



Proceedings

of the

Fourth Annual Meeting

of the

NATIONAL ASSOCIATION OF COLLEGE

AND

UNIVERSITY SUMMER SESSIONS

at the

Galen Beach Hotel — Key Biscayne, Florida

November 7 — 9, 1967

— 0 —

Host Institution

UNIVERSITY OF MIAMI, CORAL GABLES, FLORIDA

— 0 —

Volume 4

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Volume 4

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State University College at Buffalo
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WENDELL WOLFEMarquette University, *Chairman*
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University of North Carolina
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Tufts University
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University of Alaska*Resolutions Committee*CORNELIUS L. GOLIGHTLY
FRED W. HOSTERUniversity of Wisconsin, *Chairman*
Miami University

Program

FOURTH ANNUAL MEETING

National Association of College and University Summer Sessions

November 7-9, 1967

THE SUMMER: PART OF THE ACADEMIC YEAR

Host Institution: UNIVERSITY OF MIAMI, Coral Gables, Florida

at the

Galen Beach Hotel, Key Biscayne, Florida

TUESDAY, NOVEMBER 7, 1967

- 9:00 a.m. REGISTRATION
- 10:30 a.m. AUDITING COMMITTEE
Herbert Stutts, *Chairman*
- CONFERENCE COMMITTEE
T. T. Earle, *Chairman*
- CONSTITUTION COMMITTEE
James M. Austin, *Chairman*
- EXECUTIVE COUNCIL
William C. Venman, *Chairman*
- GOVERNMENT RELATIONS COMMITTEE
Rev. Robert P. Mohan, *Chairman*
- LOCAL ARRANGEMENTS COMMITTEE
Robert Allen, *Chairman*
- NOMINATING COMMITTEE
Willard Edwards, *Chairman*
- PUBLICATIONS COMMITTEE
John B. Ervin, *Chairman*
- RESEARCH COMMITTEE
Howard S. Geer, *Chairman*
- RESOLUTIONS COMMITTEE
Cornelius Golightly, *Chairman*
- 12:00 Noon EXECUTIVE COUNCIL LUNCH
-

1:30 p.m. FIRST GENERAL SESSION

Chairman: William C. Venman, President, National Association of Colleges and University Summer Sessions, University of Massachusetts

Greetings: Robert Allen, Dean of Continuing Education and Director of the Summer Session, University of Miami

Speaker: Clarence A. Schoenfeld, Director, Summer Session, University of Wisconsin

Topic: "The Summer Session in the University of the Future"

3:00 p.m. BREAK

3:30 p.m. PANEL DISCUSSION

Chairman: Willard Edwards, San Fernando Valley State College

Panelists: Carlson E. Crane, Western Illinois University; Robert C. Spencer, University of Rhode Island; Thomas T. Earle, Tulane University

Topic: "The Summer Session in the University of the Future"

Recorder: E. K. Williams, Savannah State College

6:00 p.m. SOCIAL HOUR

7:00 p.m. BANQUET

Chairman: Charles E. Noyes, University of Mississippi

Speaker: A. D. Graeffe, Professor of Humanities, University of Florida

Topic: "Humanistic Astronomy"

WEDNESDAY, NOVEMBER 8, 1967

8:30 a.m. REGISTRATION

9:00 a.m. SECOND GENERAL SESSION

Chairman: Rev. Robert Paul Mohan, S.S., The Catholic University of America

Speaker: Donald N. Bigelow, Director, Division of Educational Personnel Training, U. S. Office of Education

Topic: "The Changing Concept of Institute Programs"

10:00 a.m. BREAK

10:30 a.m. STUDY GROUPS: Developing Unique Summer Programs

SECTION I: Junior and Community Colleges

Co-chairmen: John R. Donohue, The Loop College;
Kermit K. Johnson, Manatee Junior College

Recorder: Kenneth W. Hagerstrom, Massachusetts Bay
Community College

SECTION II: Summer Enrollment to 2,500

Chairman: Gilbert R. Johns, Colorado College

Recorder: Jack E. Little, University of Vermont

SECTION III: Summer Enrollments between 2,500 and 5,000

Chairman: Steven Gittler, State University College of
New York at Buffalo

Recorder: Louis Truncellito, Georgetown University

SECTION IV: Summer Enrollments Over 5,000

Chairman: Shiro Amioko, University of Hawaii

Recorder: William Bright, California State College at
Los Angeles

12:00 Noon LUNCH

2:00 p.m. DISCUSSION GROUPS: Special Interest Areas

SECTION I: Symposium for New Summer Session Deans
and Directors

Chairman: Hubert J. McCormick, Sacramento State
College

Recorder: Howard A. Knag, Queens College

SECTION II: The Effect of Government Sponsored Programs
on Summer Session Enrollment

