Proceedings
of the
THIRD ANNUAL MEETING
of the
NATIONAL ASSOCIATION OF COLLEGE
AND
UNIVERSITY SUMMER SESSIONS
at the
Statler-Hilton Hotel – Los Angeles, California
November 15-17, 1966

Host Institutions
UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES
UNIVERSITY OF CALIFORNIA AT LOS ANGELES
SAN FERNANDO VALLEY STATE COLLEGE, NORTH RIDGE
CALIFORNIA STATE COLLEGE AT LOS ANGELES

Volume 3
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Volume 3
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### National Association of College and University Summer Sessions

#### Institutional Membership List

For the Fiscal Year of 1965 - 1966

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<td>4. Adrian College</td>
<td>Adrian, Michigan</td>
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<tr>
<td>5. The University of Akron*</td>
<td>Akron, Ohio</td>
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<tr>
<td>6. The American University*</td>
<td>Washington, District of Columbia</td>
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<tr>
<td>7. Appalachian State Teachers College*</td>
<td>Boone, North Carolina</td>
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<tr>
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<tr>
<td>9. Arkansas State Teachers College Conway</td>
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<tr>
<td>10. University of Arkansas*</td>
<td>Fayetteville, Arkansas</td>
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<td>11. Assumption College*</td>
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<td>21. State University College at Buffalo*</td>
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112. Ohio University* Athens, Ohio
113. Ohio Wesleyan University* Delaware, Ohio
114. Old Dominion College Norfolk, Virginia
115. Oregon State University* Corvallis, Oregon
116. University of Oregon* Eugene, Oregon
117. University of the Pacific* Stockton, California
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124. Queens College of the City University of New York Flushing, New York
125. University of Redlands Redlands, California
126. Regis College* Denver, Colorado
127. Rhode Island College* Providence, Rhode Island
128. University of Rhode Island* Kingston, Rhode Island
129. University of Richmond* Richmond, Virginia
130. Rider College Trenton, New Jersey
131. Roanoke College Salem, Virginia
132. The University of Rochester* Rochester, New York
133. Rockhurst College* Kansas City, Missouri
134. Rosary Hill College Buffalo, New York
135. Rutgers, The State University New Brunswick, New Jersey
136. Sacramento State College Sacramento, California
137. St. Bonaventure University* St. Bonaventure, New York
138. St. Francis College Brooklyn, New York
139. College of St. Francis* Joliet, Illinois
140. Saint Joseph's College Philadelphia, Pennsylvania
141. St. Lawrence University Canton, New York
142. St. Louis University* St. Louis, Missouri
143. St. Michael's College* Winona, Wisconsin
144. St. Norberts College* De Pere, Wisconsin
145. St. Olaf College* Northfield, Minnesota
146. St. Peter's College* Jersey City, New Jersey
147. San Diego Junior Colleges San Diego, California
148. San Diego State College San Diego, California
149. San Fernando Valley State College Northridge, California
150. San Francisco State College* San Francisco, California
151. San Jose State College* San Jose, California
152. University of Scranton* Scranton, Pennsylvania
153. Seattle Pacific College* Seattle, Washington
154. Seton Hall University* South Orange, New Jersey
155. Siena College* Loudonville, New York
156. University of Southern California* Los Angeles, California
157. Southern Colorado State College Pueblo, Colorado
158. Springfield College* Springfield, Massachusetts
159. Staten Island Community College* State Island, New York
160. Suffolk University* Boston, Massachusetts
161. Temple University* Philadelphia, Pennsylvania
162. Texas A & M University* College Station, Texas
163. Towson State College* Baltimore, Maryland
164. Trenton State College* Trenton, New Jersey
165. Tufts University* Medford, Massachusetts
166. Tulane University* New Orleans, Louisiana
167. Union College* Schenectady, New York
168. Upper Iowa University Fayette, Iowa
169. Utah State University* Logan, Utah
170. University of Utah Salt Lake City, Utah
171. Vanderbilt University* Nashville, Tennessee
172. University of Vermont* Burlington, Vermont
173. Villanova University* Villanova, Pennsylvania
174. Walla Walla College* College Place, Washington
175. George Washington University* Washington, District of Columbia
176. Mary Washington College* Fredericksburg, Virginia
177. Washington University St. Louis, Missouri
178. Waynesburg College Waynesburg, Pennsylvania
179. Western Illinois University* Macomb, Illinois
180. Western Maryland College* Westminster, Maryland
181. Western Michigan University* Kalamazoo, Michigan
182. Western Washington State College* Bellingham, Washington
183. Wichita State University Wichita, Kansas
184. Wilkes College Wilkes-Barre, Pennsylvania
185. William Penn College* Oskaloosa, Iowa
186. Wisconsin State College* Whitewater, Wisconsin
187. Wisconsin State University* River Falls, Wisconsin
188. The University of Wisconsin* Madison, Wisconsin
189. Worcester Junior College* Worcester, Massachusetts
190. Worcester Polytechnic Institute* Worcester, Massachusetts
191. Xavier University* Cincinnati, Ohio

*Institutional Charter Members
National Association of College and University Summer Sessions

Individual Membership List

For the Fiscal Year of 1965 — 1966

1. Sister Carl Ann*  
Dunbarton College of the Holy Cross, Washington, District of Columbia

2. Sister M. Eloise Ann  
Dean of Studies  
Marylhurst College  
Marylhurst, Oregon

3. Dr. Boris Gertz*  
Lesley College  
Cambridge, Massachusetts

4. Kenneth W. Hagerstrom, Director  
Summer Session Division  
Massachusetts Bay Community College  
Watertown, Massachusetts

5. Mr. John Linnell  
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6. Sister Sara Louise, S.C.*  
Seton Hill College  
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Associate Director of Summer Sessions  
University of Washington  
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Director of Summer Sessions  
Creighton University  
Omaha, Nebraska

9. Mr. Donald McNichols*  
Seattle Pacific College  
Seattle, Washington

10. Percival Perry*  
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Winston-Salem, North Carolina

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Wisconsin State University  
Stevens Point, Wisconsin

12. Dr. Blanche Ried  
Director of Summer Session  
New York City Community College  
Brooklyn, New York

13. George Schaefer*  
New Haven College  
New Haven, Connecticut

14. Mrs. Ann Schein  
Director of the Tutorial Center  
Gallaudet College  
Washington, District of Columbia

15. E. M. Spencer, Dean*  
Fresno State College  
Fresno, California

16. Summer Sessions Office  
Weber State College  
Ogden, Utah

17. E. K. Williams, Coordinator*  
General Education Program  
Savannah State College  
State College Branch  
Savannah, Georgia

18. Wendell W. Wolfe  
201 Slater Drive  
Fairbanks, Alaska

*Individual Charter Members
National Association of College and University Summer Sessions

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1965-1966

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William C. Venman, University of Massachusetts, Vice President
Stuart H. Manning, University of Connecticut, Secretary
Carlson E. Crane, Western Illinois University, Treasurer

Regional Vice President

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Western, Charles Speroni, University of California at Los Angeles
Southern, Charles E. Noyes, The University of Mississippi
North Central, John P. Donahue, Loyola University, Chicago
Middle States, Alvin C. W. Bahrnsen, C. W. Post College
New England, Robert E. Randolph, Springfield College

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Paul E. Hadley, University of Southern California

Conference Invitation Committee

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Shiro Amioka, University of Hawaii
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William H. Jones, Emory University

Constitution Committee

James Austin, Massachusetts Institute of Technology, Chairman
Jackson H. Wells, University of Denver

Governmental Relations Committee

Rev. Robert P. Mohan, Catholic University, Chairman
Tom Aylward, University of Maryland
Charles Cole, George Washington University
Mrs. Pauline Lyon, University of Washington
Norman Sam, Lehigh University
Local Arrangements Committee
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Willard Edwards, San Fernando Valley State College
Paul E. Hadley, University of Southern California
Charles Speroni, University of California at Los Angeles

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Alvin C. W. Bahnson, C. W. Post College
John P. Donahue, Loyola University
Robert E. Randolph, Springfield College
Charles Speroni, University of California at Los Angeles

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Steven Gittler, State University College at Buffalo
Rev. Robert Hoey, Boston College
John O'Neal, Ohio University
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Rev. Robert Hoey, Boston College
James Milne, Marquette University

Resolutions Committee
John B. Ervin, Washington University, \textit{Chairman}
Michael Nelson, Rutgers University
Program

THIRD ANNUAL CONFERENCE
National Association of College and University Summer Sessions

NOVEMBER 15-17, 1966

THE SUMMER: PART OF THE ACADEMIC YEAR

Host Institutions: University of Southern California, Los Angeles
University of California at Los Angeles
San Fernando Valley State College, Northridge
California State College at Los Angeles

at the

Statler-Hilton Hotel, Los Angeles, California

TUESDAY, NOVEMBER 15, 1966

9:00 a.m. REGISTRATION

10:30 a.m. AUDITING COMMITTEE
Herbert Stutts, Acting Chairman

CONFERENCE COMMITTEE
T. T. Earle, Chairman

CONSTITUTION COMMITTEE
James M. Austin, Chairman

EXECUTIVE COMMITTEE
Lloyd I. Watkins, Chairman

GOVERNMENT RELATIONS COMMITTEE
Rev. Robert P. Mohan, Chairman

LOCAL ARRANGEMENTS COMMITTEE
John A. Morton, Chairman

MEMBERSHIP COMMITTEE
Leo J. Sweeney, Chairman

NOMINATING COMMITTEE
Louis Truncellito, Acting Chairman

PUBLICATIONS COMMITTEE
Edward M. Spencer, Chairman

RESEARCH COMMITTEE
Clodus R. Smith, Chairman

RESOLUTIONS COMMITTEE
John Ervin, Chairman

12:00 Noon EXECUTIVE COUNCIL LUNCH
2:00 p.m. FIRST GENERAL SESSION
Chairman: Lloyd I. Watkins, President, National Association of Colleges and University Summer Sessions, Idaho State University
Greetings: Ellis E. McCune, Dean of Academic Planning, California State College, Dr. Herbert L. Steele, Regional Representative of Higher Education Facilities, Department of Health, Education and Welfare
Speaker: Robert D. Clark, President, San Jose State College, "Standards for Summer Sessions"

3:15 p.m. BREAK

3:45 p.m. PANEL DISCUSSION
Chairman: Lloyd I. Watkins, Idaho State University
Panelists: Robert D. Clark, San Jose State College, William C. Hoffman, University of Louisville, Willard Edwards, San Fernando Valley State College
Recorder: Everette L. Walker, Illinois Wesleyan University

6:00 p.m. SOCIAL HOUR

7:00 p.m. BANQUET
Chairman: Charles E. Noyes, University of Mississippi
Speaker: N. Edd Miller, Chancellor, University of Nevada at Reno, "Faculty Responsibility for Excellence in the Summer Session."

WEDNESDAY, NOVEMBER 16, 1966

8:30 a.m. REGISTRATION

9:00 a.m. SECOND GENERAL SESSION
Chairman: John P. Donahue, Loyola University, Chicago
Speaker: Mark G. Noftsinger, Director of the Student Union and Coordinator of Student Activities, University of Massachusetts, "Student Activities in the Summer — Problems and Possibilities."

10:00 a.m. COFFEE BREAK

10:30 a.m. STUDY GROUPS: Developing Student Activities Programs (Institutions grouped by size of summer session enrollment)
SECTION 1: Enrollments to 2,500
Chairman: Charles B. Smith, Pennsylvania Military College, Chester

SECTION 2: Enrollments to 5,000
Chairman: Leo J. Sweeney, University of Missouri, Kansas City

SECTION 3: Enrollments 5,000 and above
Chairman: Jack G. Shaheen, University of California at Los Angeles

12:00 Noon LUNCH
1:30 p.m.  THIRD GENERAL SESSION
Topic:  Continuing Education and the Summer Session
Chairman:  John R. O'Neal, Ohio University
Panelists: Rev. Robert P. Mohan, The Catholic University of America, Dr. Frederick Tuttle, National Aeronautics and Space Administration, John Little, University of Vermont
Recorder: John D. Ervin, Washington University

3:00 p.m.  BREAK

4:00 p.m.  DEPART FOR KNOTT'S BERRY FARM

THURSDAY, NOVEMBER 17, 1966

9:00 a.m.  STUDY GROUPS
GROUP 1: Standards for Admission to the Summer Session
Chairman: Claud B. Green, Clemson University
Recorder: Steven Gittler, State University College of New York at Buffalo

GROUP 2: Faculty Activities in the Summer
Chairman: Michael U. Nelson, Rutgers, The State University
Recorder: Richard T. Dankworth, University of Nevada

GROUP 3: Student Activities in the Summer
Chairman: Thomas L. Dahle, University of Oregon
Recorder: J. Boyer Jarvis, University of Utah

GROUP 4: Special Group for Those Involved in Summer Sessions for the First Time
Chairman: T. T. Earle, Tulane University
Co-Chairman: Gilbert R. Johns, The Colorado College

10:00 a.m.  COFFEE BREAK

10:30 a.m.  CLOSING GENERAL SESSION
Chairman: Lloyd I. Watkins, Idaho State University
Speaker: Vernon R. Alden, President, Ohio University

11:30 a.m.  BUSINESS MEETING
Chairman: Lloyd I. Watkins, Idaho State University
Secretary: Stuart H. Manning, University of Connecticut

12:30 p.m.  OPTIONAL TRIP TO DISNEYLAND

8:00 p.m.  EXECUTIVE COUNCIL MEETING
PROCEEDINGS
of the
THIRD ANNUAL CONFERENCE
National Association of College and University Summer Sessions
First General Session
TUESDAY, NOVEMBER 15, 1966
Presiding — Lloyd I. Watkins, Idaho State University
STANDARDS FOR SUMMER SESSIONS
By Robert D. Clark, President
San Jose State College, California

Introduction:

My own experience with the summer session may be divided into three segments of about equal length, 10 or 11 summers in the depression years as a student, 7 or 8 as a teacher, and a dozen years as an administrator, more or less — chiefly less — involved in the operation. My experiences as a student were among the most delightful and stimulating of my academic career. My school, the University of Southern California, made it a practice to bring to the campus some of the most distinguished scholars of America. I was a neophyte in the academy trailing about after the master sophists, not infrequently dissenting from their doctrines and eager at any moment with my peers to argue the finer points of the law and the prophets. I shopped around, taking advantage of the lax and congenial rules of the summer term to sample the wares of the professor before I enrolled in his course. My experiences as a teacher were mixed: sometimes the route was clearly to Parnassus, an exhilarating intellectual climb, sometimes it was the dreary plain, and I not even a pilgrim, for my companions, the students, were determinedly not going anywhere. And, I for reasons of avarice or heed, could not easily abandon them. As an administrator, and particularly as a president, I have exemplified well the aspiration by one of your members: expressed in a recent issue of your newsletter, “the less he is around in the summer the better we like it.”

