will depend on the determination of its membership and the wise judgment of its leadership to effectively attain that level of achievement which it singularly has the potential to enjoy.

Your continued attendance at conferences and your active participation in Association activities are among the more positive ways each of you can be a contributing member of the profession. To the non-members present, who we are always pleased to have at these conferences, I should like to say that as NACUSS grows and changes, your ideas can influence its development and future course. Both you and NACUSS will be strengthened through your membership and involvement in it. NACUSS needs you, but more importantly, you need NACUSS.

Before I step aside, I should like to recall briefly with you some of the events of the Association during its development to this point in time.

Whatever accomplishments the Association achieved are due to the teamwork of many people. For example, I vividly recall the birth of the NACUSS idea. There was the concern of many of you for the need for increased communication with your like-kind through an association or a conference such as this one to consider better solutions to the problems we faced.

I remember the reluctance and the fear of failure and the risk of criticism. No one in higher education doubts the ability of the summer session dean to promote an idea or to manipulate a situation, but their ability to follow is sometimes questioned. Some of us wondered if it was worth the effort to form the organization. But, then as the saying goes, "it takes one to know one." Our fears and concerns were soothed with the overwhelming response of the persons who met in Washington to shape the development of the NACUSS idea.

And how pleased we were to see the some hundred and twenty persons who traveled to Denver last year to see what this new group was about and what the First National Summer Sessions Conference had to offer. Most seemed to find some potential value in the NACUSS idea as over 90 percent of those who participated in the conference now hold membership in the Association.

At this point the Association had cleared its first, second, and third hurdles. It had organized, experienced a successful meeting of value to participants, and it is a pleasure to note that it gained in strength and confidence through the enlarging scope and resources of its membership.

During the course of the year we have found the proceedings of the First National Summer Sessions Conference to be a useful document. I can recall the friendly badgering that went on by long-distance over some 2,500 miles to Ray Kooi, who assured us that the First National Summer Sessions Conference proceedings would appear in print. He assured us . . . and assured us . . . and assured us. He assured us by telephone . . . in writing . . . and finally in person. In due time, the proceedings were released, and they carried the mark of perfection which reflects the genius of our Secretary. Ray is one man who has given much to assure the success of the Association.

I recall the Executive Council meeting in March which was held here in the Chicago Sheraton to formulate plans for this conference, and another at Loyola University to firm the final arrangements. In both cases the Association owes so very much to Jack Donahue for his insight, initiative and tenacity in assuring appropriate facilities and arrangements for this successful conference. Join me in a round of applause for his efforts. We are fortunate to have him in our midst, and to have access to his leadership abilities.

I remember that very dreary day when I received the telephone call from Father Mohan of the Catholic University of America informing me that our very good friend, Father Charles O'Neil, who had worked so diligently to establish an appropriate structure for the Association, had passed away. And then it was my duty to notify the members of the Executive Committee of the sad news. It was another sad day when Jim Brasch, who was one of the strongest of our leaders, informed us that he must resign as Vice President because of personal reasons.

The Association enjoys the good will and cooperation of other groups. The First National Summer Sessions Conference was jointly sponsored with the Western Association of Summer Session Deans and Directors. We have liaison relations with the Association of Higher Education, The American Association of Collegiate Registrars and Admissions Officers, The North Central Conference on Summer Schools and The Association of University Summer Sessions. NACUSS was in no way planned to be a threat to the existing organizations, rather, it was hope, now realized, that the benefits of these associations, as well as new opportunities and new benefits would be extended through NACUSS to all summer session administrators, regardless of membership. This is a primary purpose of this Association.

This conference is another success. The hospitality hour was another outstanding success this year and has become one of our trademarks. I understand that it is greatly appreciated by the likes of Mike Nelson, Charlie Cole, and Herb Stutz. It has been so successful that it promises to become

a tradition after only two years. Credit is due to Carlson Crane, and his predecessor Bill Barber, for his patience, understanding and accomplishments as Treasurer of the organization.