Chairman: Ralph H. Geer, Bowling Green State University

Recorder: Martin B. Kirch, Concordia Teachers College
(Nebraska)

SECTION III: Administering Conferences and Other Non-
credit Summer Programs

Chairman: W. R. Gilchrist, University of Miami

Recorder: C. L. Miller, Howard University

SECTION IV: Coordinating Directors of Sponsored Programs

Chairman: Courtlyn W. Hotchkiss, Colorado State University

Recorder: James Kemp, Springfield College

3:00 p.m. FREE TIME TO ENJOY RECREATIONAL OPPORTUNITIES

THURSDAY, NOVEMBER 9, 1967

9:00 a.m. THIRD GENERAL SESSION

Chairman: Jackson H. Wells, University of Denver

Speaker: James E. Perdue, President, State University of New York at Oswego

Topic: "An Appraisal of the Summer Sessions' Unique Qualities and Contributions"

10:00 a.m. BREAK

10:30 a.m. SPECIAL REPORT

Chairman: William H. Jones, Emory University

Speaker: Clodus R. Smith, University of Maryland

Topic: "Special Report on NACUSS Research"

11:00 a.m. ANNUAL BUSINESS MEETING

Chairman: William C. Venman, University of Massachusetts

Secretary: Stuart H. Manning, University of Connecticut
Committee Reports
Election of Officers

12:00 Noon ADJOURNMENT

2:00 p.m. EXECUTIVE COUNCIL MEETING

PROCEEDINGS
of the
FOURTH ANNUAL MEETING
National Association of College and University Summer Sessions
FIRST GENERAL SESSION
TUESDAY, NOVEMBER 7, 1967

Presiding — William C. Venman, President, NACUSS
University of Massachusetts

THE ROLE OF THE SUMMER PERIOD IN THE
UNIVERSITY OF THE FUTURE

By Clay Schoenfeld, Director, Summer Sessions
The University of Wisconsin, Madison

No speaking assignment could give me more pleasure than to kick off this national conference on "unique qualities and contributions of the summer session." I have found my association with fellow summer session deans and directors to be among the more stimulating and rewarding experiences of professional and personal life. I know you well enough to know you will pay relatively respectful attention to what I say — and then tear it apart with a vengeance. This is as it should be. Higher education and its spokesmen need debate, not adulation; summer session deans are a particularly irreverent lot; and their operations and aspirations can stand a good deal of constructive discussion.

I hope you will agree with me that it is hazardous for anyone to generalize about college and university summer enterprise in the present, not to mention in the future. After all, there are something like 1,500 different institutions engaged in some form of summer activity. They are located in city inner cores, suburban complexes, quaint villages, and open country. They range in size from less than 500 to more than 50,000 students. They encompass varying traditions, resources, and goals; with disparate freshmen, faculties, freedoms, and friends; the ethos of some unchanged for generations, of others as evanescent as the headlines; their administrators chosen either for their nonconformity or their compatability, depending on the desired posture of the institution.

If our institutions of higher education are different from each other, their summer activities are more so. From now on in this paper there will not be a single sentence about which some will not say, "That's not how we do it!" or, "That's not the direction we're heading!" This is because each summer term is the product of a grab-bag background of varying traditions, developments, objectives, needs, environments, requirements, rules, latitudes, personalities, and processes. About all we can say for sure about each summer term is that it is indigenous to its particular clime; that is, it has come to fit one institution's concept or somebody's idea of what summer enterprise should encompass and how it ought to function. Their utter heterogeneity, then, is one of the hall-

marks of the summer period in American institutions of higher education, a characteristic I do not see changing markedly in the future. Somehow the summer term has defied "typing" to a greater extent than has the so-called regular year, and will continue to be so from campus to campus. Yet there are enough similarities among our summer terms to make it possible to draw some broad conclusions about shared qualities, to come to some tentative conclusions about common contributions, and to make some guestimates about the general shape of things to come.