In truth, I am much concerned with the summer term. It can augment the regular academic calendar and it possesses unique qualities of its own that ought to be preserved and extended.

I therefore, read your theme for this conference with much interest: “The Summer: Part of the academic year.” That does not sound to me like a hypothetical proposition, or a probing inquiry; it is rather a militant assertion, or a ringing battle cry, “Fifty-four forty or fight,” or “Arise ye workers of the world.” The inevitable and ironic thrust of the proletariat is to become the bourgeoisie. You are obviously tired of having the academic year crowd scorn you for your low standards and loose morals and so you propose to beat them by joining them. I don’t blame you. And on the whole I agree
with the two conclusions your planning committee has already drawn, inferentially:

1) That the summer ought to be a part of the academic year; and

2) That it should have the same high standards.

I have searched for a metaphor to characterize the summer session. It is not a piggy-back operation. It may enjoy free rent, but it is not a free ride for professor or student. It's not a parasite; it may feed on the host, but the diet is thin, and in a large measure it must supply its own nutriment; and more, as it flourishes the host profits.

I think the summer session is historically a shop-keeper, a marginal entrepreneur who, in the off season, borrows his rich neighbor's store, and for a paltry profit, dispenses sweets to the summer's remnant: the entrapped school teacher who cannot escape, the academically dispossessed student who depends upon the slender stock of courses for his very sustenance.

The only trouble with this fine metaphor is that it is not longer true. Entrapped teacher, yes. Dispossessed student, yes. Paltry profit, in too many cases, unhappily, yes. But summer's remnant? Not at all. Classrooms are bulging, filled not merely by the reluctant or the dispossessed, but by the elite of the fall and spring terms. In summer sessions generally, the academic year student constitutes at least one-half of the enrollment, and in year-round operations, a higher percentage — in the summer quarter at California State College at Hayward, for example 69% of the students were undergraduates. As for slender selection of courses? Ridiculous. The shelves are piled high with rich and varied stock. Business is booming. And the Committee's theme "The summer part of the academic year" is either a fait accompli or a self-fulfilling prophecy.

In this circumstance your committee has asked that I consider the topic "Standards for Summer Sessions." Let me state two particulars in which the standards of the summer session ought to be equivalent to those of the regular term and one in which I hope you do not aspire to or achieve the austere practice of the academic year.

1. First, the standard of the institution's financial support for summer and academic year students should be the same. That proposition ought not be a topic for debate. If the professor teaches as well and the student learns as much in the summer as in the winter, why should not the pay of the summer professor be no less and the cost to the student no more? But you know all too well that that is not the way the machine operates. In our state college system the summer session professor earns less and the student pays more. In some colleges the summer student pays less, but in either instance, the professor subsidizes the operation.

We are still living with our shopkeeper history. Time was when the emptiness of classrooms, the school marm's need for credits, and the professor's penury encouraged the entrepreneur to launch the self-supporting summer session. But there was more to it than that — there was also nobility of purpose: the professor's eagerness to teach and the student's desire to learn. I don't know that, in those early days, we rationalized our inability to pay the professor his just wages. Here were the meager earnings: we distributed them as far as they would go. If we sacrificed the professor, he cued up in long lines for immolation.
But times have changed. The regular student in increasing numbers enrolls in the summer term. The professor, better paid in the academic year, eager to travel or study in the summer, or to research in the laboratory and be paid for it, is less willing to be employed at a reduced salary. And an affluent society has little reason to demand that one of its segments subsidize another when the subsidized may be more affluent than the subsidizers.

The facts do not coincide with our pretensions. We may assert equality for the summer term but we do not have it. A survey of 1300 summer sessions made a half dozen years showed that more than half of them were required to be self-supporting, that forty-five per cent of them paid lower salaries to professors, and that only 25 - 30% enjoyed financial support equal to that of the academic year.

The chief hope for improvement may lie in the year-round operation which is now gaining favor in the legislatures and in the governing boards of public higher education. It may well force the issue of equal salaries and equal support budgets for summer terms. How can it be otherwise? We must have summer terms, it is argued, to accommodate students and save on capital investments. Not being true, the proposition I stated a moment ago holds: If some students must attend in the summer quarter or trimester and if some professors are required to teach, then the cost to the student must be no more, the pay for the professor no less, and the institutional or legislative subsidy equal to the need. It will follow as the night the day that summer session students and professors who are not a part of the regular summer quarter or trimester will nonetheless demand and receive equal treatment.

But the year-round operation also constitutes a threat: it may be used to reduce total costs by reducing the professor's salary. The crux of the issue is the definition of the professor's academic year. Heretofore we have argued that the fall and winter semesters constitute a full academic year, and that now, more than ever before in our academic history, the professor needs the summer months to renew and strengthen his intellectual life through study or research. I believe that to be true. In most of our institutions the professor has taught only a part of the summer, and that irregularly. If we now make the summer a part of the academic year and if we extend the professor's teaching by that many months or a part of them, we can be sure that the pay will not be equal, and the extension of duties at reduced pay will be a technique for reduction of costs — as some institutions have already demonstrated. I am pleased to note that the Regents of the University of California and the Trustees of the California State Colleges, in converting to the four quarter year, have been careful to equate the terms and costs and to protect the professor's academic year, status, even though this has meant a tough policy in limiting the numbers of successive terms he may teach.

In short the first standard of the summer session should be equal support and equal compensation for equal services rendered.

II. Secondly, the standards of scholarship in the summer should be equal to the standards set for the academic year. That is a pious declaration easily mouthed but less easily achieved. The quality of the student determines the standard of achievement and not pious intent or bar graphs stored in the vault of the academic year's bureau of standards. The average professor, as I can attest from my own record, seems to have a built-in normal
distribution curve which he, being humane, lowers, without distorting the bell-shaped symmetry, to meet the capacities of his less able summer school students.

And yet the aspiration of equal standards is important. It acts as a lever, a reach to exceed the grasp, to encourage the summer student to a higher level of scholarship. I have no doubt that we have been guilty of tolerating low standards in the summer session and of perpetuating, if not fostering, low standards among the elementary and secondary teachers and the students they instruct.

The year-round operation, with the summer quarter or trimester, demands equal standards, and, indeed makes the summer session a part of the academic year. With the coming of the summer quarter our pious intent to improve the scholarship, may well become a principle of exclusion to eliminate those students not prepared to hold their own with their peers enrolled in the fall or spring; and assuredly the higher scholarship for the summer quarter will raise the level of expectation and achievement in those special summer session courses that parallel the regular term.

I am in favor of prescribing high standards for the summer session, but having said that, I would argue that the summer session has achieved a character of its own, a spontaneity and creativeness that ought not be sacrificed. Our rules and regulations have too often mechanized the academic year, have made it an assembly line for the production of inter-changeable parts. An education ought to be custom built.

III. So, having opted for higher standards and for making the summer session a part of the academic year, I would, in the third place, plead for its own integrity, for its separateness and difference. Let us extend the academic year into the summer quarter or trimester, and schedule academic year courses for the summer; but alongside, let us continue old programs, distinctive to the summer session, and let us foster new ones.

I have read some of your reports and studies with a mild sense of apprehension. Is it possible that you are too apologetic, too ready to repudiate your past, too eager to imitate the accoutrements of the academic year? Self-criticism is commendable but self-effacement is destructive. Your redeeming characteristic lies in your wilful disregard of the self-criticism: if I read your brochures and announcements of summer courses aright you continue to schedule programs and practice policies that have prompted your own lamentations. Good. Let me list and commend to you three of these censurable practices:

1) The short term course, the workshop, the institute, the three-day to two-week vacation school, the six-week or five-week session, adjusted to the interests and needs of the students, all are appropriate to the summer term. I see nothing magical or logical in the eighteen week semester or the twelve week quarter. I see no reason to chop up or stretch out the lives of all of our students to fit them on Procrustean segments of the calendar. True, our complex industrialized society must be well ordered to be manageable: students must assemble credits, teachers must be paid, buildings must be occupied, and for the sake of equity and economy we must devise measures of equivalence and efficiency. But if we must turn to industry for models of economy and efficiency, ought we not also to note industry's ingenuity in packaging products to appeal to the varied tastes and needs of
its customers? I am not talking about P.R., or selling a bill of goods, but about defining wants and developing a product to meet them. I am not talking about the caprice of the human spirit (much as that ephemeral and elusive quality merits attention), but about man, plodding or imaginative, encumbered with responsibilities or relatively free, who now and then even in the academic world ought to have a choice in the way he dispenses the days and weeks of his calendar.

2) What I have said about the irregular length of the summer course applies equally to the content. Summer should be a time for experimentation. I am in favor of courses labeled "for summer only." Work-shops, institutes, vacation school, field study, vary from the academic year courses not only in length but in content. We have not begun to exploit the principle. The University of Colorado’s colloquia in general education widely imitated in honors programs, Harvard’s freshman seminar, Stanford’s senior colloquia, all give the professor — and sometimes the student — maximum freedom in determining content. Product of the academic year, they are even more congenial to the summer. The summer term, with only a part of the classroom, filled, should be a natural for experimentation with Paul Goodman’s idea of student controlled Free University.

The unorthodox character of the summer session has its beginnings in Louis Agassiz’ field trips and his Anderson School at Buzzard’s Bay and in Bishop Vincent’s Chautauqua. It is a past worth cultivating. I like to think that the summer is different, that man is less shackled, that he craves more freedom. I don’t know whether that is a cultural legacy from a more primitive society or whether man, like the beast responds to the lengthening days and comes out of his hibernation. But if earth’s a good place for love, summer’s a good time for reflection and dreaming. I don’t know when it’s likely to go better.

3) I favor using the summer session to give the marginal student another chance. Let me say immediately that my motive is not merely compassion, and that I recognize in such a policy a threat to standards as we measure standards in the academic year by the G.P.A. But our techniques for admitting students and measuring their degree of success are so faulty that we should allow for a margin of error. The summer session can serve that purpose.

The G.P.A., the single most important factor in the admission and retention of students, is the best predictor of success in college. It predicts because it is redundant. It says the same thing twice over — that the student who is good at getting grades is good at getting grades. The G.P.A. probably says that the student is good at accumulating bits of information, items that the professor can examine, tabulate, and enter into a ledger. It probably says that he is regular in attendance, prompt in completing his assignments, owns a typewriter or writes legibly, and is reasonably submissive — all feminine characteristics, sweet and lovable qualities that may, even more than degrees of supposed maturity, help to explain why girls get better grades than do boys.

Only infrequently does the G.P.A. reveal a boy’s intellectual grasp of the subject, his ability to integrate the new learning into a larger whole, his imagination, his critical thinking. Almost never does the G.P.A. indicate that the boy was examined when he rather than the professor was ready, and rarely does it represent what the boy knows rather than what the pro-
fessor asks. Our whole mechanized grading system is not an adequate measure of learning or intellectual achievement. Until we make some progress in the solution of this problem we need to keep a door open.

I would not have you think that I am indifferent to academic standards. My whole impulse, including many years invested in honors programs, has been in the other direction. But high standards for the summer session will not come from slavish imitation of questionable practices in the academic year.

In conclusion, let me refer again to your theme — "The Summer: Part of the Academic Year." Good. A part, but in some particulars unique. And on this point you must be wary and cunning, or you will lose your raison d'etre. Whoever heard of the director of the spring quarter or of the fall semester? And without directors of the summer session there would be no NACUSS, and for your new association to fold so soon would be in direct violation of Parkinson's law of self-perpetuating organizations.
Banquet

NOVEMBER 15, 1966 - 7:00 P. M.

FACULTY RESPONSIBILITY FOR EXCELLENCE IN THE SUMMER SESSION

N. Edd Miller
University of Nevada

I am especially pleased to have the opportunity to rejoin my colleagues in summer session activities. The most interesting and fruitful years I have spent in all of higher education have been those associated with summer session. The opportunities and the challenges in the directorship of a summer session are truly unlimited. I might add, also, that the frustrations associated with directing the summer sessions are also almost unlimited. The summer session dean or director is an unusual member of the academic community. He has several unusual characteristics. In the summer, he is virtually a university president since the whole summer operation rests on his shoulders. He probably knows more about what happens at a university and what its strengths and weaknesses are than any other single person on the campus. He is apt to be viewed by his colleagues in the deanships as being not quite a part of them, yet the most important among them during his period of operation. In these days of much talk about year-round operation, he is apt to feel greatly unwanted and unloved. In those colleges and universities where the summer session must be self-supporting, he may be the only university administrator who has to be greatly concerned about profit and loss statements — he is, in fact, forced to be the free enterprise administrator of the university. He is subject to abuse by public school teachers who do not like summer session calendars, by faculty members who do not like summer session pay rates, by students who do not like summer session offerings. And chief among his characteristics is that he is vastly underpaid for the enormous responsibilities assigned to him.

The topic, "Faculty Responsibility for Excellence in the Summer Session" is an intriguing one. For one thing, I may misread, but I sense an implication in this topic that there is concern about whether or not summer sessions do provide excellence in education. For another thing, I view the title as stating the obvious since the responsibility for excellence in any aspect of education resides primarily on the faculty. And finally, I find the topic intriguing because it permits me to talk about almost any aspect of excellence in a summer session that I wish.

In order, however, to keep my remarks somewhat relevant, I will advance today three theses connected with faculty responsibility for excellence in the summer session. I leave it to you to judge the degree of relevance of each of the three theses to my assigned topic.

Thesis No. 1 is: Excellence is not separable.