The regional vice presidents represent the Association in the various regions. Their work is of outstanding value to the Association. Charles Speroni is currently in Rome and Pat Kelley's schedule was such that he could not be with us today. I should like to recognize the contributions of the vice presidents who are with us today: Jack Suberman of the Southern region, Bill Dowling of the North Central region, Robert Nash of the Middle States region and Bill Venman of the New England region.

To the committee chairmen who have served so diligently and others too numerous for me to mention here, my thanks for your patience, wisdom, cooperation and leadership. In the event I have overlooked anyone, and I'm sure that I have, please forgive me.

And now, as I turn the gavel over to the man who developed the program of the conference, I place this Association into his most able hands . . . Lloyd Watkins, the new NACUSS President.

*Luncheon Meeting*

FRIDAY, OCTOBER 22, 1965

## ACCEPTANCE SPEECH

Lloyd I. Watkins, President 1966-67

Ohio University

I am honored to address you today as the new president of NACUSS. I want to thank all of you for supporting our organization, and I want especially to thank those who labored so long and hard in planning and in participating in our 1965 Convention program. I wish also to express special gratitude to the founder and first president of NACUSS, Dr. Clodus R. Smith of the University of Maryland. Starting a national organization is a difficult task. Had it not been for Clodus' drive, determination and foresight, we would not today be here as representatives of an organization of more than 200 summer session directors and deans. As I begin this year as president of NACUSS, I hope to be able to keep the organization moving and growing in the directions which have been established by our founder.

I think this might be the appropriate time to indicate some of the directions and aims which I propose we pursue. First, this is the year when NACUSS will undertake its first significant research project. Under the leadership of Dr. Forest Whan, I hope that all of you will participate in a study which is being planned by the Research Committee to tell us a great deal more than we now know about the procedures and the problems of summer sessions. Second, the Executive Committee in cooperation with the Publications Committee under the leadership of Dr. Edward Spencer of Fresno State College hopes to issue a complete and useful membership directory. Through the use of this directory, we hope that correspondence among members of NACUSS can be facilitated. Third, the Membership Committee, composed of the regional vice presidents under the leadership of Mr. Leo Sweeney of the University of Missouri at Kansas City, plans an aggressive drive to double the membership of our organization by our next Convention. Fourth, again under the leadership of our Publications Committee working in conjunction with our Research Committee we hope to be able to produce for distribution to each member of NACUSS a bibliography of materials concerning summer sessions. I think you will agree that if we accomplish these goals we will have had a successful year.

Of course, this will mean that many hours of hard work will be necessary by the members of our organization. I think, however, that all of us are interested in NACUSS being a working organization, not a social club which meets on a yearly basis. I think that our organization will be viable so long as it is useful. And it will be useful only if we make it so. I am looking forward to working with you and I hope that each of you will consider it your right and your responsibility to communicate freely with me and to help me build for NACUSS a future which is worthy of its brief but vigorous past.

CONSTITUTION AND BYLAWS  
OF THE  
NATIONAL ASSOCIATION OF COLLEGE  
AND  
UNIVERSITY SUMMER SESSIONS

ARTICLE I — *Name*

The name of this Association shall be The National Association of College and University Summer Sessions.

ARTICLE II — *Purpose*

The purpose of the organization shall be the development of summer session standards and programs

ARTICLE III — *Membership*

*Section 1.* Membership in the Association shall be institutional and individual.

- a) Institutional voting membership shall be open to colleges and universities having summer programs and which maintain accreditation by one of the regional association accrediting institutions of higher learning. Colleges and universities outside the United States may become institutional members by a majority vote at the annual meeting.
- b) Individual non-voting membership shall be open to those who have a professional interest in the purpose of the Association.

*Section 2.* Annual dues assessed to institutions and individuals shall be established by vote of the membership upon recommendation of the Executive Council.

*Section 3.* New members shall be admitted in accordance with the procedure outline in the By-Laws.