You will note at the outset of these remarks that I am avoiding the use of the term "summer session" per se. I do this deliberately, because I will be talking about the total operations of the university in summer and not simply about those portions of university enterprise typically budgeted under, or administered by, the nominal summer session office. The so-called summer session budget is one of the most misleading documents in higher education in terms of reflecting what an institution really does in summer. The term "summer session" has become identified largely with only one aspect of what goes on on a college or university campus between May and September; namely, formal instruction for academic credit. Yet, in addition to conventional instruction, the typical summer period is marked by significant research programs and public service activities.

It is the multifaceted nature of summer enterprise that has come to distinguish university operations in summer, and that I see growing as a hallmark of the role of the summer period in the university of the future. Let us first discuss, then, the background, current status, and future prospects of the American university summer term's tripartite stance.

The modern American university stems from three separate yet complementary roots: the crown academy, with its emphasis on prescribed liberal instruction; the German university, with its emphasis on research and advanced study; and the land-grant college, with its emphasis on vocational training and community service. The university in summer is the direct descendant of these three backgrounds; this inheritance has dictated the evolution of the summer term, stands out in sharp outline in the current posture of the summer university, and will continue markedly to influence summer campus developments.

To sharpen our understanding of where we have come from, let us take a mythical campus and trace the history of a typical summer term:

Siwash University, founded in 1846, lies fallow in summer until 1871, when Professor Jacob Stone, its professor of languages, is given permission to use university buildings for a private summer institute for teachers. The venture is short-lived, but it is succeeded in 1880 by a summer school for teachers, sponsored by the state superintendent's office. In 1885 two professors of agronomy, together with two graduate students, begin to pursue their researches the year-round. In 1893 the University openly takes over the summer school for teachers, but grants no credit for summer courses. In 1895 the teachers' school is joined by a summer institute for librarians, arranged by an embryo extension department. In 1899 the College of Engineering offers a summer course in surveying and grants credit for it. By 1901 the various summer courses and schools are incorporated into an official University Summer Session, with a small budget and a part-time

director to administer it; certain courses carry full credit for qualified students. By 1903 the Summer Session plays host to a non-credit School of Ethics for adults. In 1905 the catalog of the University speaks for the first time in proud terms about the "educational pre-eminence" of the summer term, along with idyllic descriptions of the summer campus. In every respect, writes Dean M. Clarke Jones, "the Summer Session has become an integral part of the University."

In general we can see three main characteristics reflected in this representative historical vignette:

First, the public service theme. On the typical campus, summer work started under the guise of an informal summer institute of summer normal for teachers.

Second, the research theme. On or near the typical campus, summer science camp or experiment station activity pre-dated formal summer instruction.

Third, the regular teaching theme. Somewhat grudgingly yet steadily, universities added to their summer service and research programs a curriculum for "regular" students. As the summer term sought status, regular work came increasingly to dominate the literature, and today is often mistaken for the entire operation. Those who do so might as well look at a church and say its work is confined to a one-hour service each Sunday morning.

This early espousal of a triple-headed approach to academic enterprise has lent to the summer term a unique quality which constitutes a signal contribution to higher education today. Nothing in American history has been more striking, Frederick Jackson Turner observed, than "the steady pressure of democracy upon its universities to adapt them to the requirements of all the people." It is the summer term, hospitable to innovation, given to public service, research, and instruction, which has been a primary vehicle for the adjustment of its institution to the needs of its constituency. Today, on the representative university campus, the summer term continues to be marked by great diversity in classroom teaching, by great diversity in research, and by great diversity in adult education and public service. I see this three-legged posture continuing to be a cardinal role of the summer period in the university of the future.

Let me repeat: one factor continually stands out in any review of summer operations: the innovative nature of the summer term. Quite contrary to representing a hiatus in academic activity, the summer term has come to be the place "where the action is" in stimulating enriched educational experiences on the part of a wide range of students and staff. It is toward the maintenance and strengthening of this imaginative climate that summer term administration should be devoted.