Both the faculty and the administration of any university have a serious obligation to see that all programs at what ever period of the year they are offered, are excellent programs. Conditions bringing about excellence should not be abandoned simply because the weather turns mild.
Of all the elements in a university tending toward excellence, the faculty is the most important. Within a university structure, if all other conditions warrant excellence and the faculty does not, excellence will not exist. The quality of the faculty and the quality of what they do determine the existence of excellent education.

A university is a peculiar social structure in our society. It is a great deal unlike a business organization, for example. A university is made up of a whole series of individual units, each of them operating in an autonomous fashion. These individual units band themselves together and show a willingness to coordinate their activities to achieve goals both for themselves and for the students with whom they work. If these individual units are themselves concerned with excellence, then there are no time barriers about the production of excellence. What I am saying is that the individual faculty member should play exactly the same role in the summer session as in the rest of the year. His standards, his criteria for excellence should not change from month to month or semester to semester. If the university has done the right kind of job in recruiting able faculty members, then my first thesis holds that excellence is not separable, that conditions for excellence which the faculty produces during a first or second academic semester will prevail in the summer session as well. The able faculty member will not refuse to accept his responsibility for excellence at any time during the year.

My second thesis is: Conditions for excellence are better in the summer than in the other two semesters.

The facilities, of course, remain essentially the same the year round. Library holdings are no less in the summer than at other times during the year. And, indeed, the parking may be a little easier in the summer than at other times during the year.

There are several positive aspects of the summer session, however, which I believe support my second thesis. I submit, first, that motivation of students present in the summer session is higher than motivation of students during the other semesters. Young male students of draft age are at least equally well-motivated during the summer period as during other periods of the year. Generally speaking, the students in the summer are more mature and a part of this increased maturity is better motivation. Even though the average age goes up during summer session primarily because of the increased numbers of teachers on the campus, this is not the whole story. Students who elect to stay on in school during the summer, whatever their age, are showing one sign, at least, of mature concern, both about their education and in some cases about accelerating their education to the point of a quicker entry into work experience.

I submit, next, that goals of students attending summer sessions probably are plainer and clearer to them than goals of students in the other academic terms. Certainly, the returned school teacher has clear-cut goals in connection with earning additional credits for certification or for improved salaries and, frequently, educational goals in the form of degrees. Undergraduate students who continue their education during the summer often do so because of clear-cut goals which they are eager to reach.
There is a strong argument which can be made also for the continuity of the educational process. The artificial break of three or four months between spring and fall may simply be an undesirable interruption in the educational process and an interruption not easily recovered from in the fall semester. The momentum in learning picked up during the regular semesters is easily carried into the summer. I would argue, therefore, that part of the high motivation of summer session students lies in their being involved in an uninterrupted educational process. Certainly there are enough vacation times scattered throughout the year so that the long summer period is not needed for rest.

In addition to high motivation of students, I would submit as a second major support for my thesis, that the faculty in a summer session is as good or better than the faculty during the other terms of the academic year. While it is true that some members of the faculty are simply taking the path of the least resistance and have not shown initiative enough to become involved in research projects, teaching experiences elsewhere, or some other productive educational experience, nevertheless, a great many of the faculty teach in the summer because they want to and because they enjoy summer teaching. Certainly for this segment of the faculty and my guess is, this is most of the faculty, their motivation is quite high. When one considers that in many institutions summer pay is at a somewhat lesser rate than pay during the other academic terms, the compensation must be enjoyment of the work experience.

In most institutions there are a great many more visiting faculty in the summer term than during the other terms of the year. Visiting faculty serve as great stimuli, both to students and to their colleagues on the resident faculty. I submit, then, that one reason why it’s fair to say that the faculty is as good or better than during the other academic terms is because of the presence, typically, of a large number of visiting faculty. These men and women are usually carefully selected by department chairmen and deans to represent the best quality faculty available from other institutions. Finally, the teaching of the faculty in the summer is apt to be better teaching than during the other terms. Because most faculty committees are dormant during the summer period and because other diversions from teaching are fewer and less insistent it is possible for faculty to concentrate more fully on the learning going on in the classroom. The summer period is primarily a teaching period for the faculty member employed in the summer. With fewer demands on his time and energy he is apt to do a better job in his teaching.

Thus, I support my second thesis that conditions for excellence are better in the summer than in the other terms because motivation of students is higher, because the faculty is as good or better than during other teaching periods, and because the teaching situation is an improved one with fewer diversions.

My third thesis is that summer session directors contribute to faculty excellence in the summer term.

Certainly if this thesis is not presently true, it should be true. Here are just a few representative ways in which summer session directors can or should contribute to excellence in the summer session.
In recent years the trend has been toward equality of pay and work conditions in the summer as compared with the other academic periods. If this equality of conditions does not presently exist, it should be promoted, urged, fought for, by the summer session directors so that a faculty can assume, legitimately, its full responsibility for excellence in the summer session. In many ways the teaching experience in summer is more demanding even than during a so-called regular semester. Certainly, there should at least be equality of working conditions and pay.

Admission standards also are tending more and more to being the same for the summer period as for the other periods in the academic year. Where this is not true, it should be. All the conditions should be present that will make possible the same kind of excellence in the summer as during the other periods. One aspect of this, clearly, is guaranteeing that the student body can manage the same kind of work during the summer as the student body in the other periods of the year. Summer sessions should no longer be viewed as the catch-all for students who cannot succeed in any other period. This is not to say that remedial courses are out of place in the summer. This is not to say, also, that remedial courses should not exist during the other periods of the year.

Summer session directors should see to it that a climate conducive to learning exists in all aspects of the summer session activity. In fact, I believe that summer session directors have done a better job of providing out-of-classroom cultural activities on campuses than have any other administrative officers. On almost every campus a great variety and number of lectures, concerts, plays, and cultural activities provides for a climate of learning outside the classroom that is unexcelled. Deans, directors, presidents, vice presidents, and even chancellors can learn much from the promotion of this kind of learning situation from the experiences and successes of summer school directors.

Summer sessions have traditionally been the time for the encouragement of innovation and experimentation both in curriculum and in teaching methods. I submit that this innovation and experimentation has contributed not only to making excellence possible on the campus during the summer, but has carried over to the creation of excellent teaching situations during the academic years. For some reason, faculty seem more willing to experiment in the summers and to try new ideas than they are willing to try during other terms. I believe that this is not because of a lack of regard for the students in the summer session, but indeed may be just the opposite. In many cases, faculty feel that the more mature and better goal-oriented students can respond better to experimental programs and experimental methods of teaching than the typical first and second semester undergraduates. At any rate, faculty have assumed responsibility for excellence in the summer session through this channel provided to them by administrators of summer sessions.

Finally, deans and directors of summer sessions can help create the right kind of faculty responsibility for excellence in the summer session by doing their bit in assisting department chairmen and others in recruiting the most able faculty both from the resident faculty and among those who will serve as visiting faculty for the summer.
I have submitted to you today three theses:

1. That excellence is not separable.

2. That conditions for excellence are better in the summer session than in other academic periods.

3. That summer session directors contribute to faculty excellence in the summer session.

The time has come, it seems to me, for those of you connected with summer sessions to stop feeling like neglected step-children, to discard your defensive airs and attitudes, to tell the world about your successes, and not be threatened by those who make an automatic assumption that nothing but second rate quality can exist during the summer. It is my opinion that faculty teaching in summer sessions have accepted their responsibility for excellence during this academic period. If this is so, and I firmly believe it is, then as summer session directors, you should continue to provide conditions to make the assumption of this responsibility a reality and we should see to it that recognition is accorded to the summer session for this achievement.
SECOND GENERAL SESSION
WEDNESDAY, NOVEMBER 16, 1966 – 9:00 A. M.

STUDENT ACTIVITIES IN THE SUMMER – PROBLEMS AND POSSIBILITIES

by Dr. Mark G. Noffsinger, Coordinator of Student Activities and Director, Student Union, University of Massachusetts, Amherst

For months I drove by the same downtown corner, and each evening I would see him there: an elderly Negro preacher. He appeared to be preaching to a large congregation. The strange part of it was, there was never anyone listening. One night I parked my car, walked back to him and asked, “Sir, why do you preach when no one is listening?” “Son,” he said, “the Lord told me I had to preach; He didn’t say you had to listen.”

During the 1950’s when I was working with students and their out-of-class concerns, I often felt as though no one within the academic institution was listening. Students, you will recall, were speaking out of boredom — with party raids, food riots, and bed-rolling and dance marathons. In the 1950’s as in previous periods, colleges and universities reflected the myth that when students left their classrooms they were relieved of the burdens of thought and action.

For a good many years I have argued we should listen to students express their views concerning their own education, not as a way to abdicate our responsibilities for leadership, but because so often they have spoken clearly of their needs, and we have not listened.

Student activities are as old as institutions of higher learning. Their existence has not always been to the credit of the particular college or university, but in a post-Berkeley era, old questions are being asked, and new answers are needed. Just a decade ago any group of educators who would have considered student activities as a proper subject for discussion at its National Conference would have been considered anti-intellectual. I commend you for seeing the consideration of student activities as relevant, for it is my prediction that students in their activities will increasingly offer us challenges to eradicate from our institutions the country club approach to higher education. They are looking for colleges, not urban recreational facilities. And where will they really make their demands known? In their out-of-class activities. In the 1950’s, we talked about their “apathy”; now that they are no longer apathetic, too many of us are trying to put out the spark rather than kindle the flame with mature leadership. Many institutions now wisely offer them greater degrees of latitude in which to test their ideas for relevancy to their own education outside the classroom. More institutions should follow in the pace-setting spirit, for though said in jest, it was no fool who observed that “a university is what a college becomes when the faculty loses interest in its students.”
Let us take a brief look at the history of student activities. Even a cursory glance at the history of students and their activities will, I believe, convince you that students have insisted since the Middle Ages that there must be a personal way to do things if one is to get response. Rashdall(1) records that in one medieval university's rules there was one penalty for throwing a stone at a professor, and quite another penalty if the stone hit the target.

I will not attempt to discuss whether student activities reflect the times or whether the times call forth the activities, but within the history of American institutions of higher learning, there appear interesting parallels. For example, during every period of war, students have voluntarily restricted their own social affairs, and after every period of war, students have sought greater freedoms. When those charged with administering colleges have not provided the leadership to meet their needs, students have filled the voids. I am not talking about riots, either. But in that regard, students have known for generations that when the administration thinks things are getting out of hand they are going to tighten the reins; and it seems to me that if administrators in 1966 tighten the reins, they should remember before they do it that there will be a re-grouping of student forces if the issue means anything to the students. Back to more pleasant ideas: positive student contributions. For example, no fraternities existed until students felt a need to organize them in order to improve their housing and social facilities. If fraternities really disappear, it will be because students desire it; no administration will ever successfully abolish them by taking the houses away. And who would have thought that from a baseball game between Amherst College and Williams there would have grown from student expression an empire in inter-collegiate athletics with now often out-of-focus attention being given it by faculty, administrators, and alumni? In the 1890's concurrent with the awakening of the American social conscience, students formed Good Government Clubs and worked with the masses of people in our large cities, recognizing with the masses that the riches in America were not in the mines and factories, but in the long run in an opportunity for education itself. In fact, many of the once-considered extra-curricular aspects of a university's program are now buried in what are known as institutional necessities, i.e. housing units and their evolution into living-learning centers; parts of the music and fine arts curricula; literary and debate clubs — to mention but a few.

The point is, I believe, that part of the problem for educators in the 1960's is the fact there are those among us who still see the student's out-of-class program as though it had nothing to do with the institution and as though it were built on a "kids-will-be-kids" theory, or on the perennial pleasures of sex and drink. I would not totally disabuse you of that, but preoccupation with such concerns probably characterizes your own college generation as aptly as the current one. The part we fear, I am afraid, is that the current generation talk about their concerns more openly than we did.

Significant changes have occurred within student ranks as student involvement has changed within the corporate life of the university. One of the early documented concerns for student involvement for change was articulated in 1963, when the American Civil Liberties Union pub
lished a statement on Academic Freedom and Civil Liberties of Students in Colleges and Universities. At the time, the statement was seen by few; now most educators have had to learn of the Revised Edition. The statement began as follows: “The college which wishes to set an example of open-minded inquiry in its classrooms will defeat its purpose if it denies the same right of inquiry to its students outside the classroom — or if it imposes rules which deny them the freedom to make their own choices, wise or unwise.” Although at the time the statement seemed avant-garde, it gave recognition to the fact that there is no necessary basis for distrust between the curricular and the extra-curricular. Reforms and changes should not just be in response to student unrest. Indeed, any college or university whose primary approach to student activities and problems is to “keep the lid on” so the reputation of the institution won’t be smeared is short-changing its students and itself. There are many college administrators today who still fail to view academic courses and student activities as comprising two aspects of the single and primary function of the college. The bifurcation is no more justified than are the terms: academic year and summer session.

Before any of you ask what kind of riot-control center we have at the institution I represent, I would like to suggest there are reasons why student activities have been looked upon as something set apart from the proper concerns of a university.

First, on many campuses we have put top teaching talent and top salaries into our classrooms to be with our students a few hours a week, and as far as the talent of those working with them outside of the classroom, it has been practically nil. I am speaking (not of all, but of many) house-mothers, activities directors, recreation leaders, deans of men, deans of women, deans of students and other staff members who repeatedly fail to see themselves as people whose primary responsibility it is to champion the intellectual basis for the existence of the college or university. We are, I hope, past the arts and crafts era of student activities, and we should no longer be satisfied with a 1930 Y.M.C.A. approach to student demands for meaningful out-of-class experiences.

Second, most college activities programs still suffer from submergence in trivialities, sheer sentimentality, and a compelling provincialism in ideas. Perhaps you have shared with me the sickening experience of having heard a college president or dean of students say, “Give the students unimportant decisions to make, keep them fighting among themselves on constitution changes within their own organizations, and while they are at their fun and games, we can be busy with the decision-making that really counts.” But as Nevitt Sanford stated (2), if you are “- - giving them a deluge of meaningless work — you are bound to create some kind of disaffection.” No longer can those charged with the “welfare” of students honestly expect students to be happy giving dances, designing bigger and better posters, and providing more imposing decorations.