*Section 4.* At its first annual meeting the membership of the organization shall be constituted of those institutions submitting declaration of an intention to fulfill the spirit of Article II of this Constitution, and payment of dues as established at the organization meeting to a *pro tem* Executive Committee approved at the organization meeting at Washington, D. C., April 27-28, 1964.

ARTICLE IV — *Representation*

*Section 1.* Each member institution shall receive one vote on any question before the Association.

*Section 2.* Although each institution may send as many delegates to the annual meeting as it deems consistent with the purposes of the Association, each institution shall be officially represented by the person responsible for the Summer Session program, or his designee.

ARTICLE V — *Executive Council*

*Section 1.* The Executive Council is the governing body of the Association and shall consist of:

- a) The officers of the Association: President, President-elect, Secretary, and Treasurer.
- b) One Vice President from each of the geographical areas represented by the regional associations accrediting institutions of higher learning.
- c) The immediate past President.
- d) The President, President-elect, Secretary and Treasurer shall constitute the Executive Committee.

*Section 2.* The Executive Council is authorized to conduct the business of the organization between annual meetings. It shall fill *ad interim* vacancies in the organization.

*Section 3.* Election shall be by secret ballot.

ARTICLE VI — *Meetings*

*Section 1.* At least one meeting of the Association shall be held in each calendar year as determined by the Executive Committee.

*Section 2.* Special meetings of the Association may be called by the Executive Committee providing that six-weeks' notice is given to each member institution.

ARTICLE VII — *Amendments*

*Section 1.* Amendments may be voted on at any annual meeting, provided they are:

- a) submitted to the Executive Council in writing at least sixty (60) days before the annual meeting.
- b) recommended by the Executive Council for adoption at the annual meeting and circulated by the Council to the membership at least fifteen (15) days before the annual meeting.

*Section 2.* Amendments to this Constitution may be offered to the Association at any annual meeting. If accepted for action by majority vote of those in attendance, the amendments shall be voted on at the next annual meeting.

*Section 3.* Adoption of amendments shall be by a two-thirds affirmative vote of the members in attendance at the annual meeting.

ARTICLE VIII — *Bylaws*

Bylaws may be enacted at any regular meeting of the Association by a majority vote of member institutions in attendance at the meeting.

## BYLAWS

## ARTICLE I

In all matters not covered by its Constitution and Bylaws, this Association shall be guided by *Roberts Rules of Order Revised*.



ARTICLE II — *New Members*

*Section 1.* Any college or university seeking membership in the National Association of College and University Summer Sessions shall apply in writing to the Secretary who shall submit such application to the Executive Council for examination.

*Section 2.* The following criteria shall determine eligibility for membership:

- a) Accreditation by one of the regional associations accrediting institutions of higher learning.
- b) Article III, Section 1 of the Constitution establishes criteria by which institutions of higher learning outside of the United States may become members.
- c) Only non-profit institutions shall be accepted for membership.

*Section 3.* New members who met the criteria referred to in Section 2 shall be accepted as members.

ARTICLE III — *Dues*

*Section 1.* The annual institutional dues shall be \$25.00 or as designated by the Executive Council. Individual members' dues shall be \$10.00. Payment of institutional dues shall establish voting eligibility at the annual meeting.

*Section 2.* Failure to pay annual dues shall result in removal of the institution from membership.

ARTICLE IV — *Powers and Duties of Officers*

*Section 1.* The President, or in his absence the President-elect, shall preside at all meetings of the Association and the Executive Council and the Executive Committee. In addition, the President shall perform the duties customarily associated with the office of the President.

*Section 2.* The Secretary shall keep minutes of all regular and special meetings of the Association and the Executive Council and Executive Committee.

*Section 3.* The Treasurer shall collect the annual dues of the Association, receive monies, make disbursements in the name of the Association, be bonded and maintain an official membership roster.

*Section 4.* The Executive Council, by a two-thirds vote of its membership, may authorize the Executive Committee to act in the name of the Council. Such authorization may be rescinded by a majority vote of the Council membership.