Sentimentally? Who except a few Northeastern college Deans have missed the glory of the passing of the freshman beanies? Certainly the students haven’t. The dried corsages, the souvenir dance programs, the “apple munch”, and the all-college prom; these are now of another era, and it is to the considerable credit of our students that they are. Only as administrators do we long for the supposed “good old days”, which were at best threadbare.
As for provincialism of ideas, certainly no one would seek to perpetuate for all the formal tea and its stultifying protocol; the annual Valentine party and its hearts 'n flowers theme, nor the napkin-stuffing homecoming displays and hours of wasted time. There are those who lament the passing of the so-called traditions. I am not suggesting that all traditions are bad; rather, I am suggesting that exercises in trivia, sentimentality, and provincialism are inadequate as a base for activities programs in our colleges of 1966. Intelligent critical students with their increased sophistication and knowledgeability will reject them and demand opportunities to develop new forms of small group or individual behavior which have meaning for them.

Third, student personnel experts have too often pretended that student activities have a reasoned existence of their own. As Herbert Stroup(3) wrote, "It is precisely because all-too-often student activities pretends to have a reasoned existence of its own that it lacks a completely adequate and intellectually defensible place within the college." It is in recognition of the validity of Stroup's statement that I suggest to you the only adequate base for an activities program is one which will complement the classroom experience and add relevancy to the student's personal life, not only within the university community, but within the nation and the world. I sometimes wonder whether a faculty helps or hurts its intellectual purposes by assuming so little responsibility for student activities.

What, you may ask, has the foregoing to do with "Student Activities in the Summer: Problems and Possibilities"?

You will recall the scene in Henry V when just before going into battle the King addresses his troops. Reviewing the task ahead, and the preparations completed, he concludes:

"And now all things are ready
If our minds be so."

As Directors of Summer Sessions, it seems to me your course is clear. In order for your summer session activities programs to be adequate, you must first have documented what has become obsolete and must focus critical attention upon up-to-date programming — programming which will have some relevancy for the student who wishes to see his chosen institution and educational experience as a whole.

Therefore, my thesis regarding an adequate student activities program during the summer presents itself as a paradox. It is precisely because a regular school year activities program won't work well for a summer session that some of the most original of activities programs are finding their way onto our campuses during the summer. In other words as you solve your administrative problems, you by necessity cannot accept established procedures and organizations to carry the burden for you. Unless, of course, you do nothing. (And I might add, having spent at least nine summers as a teacher or student on almost as many campuses, I believe doing nothing in the activities area was a commonly accepted though sterile way out. There is, after all, nothing very stimulating about a watermelon feed in the courtyard, nor a tea for visiting summer session faculty if you show up to talk with yourself.)

Reference has been made to the contrast between other terms and summer activities. For consideration of an activities program, I will note
three contrasts: (1) The composition of the student body is different; (2) Different administrative personnel are in charge of either or both student activities and the summer school administration; (3) There are likely to be different administrative objectives for summer activities, and I believe, appropriately so.

As compared with the school year, the composition of the student body is quite different. Look around at the blue-haired crowd of older women in undergraduate courses, and across the room you are apt to find a youngster who will be returning to his high school prom come the first Wednesday because your summer session began one week too early. Only an Alice in Wonderland movie done in beatle costume will span that gulf in programming. Different administrative personnel in charge of either or both student activities and summer school administration will make communication difficult, particularly if nine months of the year both are expected to be performing other roles. Finally, I suggested there are likely to be different administrative objectives for summer sessions. I firmly believe that in having to overcome your special problems you create new activity responses which can be far more realistic for the needs of students than many of the “garbage” activities they indulge in during the pedantically-called “school year”. What differences are there, and how do these differences stimulate a good program?

(1) Earlier I stated that too many activities are time-wasters. (Not long ago I watched a house of girls for whom I serve as a so-called “faculty fellow” preparing decorations for a Rock 'n Roll dance. As two of the girls left the lounge, having spent the afternoon there, one said to the other, “Oh, Lord, do I ever feel better for having wasted all that time instead of studying.” Because I know she is a poor student, I should like to have told her that study exhaustion is not nearly as serious as exhaustion of personality, but I did not at the time interfere with her IOU theory of fun.) The point is that summer activities are seldom student initiated, and must be designed with the time element in mind and for passive rather than active participation.

(2) Summer activities programs must be different because concentrated courses of study dictate an activities program geared to absorbing rather than producing participants.

(3) Varied campus composition makes a diffuse, mature program imperative. Sophistication and quality may even exceed the regular year offerings.

(4) Mixed student ages and origins make the use of local and regional points of interest appealing additions to summer activities. The campus does have a great responsibility during the summer for furnishing orientation to regions by means of excursions, tours, arranged displays, and publicity regarding “outside” opportunities. Too often, perhaps, the points just made have been looked upon as problems. If they are, they are real assets to mature programming.

It would be folly to suggest, however, that all the problems you face are assets to building a program. Discontinuous administrative leadership often leads to having one person organize and plan only to have the implementors faced with poor communication with the planners, failure of publicity
ground work, etc. This also makes difficult any "feed-back" or evaluation following events. There is great need for nominal central responsibility with an office to establish momentum and "self-monitoring" of summer activity program effectiveness. Usually there is discontinuous student leadership because of academic involvement, employment, and student mobility. Regular structures are seldom available and as a result the total responsibility rests on the summer administrative staff. And not least important, there is the matter of budget autonomy. Some philosophy re money-making features must be established and adhered to. There must be a commitment far in advance as to the amount of money available for the program, and separateness from school year funds must be clarified for a successful program to have unity.

With these problems and assets, it is hardly surprising that on our campuses Summer Fine Arts programs are developing. I submit, the potential of a Summer Fine Arts program is potential unlimited, for within such a program you have divergence in unity which leads to balanced programming: so-called "packaged deals" of lectures, chamber music series, solo artists; tours of local and regional points of interest, existing local and regional performing arts emphasis via cooperative scheduling and publicity with other groups in the area; campus-wide informals including picnics, "happenings", receptions, and even teas, if you like; distinguished visitors, some of whom you might well select from your own student body or from those visiting your campus during the summer. And certainly not least, I recommend that at the time you hire your visiting faculty, you might well ask them if they would be willing to contribute their talents for the cause. To many faculty to be asked to speak out-of-class is still to be considered a compliment of the highest order.

My greatest fear for the success of the Summer Fine Arts program is that we will become too interested in the numbers attending, and forget that quality by its very nature does not support large numbers of warm bodies. Further, we know a great deal about performing for large groups, but we know comparatively little about programming meaningful events for a very few—those four or five students who want to experience sharing and testing their own ideas in small informal groups. Discussion groups before and after almost every arts event are in order. So only five show up? What is education all about?

In summary, I suggest the following possibilities be explored on each of your campuses as you strive to build a summer activities program:

1. Plan a long-range program, and stick to it — unless you plan to go from your "Summer Presidency" to a less comfortable seat. Always begin with a review of last year's program; good programming doesn't just happen. Of course the obvious is to find out what other campuses are doing, but that information might not be relevant for your own. Take a survey of your students this summer. Find out what they did and didn't like about your program and use that as a guide for planning next year's program.

2. We hear a lot about summers abroad; how about a new program called "Summer at home" during which students can intern and work with the program, i.e. work study and other scholarship aid.
3. Most campus student governments would welcome a chance to continue during the summer under some special arrangements. The summer session could provide a fine training ground for improving participation in year-around program planning.

4. Students often tax themselves for their activities. Ask them to support a program. If it’s really meaningful to them, they will support it. At least on this one they would have had a vote.

5. Don’t let the problems prevent the establishment of some kind of program. For too long we have wasted time.

In conclusion, I predict that within the next decade most of us will be paying students to participate in all major time-involving student activities. Those who regret this coming necessity are indulging themselves in a sentimental exercise. I maintain that when a serious student asks to be paid to participate in an extra-curricular activity, he has arrived at a point in his own self-education at which any college or university can be justly proud.

Throughout your conference as you have discussed your problems and your assignments, I have been reminded of a scene from *The Wizard of Oz*. Aunt Em is talking to Clem, the hired man. Clem is telling Aunt Em of all the wonderful things he plans to do in the future. Finally Aunt Em interrupts him and says, “You know Clem, if you do all those things, maybe someday the town will erect a statue to you.” Then she pauses to continue, “but don’t start pos’n for it now.”

1 Rashdal, Hastings; *The Universities of Europe in the Middle Ages*, (New York: Oxford University Press, 1936, vol. 3

2 Sanford; Nevitt, *“The College Student of the Sixties”*, a paper delivered by Dr. Sanford at the 43 annual Conference of The Association of College Unions International, in New Orleans, March, 1966.

3 Stroup, Herbert; *Toward a Philosophy of Organized Student Activities*, University of Minnesota Press, Minneapolis, 1964.
THIRD GENERAL SESSION
NOVEMBER 16, 1966 – 1:30 P. M.

CONTINUING EDUCATION AND THE SUMMER SESSION

Presiding, John R. O’Neal, Ohio University
Panelists, Rev. Robert P. Mohan, The Catholic University of America
Dr. Frederick Tuttle, National Aeronautics
and Space Administration
Jack E. Little, University of Vermont

John R. O’Neal

As a state educational institution, Ohio University renders educational services to many individuals and organizations. Among these services are short intensive programs in the form of workshops, conferences, institutes, and seminars. These groups make an unique contribution to the university summer session program and have become an increasingly larger part of the Ohio University Summer program.

The workshop, conference, institute, and seminar programs have been encouraged and developed for the following reasons:

1. To render educational services to many individuals and organizations, both high school and adults.

2. To attract to our campus desirable high school students who might become interested or who might interest others in attending Ohio University.

3. To attract to our campus adult groups and persons interested in utilizing Ohio University potentials, staff facilities, and campus environment.

4. To utilize university facilities and services over the summer months.

5. Further promotion of Ohio University to the public.

Beginning in early June and continuing late into August, the Ohio University Campus buzzes with activity and excitement created by over 16,000 participants enrolled in 40 various workshops, conferences, institutes, and seminars. (The figure does not include the regular summer school students.) These programs range from one day to ten weeks in duration and give participants an opportunity to work intensively in an area of major interest.

The Director is specifically charged by the University with arranging for physical facilities and services of workshops, conferences, and institutes and all such arrangements are made through that office.

If a person wishes to have a workshop, conference, or institute, he should draft a proposal and submit one copy to the Dean of his respective college, and one copy to the Director of Workshops, Conferences, and Institutes as early as possible to establish tentative reservations for campus
facilities. Representatives of organizations interested in having a workshop, conference, or institute at Ohio University should contact the Office of Workshops, Conferences, and Institutes. This proposal should include:

1. Name of workshop.
2. Name of director — telephone number
3. College affiliation
4. Beginning and closing dates
5. Aims and objectives
6. Potential staff
7. Tentative schedule of events
8. Income and expenditures
9. Will the workshop be repeated
10. Anticipated attendance

The sponsoring workshop director is primarily responsible for the content of the program, i.e., the subject matter to be presented, and for the selection of staff to present the material. He is responsible for the organization and operation of the program. He must also assume responsibility for the publicity and promotion as well as for the preparation of an adequate budget for the workshop.

When a decision has been reached to hold this workshop, conference, or institute on campus, the sponsoring workshop director should contact the Office of Workshops, Conferences, and Institutes, and arrange for a planning meeting. At this initial meeting most of the basic arrangements — income, enrollment, dates, salaries, locations for housing, rooms for meetings, special and dietary services, room and board rates and schedules, parking, expenditures and billing — should be resolved or at least discussed.

Rev. Robert P. Mohan

The 1967 workshop programs will be held for the twenty-second year at the Catholic University of America. The workshop technique here is a development of the program as conceived by the American Council on Education a generation ago. Despite the increasing vagueness with which the term workshop is used, we try to preserve the original intentions of the workshops as a meeting of specialists in teaching, research, and administration who have gathered under the direction of specialists for the discussion and possible solution of mutual problems. For this reason great care is taken to limit participants to those who have extended experience in the fields described.

The seminar portions of the program, inevitably limited in size, offer ample opportunity for even more specialized inquiry within the given discipline.

An attempt is made also to provide ample resources as regards consultants, meeting places, and library facilities.

We have attempted at Catholic University to set up a special workshop period of ten-days duration between June Graduation and the beginning of the six-week Summer Session. The Dean of the Summer Session here is also the Director of Workshops, although the special programs are separately budgeted.
Department Heads in the various disciplines, in such divergent fields as Mental Retardation and Space Science, are encouraged to submit ideas in their respective areas. They are also encouraged, if at all possible, to solicit foundation support for such projects.

Sixteen programs were presented in 1966 with approximately a thousand participants and a hundred and fifty seminar directors and lecturers. The workshop programs actually run for the entire course of the academic year. We try to preserve a certain flexibility in the format to allow for programs of varying duration. Over eighty per cent of the participants work for credit. Two credit-hours may be earned by participants who take final examinations or prepare a paper, as required by the director of the specific workshop.

Some programs, such as those conducted by our Nursing School, take the form of weekly meetings of two hours duration in the Educational Audio-visual Auditorium of the Nursing Building. Other programs such as Computer Application to Structural Analysis are concentrated into a five-day period. Tuition and salaries are higher in the Engineering programs as most students are subsidized by government agencies or commercial firms and lecturers are more difficult to get. No academic credit, of course, is given for such short programs.

One of the biggest problems we have encountered at Catholic University is the absence of adequate space. Like most Universities we are operating at maximum capacity, and it is often difficult to find classrooms and laboratory space and living facilities for our participants. We do try to work out a reduced plan with neighboring motels.

Complete information in all details is contained in brochures prepared considerably in advance of the program itself and sent to specialists on mailing lists provided by the specific workshop directors. Publicity is geared to the technical journals in the area in question and in selected general publications.

We have found it most helpful to pre-register all participants, avoiding by this technique any problems of non-payment of fees and vexatious delays which characterized the older registration system.

In the workshop itself, we utilize the ordinary techniques, such as: discussion, field trips, panels, and symposiums, as well as audio visual techniques when the employment of such is thought desirable.

It is also helpful to see that the objectives of the workshop are clearly stated when material for approval is submitted to the Dean.