ARTICLE V — *Appointment of Committees*

Standing and *ad hoc* committees shall be appointed by the President with the approval of the Executive Council.

ARTICLE VI — *Elections*

*Section 1.* The President shall appoint a nominating committee made up of one and not more than two members from each region. This committee shall nominate candidates for President, President-elect, Secretary, and Treasurer at the annual meeting.

*Section 2. Regional Vice Presidents*

The Executive Committee is empowered to provide for regional representation on the Executive Council.

*Section 3. Officers and members of the Executive Council shall be elected by majority ballot vote of the members at the annual meeting.*

*Section 4. Executive Council members shall hold office for one year.*

*Section 5. No member of the Executive Council, except the Secretary and Treasurer shall serve more than two consecutive terms in the same capacity. Ad interim and pro tem appointments shall not apply.*

ARTICLE VIII — *Quorum*

A quorum shall consist of thirty percent of the member institutions represented at the annual meeting.

Respectfully submitted

JAMES M. AUSTIN, Massachusetts  
Institute of Technology

RAY McCULLOUGH, Frostburg  
State Teachers College, Recorder

JACKSON WELLS, University of  
Denver

JAMES D. BRASH, University of  
Rhode Island, Chairman

## SECOND ANNUAL CONFERENCE

## Participants

- |   |   |
|---|---|
| Sister Marie Andrew<br>Rosary College                         | Brother Lewis Donaghy<br>LaSalle College                        |
| J. M. Austin<br>Massachusetts Institute of<br>Technology      | William D. Dowling<br>University of Wisconsin<br>at Milwaukee   |
| Thomas J. Aylward<br>University of Maryland                   | Raymond N. Doyle<br>San Francisco State College                 |
| Ray Ballou<br>Ashland College                                 | John P. Donohue<br>Loyola University, Chicago, Illinois         |
| J. Stanley Barlow<br>University of Minnesota                  | T. T. Earle<br>Tulane University                                |
| Warren G. Berg<br>Luther College                              | Mrs. Rosalie Epps<br>Richmond Professional Institute            |
| Rev. John Blewett S. J.<br>Sophia University                  | John B. Ervin<br>Washington University                          |
| Michale P. Boland<br>Saint Joseph's College                   | Richard Fritsche<br>University of Dallas                        |
| Sam Britt<br>University of Arizona                            | Howard S. Geer<br>Marquette University                          |
| Rev. Joseph Browne CSC<br>University of Portland              | Ralph H. Geer<br>Bowling Green State University                 |
| Charles P. Bruderle<br>Villanova University                   | Steven Gittler<br>State University College at Buffalo           |
| Thomas Bryde<br>Iona College                                  | Clayton M. Gjerde<br>San Diego State College                    |
| Richard C. Buckstead<br>St. Olaf College                      | Kenneth W. Hagerstrom<br>Massachusetts Bay Community<br>College |
| Nathan Budd<br>Kansas State Teachers College                  | Roy E. Heath<br>Northern Michigan University                    |
| Richard F. Clemo<br>Adelphi University                        | Ellvert H. Himes<br>Utah State University                       |
| Charles W. Cole<br>George Washington University               | Clarence Hines<br>University of Oregon                          |
| Benjamin J. Comi<br>State University of New York<br>at Albany | Rev. Robert Hoey SJ<br>Boston College                           |
| Dr. Thomas J. Craft<br>Central State University               | William C. Huffman<br>University of Louisville                  |
| Carlson E. Crane<br>Western Illinois University               | Sister Mary Inviolata<br>Immaculate Heart College               |
| James E. Cronin<br>Wesleyan University                        | J. Boyer Jarvis<br>University of Utah                           |
| Richard T. Dankworth<br>University of Nevada                  | Mrs. Marjorie Johansen<br>U C L A                               |
| William J. Dauria<br>D'Youville College                       | Gilbert R. Johns<br>The Colorado College                        |
| F. G. Davenport<br>Monmouth College                           | Howard Johnshoy<br>Gustavus Adolphus College                    |
| Thomas P. Davern<br>Research Foundation S. U. N. Y.           | John L. Johnson<br>Ferris State College                         |
| Richard W. Day<br>Hobart & William Smith Colleges             | Sister M. Joyce OSF<br>College of Saint Teresa                  |
| Donald G. Decker<br>Colorado State College                    | Leo E. Keenan, Jr.<br>St. Bonaventure University                |
| Thomas J. Dolphin<br>Clark University                         |   |