Attention must be given not only to the physical facilities to allow for many group meetings but library, space, projectors, recorders, and any other technical materials that are customarily employed.

It is conceivable that such materials would be checked out by the Library, but we have found it helpful to retain control of such things as portable lecterns, tape recorders, turn tables, and projectors, which can be made available on short notice.

These have been but a few random observations of our program at the Catholic University of America. The problems can perhaps be summar-
ized as money, space, and the availability of specialized talent.

The ideal would be a continuing education center with its own classrooms, hotel, dining, and parking facilities, which would not in any way disrupt the regular academic year program.

The workshop technique has, in some corners, fallen into disrepute by reason of many casual meetings which bear its name. But, it does seem to fulfill a most significant academic service, when quality is its essential characteristic.

Dr. Frederick B. Tuttle
(Summary)

Dr. Frederick B. Tuttle, program planning and evaluation officer, Educational Programs Division, National Aeronautics and Space Administration, Washington, D.C., reported some preliminary findings of his Division’s survey of 39 aerospace education workshops held this summer in various parts of the nation. He stated that he hoped this report may provide helpful insights inasmuch as aerospace education workshops have many of the same characteristics of other self-supporting workshops like economic education, public relations, community relations, and conservation.

The workshops surveyed ranged in size from 202 to seven students; one-third of the workshops enrolled over 40 students; the median, 24; several had been conducted for eight or more summers; one, for 24. Colleges and universities conducted all but five of the workshops; these five were run by school districts, three of these thru arrangements with colleges offered academic credit. Only six of the colleges offered student stipends; these grants to students were few in number and minimal in amount, with funds contributed by interested individuals, industries, or sponsoring institutions.

The survey showed that the students attending these workshops were for the most part mature teachers; they enrolled in-service teachers with pre-service teachers admitted on a carefully selected basis. In nine of the workshops over 25% of the students had master’s degrees; in the workshop with 202 students, 93 had the master’s degree; in another workshop of 51 students, 30 held the master’s degree. They enrolled elementary teachers, of which 15 also enrolled secondary teachers.

About half the workshops were of two weeks duration offering two graduate and/or undergraduate semester hour credits. The range was from a one week program offering two quarter hours of credit to a seven week program offering six semester hours. The median number of hours spent in class was 15 hours above the standard of 15 class hours/semester hour of credit; the range included three workshops which kept students in class for no more than the minimum standard, i.e., 15 class hours/semester hour of credit, to two workshops which conducted classes for over 40 hours above the minimum standard. Eight of the workshops offered science credit; the rest, education credit.

In concluding his remarks, Dr. Tuttle stated that, in the case of all of these workshops, assistance by one or more outside organizations was provided; however, his survey showed that the most successful were those where the colleges’ workshop directors vigorously and resourcefully welded
the elements of outside resources, and assumed full responsibility for the workshops' planning, promotion, and conduct. For those workshops which had strong local direction, the reaction of the college authorities was surprisingly affirmative: "outstanding," "the best program on campus," etc.

Jack E. Little

My comments on Conferences and Institutes will be from the point of view of a small State University. You may remember that a couple of years ago we were widely publicized as the state with more cows than people, and we only had about 400,000 cows. Recently though, we've won out—and I was feeling pretty good about this until I saw an article in the Los Angeles Herald last night on the population of California. Last year they gained 490,000 people in one year. That's more than Vermont's been able to collect since the revolution.

The University of Vermont has an enrollment of 5,000 and a Summer Session of 2,400. We also have a pretty good collection of Summer Institutes and Conferences although we offer very few workshops for credit. It's been traditional there to offer all credit work in either three, six or eight-week courses. Vermont teachers seem very willing to attend for these periods and to work for certification by taking courses designed in the traditional pattern. We haven't tried to change this since workshops tend to get a little messy administratively—and sometimes academically.

We have a pretty good number of conferences. Last summer we ran about 20 of them lasting anywhere from two days to three weeks and averaging about six days. They involved about 1500 participants and were sponsored by the usual state and national organizations and societies.

We have a minor problem here which I'd like to mention. It's small but it causes some friction. We have a rule against housing children in the dormitories. The requests to do so are increasing and as a result we turn away quite a few groups we'd very much like to have on campus.

In spite of this I like the rule. I certainly won't go into all of the reasons but one of them seems to me to make a lot of sense. By next summer it looks as though our dormitories will be filled and every child we house will be keeping out a student. Since we're running an educational institution we prefer to have the student.

We do permit a couple of exceptions. National Science Foundations institutes insist that families be permitted to attend. I believe this is written into the N.S.F. regulations.

As you might imagine this inconsistency causes a little friction. In these two cases however we charge a $15 fee per child to support a recreation director and an assistant to supervise all children between the ages of 3 and 13. Participation is mandatory. This works fairly well but it's difficult to arrange and there are always problems. In general I'm very happy with the restrictive rule. It does limit the size of the conference program however and I've had to refuse three conferences already for next summer.

There's another problem we sometime run into with workshops and institutes and I'd like to give you an example.
For ten years now the Associated Industries of Vermont have given the University about $11,000 a year to run a 3-week workshop on Economic Education for Vermont Teachers and Counsellors. They list several objectives and two of them read as follows:

1. To present economic information which will help develop ways of thinking and acting.

2. To formulate methods of incorporating an economic understanding in the school curriculum and to prepare materials suitable for classroom use.

These sound fine on the surface but such institutes are a potential problem. If not controlled they can easily deteriorate into a very effective propaganda machine for the supporting group. They’re paying the bill and want to call the shots. With this one we check occasionally to see that Vermont Teachers are really being educated and not just brainwashed. For example an Institute on Economic Education should certainly contain balanced and objectively-presented material by representatives of labor as well as those from manufacturing and industry.

We have found that the most effective way to do this is to use great care in selecting the director or directors of such an institute.

In this case we use co-directors; one the principal of a large high school and the other a Professor from the University Department of Economics. We also pay two other curriculum consultants. One a high school teacher and the other a professor from another University. The pressure from a group supplying the money can often be enormous and it helps to have it spread over several people.

I feel that our summer institute program is quite effective and we have a pretty good assortment of the usual N.S.F. and NDEA institutes plus some we sponsor ourselves. These are the results of a policy we have which seems to work. You’ll remember that yesterday a great deal was said about the unique possibilities in the Summer Session for innovation and imaginative programming. We make every effort to encourage our Professional staff to suggest new types of institutes to us. Of course the most effective inducement is money and each year the Trustees let us use a fairly generous amount for new and experimental institutes. Also there is a “Presidents Contingency Fund” which is sometimes used for new programs.

Our purpose here is not to provide continuous support for any one institute but to help a staff-member get his idea off the ground for one or two years while he looks for outside support. The ideas don’t always pay off. But after all this is a form of research and research doesn’t always come up with the right answer.

Often it does however and I’d like to talk for just a minute about one such case which I think is an excellent example of both an imaginative approach and high standards.

For some years now the Summer Session has sponsored a resident Shakespeare Repertory company which provides five weeks of nightly performances of three different plays. Two years ago a professor suggested to us that we might run an institute for teachers of English on the Elizabethan Period integrated with and based upon the Champlain Shakespeare
Festival. We bought the idea (and paid for it that first year) to the tune of about six thousand dollars. Without going into the detail which was carefully set up by the Professor (who was a real artist in such matters) the institute was highly successful.

Last year he applied to the new National Foundation on the Arts and Humanities and received $55,000 to support the project for one year. It looks as though he'll get it again this year. Staff lecturers include such prominent people as Maurice Evans, Richard Dyer Bennett, Alfred Deller, James MacManaway, a small ballet group and costuming and staging experts.

We had 1500 applications for sixty places last year from 47 states, and four foreign countries. Last summer as a result we built our Summer Session bulletin around the Shakespeare theme and featured photographs from Shakespeare festivals around the world.

I cite this merely to show how a little money spent to catalyze new institutes often pays off.
CLOSING GENERAL SESSION

NOVEMBER 17, 1966 - 10:30 A. M.

ADDRESS TO THE NATIONAL ASSOCIATION OF COLLEGE AND UNIVERSITY SUMMER SESSIONS CONFERENCE

by Vernon R. Alden
President, Ohio University

It's a great pleasure to see so many long-time friends, especially my good friend and former colleague, Lloyd Watkins. When Lloyd and Bill Venman invited me many months ago to meet with you today, they told me that you would be spending two full days discussing such topics as "standards, faculty responsibilities for excellence in the summer session, continuing education and faculty and student activities during the summer."

I am not sure that I could contribute much wisdom or experience to further discussion of these topics this morning. I am tempted to talk to you about Vietnam where I have spent the last several days looking at our Ohio University educational project. Instead, I would rather talk about you --- how effectively you are functioning in your present responsibilities and how well you are preparing yourself for even greater responsibility in academic administration. As administrators of summer sessions, you are not yet the senior academic dean, the academic vice president or the president of your institution, but many of you have the qualities needed to assume these responsibilities and the visibility to enable you to be selected for positions of leadership. I hope that some of the observations I will make this morning will help you in your continuing growth and development as responsible administrators.

Those of you who know me well are aware of my interest in the study of leadership. While working at the Harvard Business School, I was involved in the education of business leaders, not only in this country but overseas as well. Through the Institute for College and University Administrators, I helped to organize case study programs for college presidents and deans. From time to time I have assisted in recruiting and training administrators for Federal government agencies. I have been especially interested in determining whether there are similar qualities discernible in leaders, whether in business or government, philanthropy or education. The careers of such men as Bob McNamara, McGeorge Bundy, Henry Fowler and John Connor attest to the fact that individuals of exceptional talent can perform with great effectiveness in a number of quite different administrative capacities.

As a university president, I continue to be interested in identifying the common threads which run through various types of administrative responsibility. I have read most of the books on university administration --- as I am sure you have. The role of the president has been defined in many ways --- an academic caretaker, a negotiator between forces of power, a keeper of the consensus, an educational leader.
What are the qualities needed by a university president today?

Laurence Gould once described those qualities as follows: “The college or university president,” he said, “must have the innocence of a lamb, the wisdom of an owl, the cheerfulness of a cricket, the complacency of a camel, the adaptability of a chameleon, the diligence of a beaver, the vision of an eagle, the patience of an ox, the strength of a lion, the nerves of a cow, the stomach of a boa constrictor, the skin of a rhinoceros, the brass of a monkey, and the charm of a domesticated deer.”

Unfortunately, with university presidents, as with all else in life, there is often a considerable gap between the ideal and the real. Although many presidents have had positions in academic administration, they have not been groomed for this kind of complex job as have many heads of business and government organizations. The administrator in business usually finds that he is well prepared for a corporation presidency because he has moved step by step up the rungs of the promotion ladder. For the university president who comes to his job from teaching, there are usually only three significant steps: department head, dean and president. Few faculty members move knowingly toward the presidency, and the ones who are moving in that direction are generally wise enough not to talk about it.

A faculty man who has devoted full time to teaching and research may usually continue with such work for much of his time after becoming a department chairman. Once he becomes a dean, he usually relinquishes his teaching and research for full-time administration, working in the area of curriculum development and faculty recruitment, selection, evaluation and promotion.

If the dean then becomes a president, he finds that perhaps no more than twenty-five per cent of his time is devoted to direct involvement with the educational processes of his institution, the remainder being given to the business, financial and public aspects of his job. Past experience, therefore, often bears little relationship to the ultimate role of the president.

I believe that the first responsibility of a president is to establish a set of goals that will inspire and lift the people who are associated with the enterprise. Then he must make certain that he has people around him who can assist in the accomplishment of these objectives. Special efforts must be made, therefore, to attract highly talented men and women and to upgrade individuals who are already in the organization. And, finally, the president must have the courage, combined with prudence, to make the difficult choices required of a unique enterprise. These tasks are interrelated and the accomplishment of one reinforces the others.

Although most institutions in our society — including universities — are growing rapidly, becoming more complex, changing at an unprecedented rate and requiring a larger number of specialists — staff members and experts — the role of the president, in my view, is not becoming diminished. If an organization is to move ahead rapidly and to improve significantly in quality, the president must be the energizer and the instrument of change. In my view, Emerson’s observation that “an institution is the lengthened shadow of one man” still holds true today in our bureaucratic society.
The goals of an organization may be simply stated, but they should be so inspiring as to stimulate creativity and to unlock energy throughout the organization. Perhaps some of you have read the report of the Committee on Structure of the American Institute of Certified Public Accountants. "The Institute's basic objective," says the report, "is to be a distinguished institution, a pacesetter among professional societies . . . The aim is not good, or even excellent, but distinguished . . . The best way to accomplish this is to hold before both members and staff a set of goals that will keep all stretched — all of the time." A set of goals simply stated but far-reaching in significance!

I am reminded of the experience of the Bell Telephone System in the early years of its development. Thodore N. Vail said, in 1885, "we will build a telephone system so that anybody, any place in the world, can talk to anybody else, any place in the world, quickly, cheaply, satisfactorily."

In 1911 there was only the line from New York to Chicago when the San Francisco Fair was announced for 1915. When Vail said he would open the Fair with a telephone call from New York, the technical capability did not exist and just the physical problem of building the line was of staggering proportions. The line was built in four years and the Fair was opened by a telephone call from Washington. In that period the basic technology upon which all electrical communications rests today was born and Bell Laboratories was launched into basic research.

Today it is becoming increasingly apparent that an organization, to be distinguished, must attract the attention and the interest of the intellectual community — or, as it is sometimes called, the "Knowledge Community." Joseph Kraft, in a syndicated article entitled "Intellectuals and LBJ", says: "Perhaps the distinguishing mark of the Knowledge Community is expectation and outlook. The members take for granted the post-war world of affluence, rapid communication, and science and technology. They are particularly at home with large institutions, performing many connected functions and regularly faced with decisions involving a wide variety of choices. Their special forte is the capacity to analyze such institutions and their problems, to define possible courses of action and to carry them out. Because they have this capacity, the members of the Knowledge Community are particularly useful to the government."

Kraft might have added that they are useful to business corporations, to churches or to any other institution in our society. To be a leader, to break new ground in scientific and social discovery, to inspire people within and outside the organization, an institution today must be building intellectual capital — not merely using it.

During the past few weeks I have read with much inspiration Arthur Schlesinger Jr.'s book about the Kennedy Administration: "A Thousand Days." I recommend it for reading by all of you who are interested in the study of leadership. Professor Schlesinger describes in vivid detail how the late energetic, brilliant young President energized the city of Washington, inspired new thinking throughout the country and captivated the hearts and minds of people throughout the world. In simple, direct terms, President Kennedy defined a new philosophy of government and set new goals for our nation. In the early weeks of his administration, he spoke to a gathering of Latin-American diplomatic officials and members of his ad-
administration at the White House: "Let us once again," he said, "transform the American continent into a vast crucible of revolutionary ideas and efforts — a tribute to the power of the creative energies of free men and women — an example to all the world that liberty and progress walk hand in hand." Schlesinger says, "It was an extraordinary occasion. The people in the East Room came suddenly alive as the young President spoke his words of idealism and purpose." He goes on to say, "The capital city, somnolent in the Eisenhower years, had come suddenly alive. The air had been stale and oppressive; now fresh winds were blowing. There was the excitement which comes from an injection of new men and new ideas, the release of energy which occurs when men with ideas have a chance to put them into practice. Not since the New Deal more than a quarter of a century before had there been such an invasion of bright young men. Not since Franklin Roosevelt had there been a President who so plainly delighted in innovation and leadership."

Schlesinger describes how President Kennedy recruited task forces of academic people to prepare major position papers which would provide the intellectual capital for vast new programs of legislation. People with ideas came from universities throughout the land, from law firms and from research institutions to contribute their knowledge and experience to the new administration. Schlesinger says "The excitement in the White House infected the whole executive branch. A new breed had come to town, and the New Frontiersmen carried a thrust of action and purpose wherever they went."

New goals, new standards of performance and new departures mobilized the Knowledge Community. Among the people attracted to Washington was the good friend of so many of us, Robert McNamara. Schlesinger says, "McNamara brought striking gifts to his new responsibility — an inquiring and incisive mind, a limitless capacity for work and a personality which lacked pretense and detested it in others. But, more than this, he brought new techniques of large-scale management. American social prophets — Bellamy, Veblen, Howard Scott, Adolph Berle, James Burnham — had long tried to prepare the nation for the coming of the managers. But none had predicted anything quite like this tough, courteous and humane technocrat for whom scientific management was not an end in itself but a means to the rationality of democratic government.

McNamara appeared at a moment of intellectual and administrative crisis in defense affairs. The military establishment had now grown into a small empire. A third of the states in the United Nations had smaller populations than the American Department of Defense, and only a few had larger budgets . . . It made a multiplicity of fateful choices in the determination of strategy, the selection of weapons systems, the design of forces and the level of expenditure. Its decisions affected everything from the economy of San Diego to the destiny of mankind.

It had been, however, an empire without an emperor. Generals, admirals, scientists, administrators and Secretaries of Defense had all tried in vain to catch hold of the defense process as it hurtled along. By now it acquired a dreadful momentum of its own: its direction, such as it was, was determined by a bewildering mixture of internal intrigues and extraneous pressures; and it was producing a set of unanticipated side effects.
on domestic and foreign policy." All of us now know the impact upon the Defense Department of the new set of goals and standards brought in by the energetic Bob McNamara. Other forms of organization — business corporations and universities — go through various stages of development. Different sets of goals and standards are required as the organization grows, matures, extends its outreach and attracts new kinds of people.

I have talked about the importance of a clearly defined statement of goals as a prerequisite to instilling excellence in an organization. Such a statement of goals, if it is inspiring as well, can attract new talent to the organization and can revitalize the "old guard." Now I come to the third section of my presentation — the need to have courage, combined with prudence, to make the difficult choices required of a distinguished enterprise.

Recent events in the area of civil rights have given us a remarkable opportunity to examine case studies of leadership as they actually develop. Great pressures are being exerted by their followers on the leaders of this major social movement. The leaders have no choice; they must act, but they must also use restraint within their actions if they are to remain effective and in the largest sense, responsible.

In the face of the conflicting pressures, overly cautious leaders are likely to be left behind by their impatient followers. And yet, the most militant are now being consumed by the passions they have ignited. Only a few have been able to tread the middle road of action and restraint. They have emerged as great leaders of the civil rights movement.

The President of the United States faces a similar problem. He must act to redress a wrong which offends the conscience of a majority of the nation. Yet, in acting, he must neither offend the Congress or cause a new civil war by allowing the nation to split.

Administrative leaders are faced with these same problems of action and restraint throughout their working lives. There is of course one major difference between leaders in business and in educational institutions and that of civil rights leaders. Instead of being pushed by their followers, quite often the president will find that he must be the initiator of change. The organization may very well be unwilling to move as fast as he wishes. He is the person who must breathe life into the organization, and in breathing life into the organization, he will want it to reflect his values and his goals.

The President may find himself fighting to get unwilling subordinates to act. A former Roosevelt aide once wrote that "Half of a President's suggestions, which theoretically carry the weight of orders, can be safely forgotten by a cabinet member. And if the President asks about a suggestion a second time, he can be told that it is being investigated. If he asks a third time, a wise cabinet officer will give him at least part of what he suggests. But only occasionally, except about the most important matters, do Presidents ever get around to asking three times."

Oftentimes the opposition is not passive, but active. The leader is most likely to find active opposition from those who were with the organization before he came. For they have created their own environment to suit their own tastes and expectancies. And they will fight to preserve what they know.
Machiavelli said that "The innovator has for enemies all those who did well under the old system and lukewarm supporters of all those who might do well under the new system." Thus it takes courage, skill and tact both to force a sluggish organization to move, and at the same time to deal effectively with the forces of opposition.

Of course, when everyone is happy, including the president, the organization lacks the cutting edge required of a distinguished institution. A Florentine nobleman of the Sixteenth Century once advised his grandchildren: "Do not fear making enemies and displeasing people to such a degree that you fail to fulfill your obligations. Doing your duty brings you reputation, and this more than compensates for the harm done by making a few enemies. In this world, you must either be dead or occasionally do things which offend people."

These words provide some comfort for the top administrator as he performs his duties. But few of us are Florentine noblemen with the absolute power to make enemies and still remain in power. Today, living in a democracy, things are different. If we are politicians or union leaders we can be voted out of office. If we are businessmen or college presidents we have our boards of trustees to answer to. And we can be subverted or destroyed by inertia and revolt among our staffs.

There are many literary references to courage. There are a few references to prudence. The reason for this is that it often takes encouragement to be courageous. One rarely needs to exhort others to caution; people rarely need to be told to watch their own skin. But the ambitious administrator who feels pressed by the need to bring about accomplishments is in need of such advice.

Many of us should like to be revolutionaries, but revolutionaries lose any chance of making big change if they come in waving banners and shouting slogans. People build up their defense mechanisms, and instead of joining the army they put up sandbags to stop you.

I think one of the reasons the United Nations was such an effective body under Dag Hammarskjold was that he kept reminding himself that "Your position never gives you the right to command. It only imposes on you the duty of so living your life that others can receive your orders without being humiliated." This imposes on the leader the obligation for a special sort of discipline. All too few men realize beforehand that when they reach the position of top command, the communication network to which they have become accustomed changes radically. They no longer have colleagues, only subordinates; and the normal correctives, that operate to keep one civilized when he is surrounded by equals, cease to function. A friend of mine tells the story of a meeting of the top executives of a large company which was convened to listen to a report by a team of experts who had made a comprehensive organization study. At one point in the report, mention was made of the importance of the informal communication network, the grapevine, in keeping this vast complex tied together. At that point the old president of the company interrupted to ask plaintively "Tell me now, I used to be on the grapevine; I'm not on it any more. How can I get back on?" He got a straight answer, "You can't get back on; it is one of the limitations of your office. You will have to find other
ways to keep informed!” Few top men fully recognize, as Hammarskjöld did, what the peculiar requirements of the top job are.

Winston Churchill to me exemplifies the man who managed to carry the nation through the right exercise of action and restraint. He certainly did not lack courage. Courage, he said, is the cardinal virtue for without it none of the other virtues are possible. But in exercising this courage to act, he used restraint. His personal secretary, John Peck, points this out in his evaluation of Churchill’s greatness. “In all his wartime administration, Peck says, “Winston Churchill was scrupulously respectful of all constitutional forms. It may well be that his supreme achievement was not merely to have been the chief instrument of victory, but to have achieved victory through the established democratic system. The doctrine of collective responsibilities of the cabinet was stretched but not broken. The functions and responsibilities of Parliament remained unchanged. He strengthened by his personal messages and interventions the system of formal and informal consultations among the members of the Commonwealth. The important news of the progress of the war and his interpretations of strategy and future prospects were given first to Parliament.”

Contrast this to the downfall of Woodrow Wilson who felt that Congress was an inferior body to the Presidency. “The President has the nation behind him and Congress has not,” Wilson once wrote. And so it seemed, for a while. Harold Laski points out that in the first two years of his administration, Wilson drove Congress to pass a series of important domestic measures. And during the war he became the unquestioned master of the nation. But with the coming of peace, the idea of his almost-personal sovereignty aroused discontent everywhere. And Congress overthrew his plan for the League of Nations. From that point on he was powerless.

To a degree the same held true with our late President Kennedy. He was a man with popularity, integrity and courage. He was fond of saying that “One man with courage makes a majority.” And yet, in trying to push an ambitious program of legislation through Congress, he ran into a brick wall. The brilliant legislative messages, put together by the talented staff which he attracted, were phrased in an almost impermissibly intellectual manner which offended many congressmen.

Lyndon Johnson, on the other hand, has tried to appeal both to the public and to Congress. As “The New Republic” points out, he has the ability to say the most revolutionary things in such a bland way that they are perfectly acceptable to everyone. His messages are cautious. They often begin with an appeal to the national past. The education bill, which may be the most far-reaching education bill ever to come from the White House, began with a phrase from the Northwest Ordinance passed by Congress in 1787. It also contained a line of probably unintentional support from the late Robert Taft. Johnson attacks no group except the far right, and he seems to disturb few myths.

This may seem overly cautious. Some time ago The New York Times complained about Johnson’s attempts to remain a “consensus President.” The Times said: “A President who wants to get things done has to be a fighter, has to spend the valuable coin of his own popularity, has to jar
the existing consensus. No major program gets going unless someone is willing to wage an active and often fierce struggle in its behalf."

The Times has since praised Johnson for his methods in dealing with the Selma, Alabama, crisis. "He waited out his critics," The Times said. "He let the television clips of the riots in Selma make their own impression on the whole country. He allowed the demonstrations and appeals for counter-action to build up, and then dramatized his response with perhaps his most eloquent speech before the television cameras and the Congress. His timing has been superb."

Johnson's speech for the passage of the Voter Registration Bill was an instructive example of both courage and caution. In urging the passage of the bill he did not equivocate. He said that there must be "no delay, no hesitation and no compromise with our purpose." And yet at the same time he managed to acknowledge the feelings of all the parties who had an interest in the struggle. He said that the Negro was the real hero of the struggle. But he also said that being himself a product of the South, he knew personally how deep racial feelings go. It is this integration of courage and caution which I believe is essential if a top administrator is to be an effective and enduring leader. For courage is a virtue only when it is directed by prudence. And prudence is a virtue only when it is based on courage.

In conclusion, I want to note that I am sure you did not invite me here to talk about leadership in the abstract. You are here in the interest of your own university and your own performance in carrying out its goals and in improving its programs. For my part, I am interested in talking to you because I know you have influence within your institution, and many of you have the potential for much greater responsibility. In these few concluding paragraphs, I would like to talk about your own growth toward top-level responsibility.

I quoted earlier from the Accountant's Institute document in which they said their goal was not to be good, or even excellent, but distinguished. One never becomes excellent by striving to be excellent. One becomes excellent only by reaching for distinction. And what is distinction? It is the impossible.

A baseball player tries for a hit everytime at bat. It's impossible; pitchers see to that. But the batter tries, every time... He achieves excellence at about .400. He wouldn't even be on the team if he only tried for .400.

When Vail demanded of the feeble telephone staff he had in 1911 that they develop the technology and build the facility so that the World's Fair could be opened in San Francisco, four years later, by a telephone call from the East Coast, he demanded the impossible! It literally could not be done with what was available in 1911. When Vail made this demand, he was in his prime — he was 66 years old.

What must you demand of your own staff — as small or as large as it may be at the present time? What is your big dream? What impossible goal must you strive for if performance at the level of excellence is to be sustained over a long period of time?
We are all aware, of course, that the right goals for an organization will be determined, substantially, by the stage of development of that institution. There is a paradox in goal setting. The right goal for an organization, one that stretches it toward distinction, is literally impossible, just as Vail's demand for a working line to San Francisco in four years was impossible. But, paradoxically, the particular organization on which the demand is made will do it — and will grow to great influence and strength in the doing of it.

What can your big dream be? Obviously I cannot state this for you — you must do it yourselves. In your present positions you are already aware of the burdens, the worries, the harsh judgments, the disappointments which responsibility carries with it.

There is perhaps no more striking description of this burden of leadership than Joseph Conrad's magnificent story "Typhoon." Undoubtedly many you have read this classic tale about Captain MacWhirr and his First Mate, Jukes. Let me read a brief paragraph to you, describing the feelings of Jukes at the height of the storm: The First Mate was on deck alone as the storm swirled about him and as the ship was being buffeted about by wind and wave. Then Captain MacWhirr came on deck.

Conrad says:

"Jukes was uncritically glad to have his Captain at hand. It relieved him as though that man had, by simply coming on deck, taken most of the gale's weight upon his shoulders. Such is the prestige, the privilege, and the burden of command.

Captain MacWhirr could expect no relief of that sort from anyone on earth. Such is the loneliness of command. He was trying to see, with that watchful manner of a seaman who stares into the wind's eye as if into the eye of an adversary, to penetrate the hidden intention and guess the aim and force of the thrust. The strong wind swept at them out of a vast obscurity: he felt under his feet the uneasiness of his ship and he could not even discern the shadow of her shape. He wished it were not so and very still he waited feeling stricken by a blind man's helplessness."