- John W. Kennedy  
University of North Carolina  
at Greensboro
- Herman L. Kirkpatrick  
St. Lawrence University
- Arthur Klem  
Trinity College
- Howard A. Knag  
Queens College
- Howard Knutson  
State College of Iowa
- A. C. Koester  
Valparaiso University
- Charles F. Kolb  
North Carolina State University
- Raymond Kooi  
University of Idaho
- G. D. Kyle  
A. M. & N. State College
- Robert Lawrence  
Gonzago University
- A. Paul Levack  
Fordham University
- Charles J. Longacre  
Newark State College
- Anthony F. Lorenzetti  
Canisius College
- Pauline A. Lyon  
University of Washington
- Stuart H. Manning  
University of Connecticut
- Elmer C. Mathews  
State University of New York  
at Albany
- Forrest L. Mayer  
California State College at Hayward
- H. J. McCormick  
Sacramento State College
- Rev. Joseph McGrath CSC  
University of Notre Dame
- Rev. William McIntosh SJ  
Loyola University of Los Angeles
- Rev. T. McKenney SJ  
Creighton University
- Robert L'H. Miller  
Tufts University
- James D. Milne  
University of Wisconsin
- Robert P. Mohan  
Catholic University
- John A. Morton  
California State College  
at Los Angeles
- Robert L. Nash  
Towson State College
- Kenneth G. Nelson  
U. S. Office of Education
- Michael Nelson  
Rutgers — The State University
- Charles E. Noyes  
University of Mississippi
- Rev. Clement Ockay  
Seton Hall University
- John R. O'Neal  
Ohio University
- Edward E. Overton  
University of Richmond
- Fred R. Owens, Jr.  
Waynesburg College
- John C. Payne  
New York University
- Robert L. Phillips  
Oregon State University
- Rocco E. Porreco  
Georgetown University
- David C. Pulley  
Furman University
- Robert L. Randolph  
Springfield College
- O. T. Richardson  
Ball State University
- William A. Rogers  
University of Akron
- Sidney P. Rollins  
Rhode Island College
- Hans Rosenhaupt  
National Director Woodrow Wilson  
Fellowship
- Paul L. Ryan  
Assumption College
- Victor Scroger  
Institute of Technology
- William T. Schroder  
College of Santa Fe
- William E. Seymour  
State University of New York  
at Albany
- Charles B. Smith  
Pennsylvania Military College
- Clodus R. Smith  
University of Maryland
- W. A. Smith  
Cornell University
- Richard W. Solberg  
Thiel College
- John J. Solon  
University of Wisconsin  
at Milwaukee
- Howard E. Spell  
Mississippi College
- Ed Spencer  
Fresno State College
- L. G. Stone  
Wisconsin State University
- Herbert P. Stutz  
The American University
- Clara L. Swan  
Husson College

Leo J. Sweeney University of Missouri at Kansas City	Richard H. Wanner Dickinson College
Robert W. Swords Elmhurst College	Lloyd Watkins Ohio University, Athens, Ohio
D. W. Tieszen Central Missouri State College	Thelma M. Watson Husson College
Nicholas F. Troisi State University College	Forrest L. Whan Kansas State University
William E. Umbach University of Redlands	Charles F. Wheeler Xavier University
William C. Venman University of Massachusetts	E. K. Williams Savannah State College
Everett L. Walker Illinois Wesleyan University	Willard Edwards San Fernando Valley State College
Donald G. Wallace Drake University	