But the rewards of leadership inevitably make the efforts and sacrifice seem worthwhile. Knowledge that one has the inner strength and courage to effect change where change is necessary brings unique satisfaction.

Some of you may recall Robert Frost's well known poem, "The Road Not Taken." Mr. Frost concludes with the words:

"I shall be telling this with a sigh
Somewhere ages and ages hence;
Two roads diverged in a wood, and I —
I took the one less travelled by,
And that has made all the difference."

As never before, I believe our country — our corporations and colleges and universities — need men and women who are willing to travel the less-travelled path — who are willing to work, to take great risks, to make difficult decisions, to continue to study and to grow. It is a difficult road. It is strewn with obstacles — with detours, with danger ... It is a lonely road, but this is the road which many of you have prepared yourselves for and have chosen. I hope you will have the courage to stick to it.
President Watkins called the meeting to order at 11:25 a.m.

The minutes of the October 22, 1965 business meeting were approved as printed in the Proceedings of the Second Annual Meeting.

Treasurer Crane reported checking account receipts, as of October 21, 1966, as $12,700.04 and disbursements of $7,403.42 leaving a balance of $5,291.62. He reported that the Association has $2500 in a savings account. The treasurers’ report was received.

The Auditors’ report was read by Treasurer Crane at the request of the chairman of the Auditing Committee, Herbert Stutz. The Auditors’ report was accepted.

The 1966-67 Budget, prepared by the Budget Advisory Committee, was presented by Treasurer Crane. The proposed budget was accepted.

Thomas Earle, chairman of the Conference Invitation Committee recommended that the Association accept the invitation to hold the Fifth Annual Conference at Notre Dame University, South Bend, Indiana, in 1968. It was moved, seconded and voted to accept the invitation.

President Watkins announced that the Executive Committee had appointed itself as the Budget Advisory Committee.

President Watkins introduced John Ervin as the 1966-67 Newsletter editor. President Watkins urged the members to forward news items to John B. Ervin, Dean, University College, Washington University, St. Louis, Missouri, 63130.

President Watkins thanked Edward Spencer for handling the Newsletter during the past year. An expression of appreciation was unanimously voted Edward Spencer.

Reverend Mohan gave the report for the Governmental Relations Committee. The report was accepted.

Edward Spencer presented the report of the Publications Committee. The report was accepted.

Clodus Smith presented the report of the Research Committee and distributed copies of a survey instrument and requested reactions to the instrument be mailed to him. The report was accepted.

Jackson Wells read the report of the Constitution Committee for James Austin, chairman of the committee. The report was accepted.

Jackson Wells moved, seconded by William Venman, that Article IV of the By-Laws-Powers and Duties of Officers, be changed as follows:

1. Sections 2, 3 and 4 be renumbered 3, 4 and 5 respectively.
2. Section 2 be enacted to read as follows:
   "The President-elect shall be the Annual Conference Program chairman."

The motion was duly voted.

Jackson Wells moved, seconded by William Venman that Article VI, Section 3 of the By-Laws be amended to read:

"Officers shall be elected by majority ballot vote of the members at the annual business meeting."

A motion was duly made, seconded and voted to accept the following amendment to the Constitution to be voted on at the next annual meeting:

Article VII — By-Laws
   "By-laws may be enacted or amended at any regular meeting of the Association by a majority vote of member institutions in attendance at the meeting."

John Ervin presented the Resolutions Committee Report. The report was accepted.

Louis Truncellito presented the Nominating Committee Report. The report was accepted and President Watkins asked if there were nominations from the floor. There were no nominations from the floor.

A motion was made, seconded and unanimously voted electing William Venman president.

A motion was made, seconded and unanimously voted electing Jackson H. Wells president-elect.

A motion was made, seconded and unanimously voted electing Stuart H. Manning secretary.

A motion was made, seconded and unanimously voted electing William H. Jones treasurer.

Past President Watkins, in a brief but touching ceremony, passed the gavel to President Venman.

President Venman called for old business.

Leo Sweeney, chairman of the Membership Committee requested permission to give his report. President Venman called for Mr. Sweeney’s report which was given and duly accepted.

There being no new business, President Venman adjourned the meeting at 12:10 p.m.

Respectfully submitted by:

STUART H. MANNING, Secretary
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 receipts and disbursements recorded in bank statements from September 22, 1965 to October 21, 1966.

Attachments — Statements of Receipts and Disbursements dated October 21, 1966.

Herbert P. Stutts, Chairman
Paul E. Hadley

BUDGET ADVISORY COMMITTEE REPORT

BUDGET — 1966-67

(covering the period November 1, 1966 - October 31, 1967)

INCOME

200 Institutional Members @ $25 ...................................... $5,000
25 Individual Members @ $10 ........................................... 250
110 Conference Registrations @ $20 .................................. 2,200 $7,450

EXPENSES

1967 Convention .......................................................... $3,000
Proceedings (500 copies) ............................................. 500
Newsletters (4 issues @ $200) ....................................... 800
Expenses for Welles to visit Miami ................................. 400
1967 Conference Promotion ........................................... 500
Treasurer's Office Help ............................................... 150
Officers' Expenses ..................................................... 200
Chicago Planning Meeting ........................................... 800
Publications Committee .............................................. 500
Research Committee ................................................... 600 $7,450

The Executive Committee also authorized the expenditure of up to $300 for the employment of a Certified Public Accountant to set up books for the Association and to audit them before the annual meeting. Also authorized was the expenditure of an additional $300 by the Research Committee for the bibliography project. The total of $600 is to be taken from reserves.

LLOYD WATKINS, Chairman
WILLIAM VENMAN
STUART H. MANNING
CARLSON E. CRANE
REPORT OF THE GOVERNMENTAL RELATIONS COMMITTEE

The size and scope of government grant sponsorship present both opportunities and problems for summer school directors and deans. During fiscal year 1966 more than three billion in Federal funds has been spent through the U. S. Office of Education to students, teachers, schools, colleges, libraries, and librarians. Mrs. Genevieve Dane, Chief of the Budget Management Section of the U. S. Office of Education cities nineteen laws, enacted from 1890 to 1965 in the form of grant programs designed to "help the people of this country get the education they need."

The funds are in three forms: contracts, loans, or grants in aid. What the summer school director has to know may be simply stated:

1. What are the laws and what are their specific provisions?
2. Do the laws spell out the channels by which the funds are to reach recipients?
3. Do the laws specify exactly how much is to be allotted or is there ambiguity, calculated or inadvertent, which demands specific inquiry in each case?
4. Is academic and administrative authority retained by the institution awarded the grant?
5. Does the complexity of application procedures, the legal problems posed by conflicting federal and state grant legislation, and the analysis and interpretation of proposals suggest the use of research consultants who should accordingly advise summer deans and directors?
6. Should NACUSS take steps to see that it as a representative body is consulted anterior to legislation affecting the nation's summer schools?

1. The most easily available summary made available to the committee through the kindness of Mr. Peter P. Muirhead, Associate Commissioner of the Office of Education of the U. S. Department of Health, Education, and Welfare is a Bureau of Higher Education 45 page booklet entitled: How the Bureau of Higher Education Assists College Students and Colleges. This booklet lists all programs in the Office of Education whereby grants, loans, or contracts are made available to institutions of higher learning or personnel. It furnishes information concerning support of institutions, individuals, research, and community activity. The Bureau of Higher Education administers only programs involving aid to students and aid to colleges and institutions. In this latter category are thirteen programs:

   Assistance in Developing Institutions
   National Teaching Fellowships
   Graduate Teacher Education
   Doctoral Programs
   Foreign Studies Extension
   Special Summer Study in Language and Area Studies
   N.D.E.A. Language and Area Centers
   Overseas Study by Faculty of N.D.E.A. Centers
   Visits by Foreign Specialists

Research and Study Abroad
Undergraduate Equipment and Minor Remodeling
Institutes for Training in Educational Media
Support of Land-Grant Colleges and Universities

Another category of programs is that of The National Science Foundation so familiar to most of the membership. These programs are planned well in advance — July 1, 1966 being the closing date for 1967 programs. The 1967 Summer Institutes Guide contains information for the preparation of proposals and the operation of institutes. Requests for information concerning N.S.F.-supported summer institutes should be addressed to
Program Director for Summer Study
Teacher Education Section
Division of Pre-College Education in Science
National Science Foundation
Washington, D.C. 20550

2. and

3. The laws themselves define in detail the way in which funds get to participants and the precise amount of money that is to be allotted for a given purpose. The formula to be used by the administrative agency in distributing the funds is usually spelled out in detail.

4. Academic and administrative authority is indeed retained by the institution, once the law requirements have been fulfilled. Mrs. Dane makes the point that in transactions involving dollars, red tape is not only necessary but protective, insuring “the beneficiaries of grants that they will get their share and that they will be free of Federal controls.”

5. It would seem necessary by the multiplicity and complexity of government grants that a staff research specialist who is a university official or retained by the university or college for the specific purpose of analyzing relevant legislation, handle the necessary requisitions and keep the appropriate deans and departments heads informed of government-sponsored opportunities. The same person could be responsible for opportunities offered by private foundations.

Further complications may arise from legal problems involving conflicting State and Federal legislation. A given state may require legislative permission to accept federal funds. Matching fund arrangements may have to await state legislative action. Private educational consultants are making the government’s relation to education a full time job. We should not have to be dependent on the opportunities we hear about by accident.

6. The question of NACUSS ties to HEW is one that perhaps goes beyond the competence of this committee. It would seem helpful if lines of communication could be kept between HEW and our organization. On the assumption that summer deans and directors are conversant with the problems of summer education their availability in the planning and consultative phases of programs would seem to be most desirable.

A final problem is the manner in which detailed information is made available by the committee to the membership.

What information that is not made available in the annual proceedings may be obtained when necessary by specific inquiry to the Governmental Relations Committee through its chairman.

REV. ROBERT PAUL MOHAN, Chairman
REPORT OF THE PUBLICATIONS COMMITTEE

1. It is the general consensus of the committee, that in order to mold a stronger organization, there is a need for a dissemination of more information among the members in order that each member may become better acquainted with the membership of the association as well as the objectives that are potentially possible to achieve by the association. Such information, as the following, would be valuable to the membership:

   a. As the function and responsibilities of the standing committee.

   b. The scope of the programs offered by the member institutions and items such as enrollments, budgets, incomes, salary schedules as well the responsibilities of the Dean or Director. This information would be valuable so that members may become better acquainted with each other. This could be passed along via the Newsletter if facts were available to the editor.

   c. Decisions and recommendations etc., made by the Executive Council.

2. The possibility of combining the Research and Publications Committee, at least under the same chairman, might be considered.

3. The organization could possibly be strengthened if the Secretary's position was not changed annually. Perhaps looking forward to when a permanent secretary (more or less) would be a possibility.

4. That the Newsletter editor work closely with the secretary in not only passing along announcements from the office of the Secretary, but also the acquisition of information on members acquired by the secretary.

5. The appointment of the Newsletter editor be the responsibility of the President and his executive committee. I am assuming the President now has the authority to appoint the standing committee members as well as the chairman of the committee. An appointment of a Newsletter editor and a chairman of the publications for the coming year will need to be done.

EDWARD M. SPENCER, Chairman
RICHARD F. CLEMO
JAMES R. GASKIN
RALPH GEER
STEVEN GITTLER
ROBERT L. RANDOLPH
H. L. RASMUSSEN
RESEARCH COMMITTEE REPORT

Since its inception, the National Association of College and University Summer Sessions has recognized the importance of research and self-study. It was no accident that Dr. Harold Haswell focused his key-note speech in the first National Summer Sessions Conference on the subject of research. We remember his quote from Homer Babbidge regarding the necessity for useful facts and information in the decision making process, and his own warning that, "What we don't know about summer sessions is hurting us." The Research Committee is the Association's response to this continuing problem.

Action committees and study groups are becoming increasingly concerned with summer programs. Many of these persons do not have a grasp of the total problems of administrating summer sessions or the implications which changes in one area may have for other areas of the university. It seems to me that not only is ours an area of research and self-study that is likely to be a fruitful endeavor from an administrative point of view, but it is essential that we provide leadership in the area of summer program planning and development lest we be followers of the less informed and the less concerned.

Your Research Committee has planned a program of activities including action research activities involving the total membership. We trust that you will welcome this late attempt to research and self-study our programs. We hope that you will embrace these activities with your support and participation.

One function of the committee will be to stimulate individual research and self-study. Another will be to conduct or sponsor the conduct of cooperative research. Our field of summer session administration is the last unstudied area of higher education. We need good, solid work conducted in all of its facets. If you have an interest in gaining a great understanding about your work — either philosophically, nationally, and locally, it is safe to say that there is a welcome place for your active participation.

One could ask what we mean when we use the word "research." If research is to make a contribution to practice, we must start with an adequate concept of the matter of research. An acceptable definition is that research is an unusually stubborn and persisting effort to think straight which involves the producing and the intelligent use of relative data. Obviously, it must be directed by people of high quality who either know the specialized techniques of research or supervise people who do. Most of us have the hardware, manpower, and other resources to conduct useful and meaningful research about summer session activity. We lack only to focus this challenge on our identified and delineated persistent problem.

We need much research that could be classified as "philosophical" to make inquiry into the values and ideals and their implications for our work. Values affect everything we do or might do; research unrelated to values is sterile and meaningless.

We need historical research. I commend to you a forthcoming book by Clarence Schoenfield which includes useful and meaningful history of summer sessions. While this book cannot be classified as historical research,
it contains many elements of it. Some of us have come to accept what “is” at our institutions because we do not know that anything else has been conceived, tried, or proven to be better. Planning for the future often lacks a sound basis of knowledge of past practices and trends.

We need case studies of individual institutions. I suspect a considerable number of self-study efforts have been conducted, but we do not have an effective vehicle to report them to our membership. We need studies which summarize and integrate the research which we have drawn from the aggregate, and to state the conclusions that are justified. Often they are quite different from those resulting from individual research studies. Regarding this point, the Research Committee will endeavor to coordinate, review, and disseminate research findings of individual members.

We need longitudinal studies conducted of both individual institutions and regional summer session programs. As a professional group we have been so limited in terms of research that we have only taken snapshots of current situations. Frequently, we are misled by apparent success with a procedure that would turn sour if used over a long period of time. A case in point is projections made during the last three or four years as related to summer session enrollments. A majority of the institutions apparently experienced a decline in the percentage increase of enrollment in 1966 over 1965. A longitudinal study might have given some clues to the reasons for this decline.

We need statistical research which produces meaningful data useful in making administrative judgments and decisions. The most valuable of this type of research would likely involve several institutions. I am encouraged that the Middle States Accrediting Association is now taking a look at summer session activities. Hopefully, this will lead to some useful research possibilities.

Finally, I should like to report to you the actions of the Research Committee to date. We have actively sought to produce an instrument for the collection of pertinent data to be used in a rather comprehensive study of summer session programs and activities. An instrument has been developed based upon the experience of the North Central Conference of summer sessions and the work of Forest Whan, former Summer Session Director at Kansas State University. His contribution is willingly recognized and greatly appreciated by the Committee.

The Committee recognizes that unless such a comprehensive survey instrument is fully understood on the part of those who are to complete it, any research effort attempted will be meaningless and invalid unless completed by a substantial number of the membership. The instrument which we are about to distribute to you has been revised by the Committee a number of times. We should like to distribute it to you for reactions at this time.

CLODUS R. SMITH, Chairman
R. D. GAUDETTE
WILLARD EDWARDS
REV. ROBERT HOEY
JAMES MILNE
REPORT OF THE CONSTITUTION COMMITTEE


I The Constitution Committee recommends that:

(a) Article IV, of the By-laws, Powers and Duties of Officers be changed as follows:

1. Sections 2, 3 and 4 be renumbered 3, 4, and 5 respectively.

2. Section 2 be enacted to read as follows:
   "The President-elect shall be the Annual Conference Program chairman."

(b) No change be made in Article VI, Section 1.

Explanation: The proposed amendment deletes the second reference to "President" in Section I. We recommend against this deletion because the Article as originally adopted provides for:

1. the formal election of a President;
2. a mechanism whereby the President may serve 2 terms;
3. the situation where the President-elect cannot assume the Presidency; and, the reconsideration of the President-elect as a desirable candidate for the Presidency.

II The Constitution Committee further recommends that the following change in Article VIII of the Constitution be offered for action at this annual meeting. We recommend that Article VIII of the Constitution be amended as follows:

Article VIII By-Laws

"By-laws may be enacted or amended at any regular meeting of the Association by a majority vote of member institutions in attendance at the meeting."

Explanation: The existing provides only for enactment and not amendment.

III The Constitution Committee recommends that Article VI, Section 3, of the By-laws, be amended to read:

Article VI, Section 3.

"Officers shall be elected by majority ballot vote of the members at the annual business meeting."

JAMES AUSTIN, Chairman

JACKSON WELLS
The Resolutions Committee begs leave to submit this report for your consideration:

1. Be it resolved by the body assembled that we acknowledge, with gratitude, the conscientious endeavors of the Local Arrangements Committee and their chairman, John A. Morton. The fruits of their labors are quite evident and the continuing devotion to providing a maximum measure of comfort for all conferees merits admiration, as well as gratitude.

2. Be it resolved that the entire NACUSS membership recognize and commend the untiring efforts of the outgoing president Lloyd Watkins, for his continuous pursuit of the fullest amplification and implementation of the goals of the organization. His suggestions have been helpful, his advice has been sound, and his administration has been effective in the encouragement of new institutions to come into the fold. We are fortunate to have had the benefit of Lloyd Watkins' enthusiastic and insightful leadership during these early stages of our organizational development. His humor may be weak, but the spirit is so willing.

3. Be it further resolved that we give commendation to the outgoing treasurer, Carlson E. Crane, whose honesty and diligent implementation of responsibility have not been questioned (at least not yet). Whatever solvency we have is due, in large part to his efforts.

4. Be it finally resolved that we extend thanks to William C. Venman, who served as general chairman of the Third Annual Meeting of NACUSS. The quality of the program reflects his intelligent perception of the needs of Summer Sessions Deans and Directors. We wish for him successful tenure as President.

John B. Ervin, Chairman
Michael Nelson

NOMINATING COMMITTEE REPORT

The Nominating Committee met on November 17, 1966 and unanimously submits as its report the nomination of the following for officers for the 1966-67 year:

President: William C. Venman, University of Massachusetts, Amherst, Massachusetts

President-Elect: Jackson H. Wells, University of Denver, Denver, Colorado

Secretary: Stuart H. Manning, University of Connecticut, Storrs, Connecticut

Treasurer: William H. Jones, Emory University, Atlanta, Georgia

Respectfully submitted,

Louis Truncellito, Chairman
Richard Dankworth
T. T. Earle
Steven Gittler
Rev. Robert Hoey
John O'Neal
Edward Spencer
REPORT OF THE MEMBERSHIP COMMITTEE

Activities of the Membership Committee during the year have included:

A new membership leaflet which has received many compliments.

A recruitment mailing using that new leaflet was made to all institutions known to have summer sessions but not currently NACUSS members. John Donahue and his institution rendered valuable data processing support to this project.

A committee meeting during the 1966 NACUSS meeting has resulted in a number of plans for the next year. Two recruitment mailings are included in those plans.

The Membership Committee asks that all NACUSS members include a statement in their college bulletins about their being members of NACUSS. It further asks that suggestions on recruiting and retaining members be forwarded to its chairman.

As of November 10, 1966 the membership of NACUSS was:

199 institutional members
25 individual members
224 Total

This includes the gain of 32 new institutional members and the loss of 12 former members. Comparable figures for the previous year were:

179 institutional members
15 individual members
194 Total

LEO J. SWEENEY, Chairman
ALVIN C. W. BAHNSEN
JOHN P. DONAHUE
ROBERT E. RANDOLPH
CHARLES SPERONI
National Association of College and University Summer Sessions

STATEMENT OF RECEIPTS AND DISBURSEMENTS

October 21, 1966  (Date of Last Bank Statement Received)

Receipts:

Balance September 22, 1965 ........................................ $2,376.96
Institutional Memberships 1966-67
170 @ $25 .................................................. 4,250.00
Individual Memberships 1966-67
20 @ $10 .................................................. 200.00
Institutional Memberships 1965-66
181 @ $25 .................................................. 4,525.00
Individual Memberships 1965-66
17 @ $10 .................................................. 170.00
Half-Year Institutional Memberships 1965-66
5 @ $12.50 .................................................. 62.50
Reimbursed Petty Cash ......................................... 4.00
John P. Donahue — Balance of advanced returned ........... 48.04
William C. Venman — refund of check thought to be lost but later received and deposited by Venman ................. 200.00
William C. Venman — balance returned on advance .................. 144.54
Partial registration at second annual meeting
— J. L. Johnson ................................................. 3.00
Business lunch and partial registration at second annual meeting — A. W. Klem ....................................... 7.50
Banquet ticket at second annual meeting — Mrs. J. B. Erwin ........................................ 8.00
Banquet ticket at second annual meeting — Mr. W. D. Dowling ........................................ 8.00
Business lunch and partial registration at second annual meeting — C. E. Noyes ....................................... 7.50
Registration for Conference — 34 @ $20 .......................... 680.00
Cash .......................................................... 5.00

TOTAL .................................................. $12,700.04

Disbursements:

#122—WIU Print Shop — Rubber Stamp ............................. $ .50
#128—James Brasch — Travel to Chicago ........................ 132.93
#129—Clodus Smith — Travel to Chicago ........................ 75.40
#130—Carole Bradford — Secretarial Help ........................ 5.00
#131—Linda Aden — Secretarial Help ............................. 2.50
#132—James W. Cleary — Conference Speaker ...................... 100.00
#133—Donald R. McNeil — Conf. Speaker ........................ 100.00
#134—Hans Rosenhaupt — Conf. Speaker ........................ 100.00
#135—Mary Corcoran — Conference Speaker ........................ 100.00
#136—Ruth McKay — Typist ........................................ 12.00
#137—Beth Berry — Cashier ......................................... 14.00
#138—John P. Donahue — Conf. Expenses ........................ 20.00
#139—Cash for Maid Service ....................................... 5.00
#140—John P. Donohue — Conf. Expenses ........................ 49.42
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<td>Carlson Crane — Entertainment for Conference</td>
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<td>Carole Bradford — Secretarial Help</td>
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<td>Georgetown University Printing Department — Application forms</td>
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<td>The Hall &amp; Bill Printing Co. — Stationery</td>
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<td>Ray Kooi — Chicago Expenses</td>
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CARLSON E. CRANE, Treasurer
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

(Amended at Los Angeles, November 17, 1966)

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 President-elect shall be the Annual Conference Program chairman.

Section 3. The Secretary shall keep minutes of all regular and special meetings of the Association and the Executive Council and Executive Committee.

Section 4. 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 5. 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 shall be elected by majority ballot vote of the members at the annual business 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 temp assignments shall not apply.

ARTICLE VII — Quorum

A quorum shall consist of thirty per cent of the member institutions represented at the annual meeting.
THIRD ANNUAL CONFERENCE

Participants

Robert Allen
University of Miami
Shiro Amiola
University of Hawaii
Thomas P. Anderson
Wheeling College
James M. Austin
Massachusetts Institute of Technology
Alvin C. W. Bahnson
C. W. Post College
Jon Barkhurst
San Francisco State College
James Blackhurst
State University of New York (Buffalo)
Howard R. Brubeck
Palomar College
Charles J. Buckley
University of Scranton
Waldo Chamberlin
Dartmouth College
A. H. Chatburn
Boise College
Joe Chatburn
Eastern Washington State College
W. Donald Clague
La Verne College
Richard F. Clemo
Adelphi University
John Cooper
California Lutheran College
Carlson E. Crane
Western Illinois University
Clara B. Crook
University of Wisconsin (Milwaukee)
Thomas L. Dahle
University of Oregon
Richard T. Dankworth
University of Nevada
Paul C. Davis
Chapman College
Donald G. Decker
Colorado State College
O. E. Dial
Idaho State University
Thomas J. Dolphin
Clark University
John P. Donohue
Loyola University (Chicago)
James K. Duncan
Riverside City College
T. T. Earle
Tulane University
Willard Edwards
San Fernando Valley State College
John B. Ervin
Washington University
Herbert W. Fred
University of North Carolina (Greensboro)
Howard S. Geer
Marquette University
Ralph Geer
Bowling Green University
Steven Gittel
State University College (Buffalo)
Clayton M. Gjerde
San Diego State College
Cornelius L. Golightly
University of Wisconsin (Milwaukee)
Victor H. Goodman
University of California (Riverside)
Claud B. Green
Clemson University
Paul E. Hadley
University of Southern California
K. W. Hagerstrom
Massachusetts Bay Community College
Peter Harkins
University of Southern California
Arleigh Hess
University of Pennsylvania
Rev. Robert F. Hoey
Boston College
H. Arnold Holtz
Macalester College
Oliver C. Houston
Graceland College
William C. Huffman
University of Louisville
Sister Mary Inviolata
Immaculate Heart College
J. Boyer Jarvis
University of Utah
Marjorie B. Johansen
University of California (Los Angeles)
Gilbert R. Johns
The Colorado College
William H. Jones
Emory University
Paul Kaus
University of Idaho
Leo P. Kibby
San Jose State College
H. Parley Kilburn
Bakersfield College
Martin B. Kirch
Concordia Teachers College
Howard A. Knag
Queens College
Vernon H. Koenig
La Sierra College
Charles E. Kolb
North Carolina State University
G. D. Kyle
Agricultural, Mechanical, and 
Normal State College

Karl J. Larson
Springfield College

Robert P. Lawrence
Gonzaga University

F. Eugene Linton
Yankton College

Jack Little
University of Vermont

Charles J. Longacre
Newark State College

Robert MacMillen
Dartmouth College

Stuart H. Manning
University of Connecticut

Peter C. Marcy
California State College at 
San Bernardino

R. E. Martin
Odessa College

Forrest Mayer
California State College (Hayward)

Hubert J. McCormick
Sacramento State College

E. M. McCracken
University of Miami

Rev. Joseph S. McGrath
University of Notre Dame

Rev. William J. McIntosh
Loyola University (Los Angeles)

C. L. Miller
Howard University

N. Edd Miller
University of Nevada

Robert Miller
Tufts University

J. David Milne
Humboldt State College

Rev. Robert P. Mohan
Catholic University

Darlene Moretti
University of California (Riverside)

Charles Morpew
Wisconsin State University

John A. Morton
California State College (Los 
Angeles)

Richard S. Nazarian
Modesto Junior College

Michael U. Nelson
Rutgers University

Mark G. Nofssinger
University of Massachusetts

Bruce E. Norcross
State University of New York 
(Binghamton)

Charles E. Noyes
University of Mississippi

Clement A. Ockay
Seton Hall University

John R. O'Neal
Ohio University

Roderick B. Peck
California State (Long Beach)

Dean A. Peterson
Brigham Young University

Carl Pilla
Henry Ford Community College

Marvin H. Platz
San Diego State College

Ralph A. Porter
Cerritos College

Jackson O. Powell
Wichita State University

Russell Riese
The California State Colleges

C. H. Robinson
Hunter College

Ben Rothblatt
The University of Chicago

Jack G. Shaheen
University of California 
(Los Angeles)

Charles B. Smith
Pennsylvania Military College

Clodus R. Smith
University of Maryland

Mark A. Smith
Edward M. Spencer
Fresno State College

Robert C. Spencer
University of Rhode Island

Charles T. Speroni
University of California 
(Los Angeles)

Herbert L. Steele
Dept. of Health, Education 
& Welfare

Herbert P. Stutts
The American University

Wylie W. Swapp
Church College of Hawaii

Leo J. Sweeney
University of Missouri 
(Kansas City)

Louis Truncellito
Georgetown University

Frederick B. Tuttle
National Aeronautics & 
Space Administration

William E. Umbach
University of Redlands

William C. Venman
University of Massachusetts

Everette L. Walker
Illinois Wesleyan University

Donald G. Wallace
Drake University

Lloyd T. Watkins
Idaho State University

Jackson H. Wells
University of Denver

Frank G. Willey
San Jose State College

E. K. Williams
Savannah State College

Robert L. Williams
George Washington University

Wendell W. Wolfe
University of Alaska