There is good evidence, says Samuel Baskin in his *Higher Education: Some New Developments* that more significant experimentation is taking place in higher education today than has ever taken place at any other time in the nation's history. It is significant that the university summer term is intimately involved in most of these newer developments, the eclectic quality of the summer ethos providing a fruitful setting for innovation. Institutions of higher education have long been criticized for their resistance to change. It is

said to be easier to move a cemetery than to overhaul a campus. Yet higher education has begun to move; new ideas have begun to take hold in a variety of settings. In many such activities it is given to the summer term, with its traditional affinity for experimentation on three fronts, to provide the favorable environment for change. B. H. Hibbard, pioneer agricultural economist, tells a delightful story in his informal memoirs to the effect that when, at the turn of the century, he proposed to introduce a course on the University of Wisconsin campus in farm production and marketing theory, Dean William H. Henry of the College of Agriculture felt the idea too "far out" for the regular-year curriculum but did permit Professor Hibbard to experiment with the course in summer school. Today that course is a department of 45 professors, operating a year-round program of teaching, research, and extension. This concept of the summer term as a time for introducing the new, the different, the imaginative is still very much with us, and becomes the principal criterion in summer term planning.

Sound planning principles indicate, then, that a great summer term be a teaching institution, devoting itself to the conservation of Western culture, to the liberal arts and the humanities; to bringing all its students into juxtaposition with the leading ideas that have animated mankind; to helping them learn to think for themselves and to develop their highest human powers — intellectual, moral, and spiritual.

Sound planning principles indicate, second, that a great summer term be a great center of independent thought, of investigation, of interpretation — pushing ever outward the boundaries of the known and debating constructively the relevance of the unknown to daily life. The research-minded campus produces not only the theoretical knowledge which stimulates further scholarship; it produces practical knowledge which goes to work immediately in field and factory; and it produces the creative men and women upon which a scientific-industrial-democratic society depends for its very existence.

Sound planning principles indicate, finally, that a great summer term be a great center of public service, moving out from its teaching halls and research laboratories to meet the educational needs of youths and adults alike, and carrying back to the campus the stimulation which comes from contact with life as it is being lived in its community.

In its teaching, searching, and serving, a great summer term contributes that balanced way of life which is the wonder and redemption of American higher education. Each function complements the other. To slight one markedly is to dilute all three. At any given moment on a campus, one function or the other may be in the ascendancy, and this is not necessarily a danger signal; indeed, it would be virtually impossible to keep the three perpetually on an exact par at every institution. But over the long haul the welfare of American education depends on a nationwide balance in teaching, searching, and serving. This is the signal contribution of the summer term, now and in the future — that through an astute assessment of all pertinent perspectives, each institution will achieve harmony of the forces and functions which best fulfill its peculiar credos and attributes, best serve the needs of its publics, and best meet the challenge to higher education in a democracy.

I turn now to some speculation about the future of the man who will be responsible for pulling all this off — the summer term dean or director.

The great majority of university summer terms are in charge of an individual, usually known as the director or dean. On the face of it, this may seem curious. There is, for example, no "first semester" or "second quarter" dean. But a little examination will show that, if there weren't such animals, universities would quickly invent summer session directors.

There is, first, the force of history. Because the first summer sessions were patently in but not of the university, early presidents were quick to delegate responsibility. The habit is still with us. There is, too, the practical consideration that presidents and chancellors need vacations, and someone must be left as the senior officer present. Someone, also, must play the role of dean of the "college" in which are enrolled the significant numbers of "summer only" special students.

Summer session directors would like to think, however, that there are more valid reasons than these for their existence. Someone must assume the role of creative summer program planner if the term is to grow soundly. Someone must keep the president or chancellor advised of emerging summer problems and recommended solutions. Someone must be willing to ride herd on the three-ringed circus the summer term represents. Someone must respond to the peculiar stance of the summer term with respect to student and staff recruitment.

In short, somebody has to "think summer" 365 days a year. That somebody is the summer term director.

The first summer term administrators were entrepreneurial professors who operated private summer schools on the university grounds. There sometimes were several of these entrepreneurs functioning independently at the same time. As the university began somewhat reluctantly to enfold these "weed" summer schools, it appointed what one institution called a conductor, perhaps, as one of his successors later wrote, "because he was charged with the responsibility of bringing into harmony the dissonant variations on an educational theme."

By the early 1900's the chiefs of the summer term were uniformly called directors, and they were that. Charged with building flourishing programs yet with making ends meet, they established the ground rules, dealt imperiously with individual instructors, and marshalled students to classrooms and picnics. As the summer term increasingly took on the mantle of the regular year, the directors began to deal with school and college deans, to rely on the institution's overhead personnel for administrative support, and to win some financial subsidy; whereupon they came to be called deans themselves in many cases.

Today, whatever his title may be, the chief summer term administrator is a coordinator, not an "operator." In military parlance he is a special staff officer, not a commander. He advises, he cajoles, he recommends, he supervises, he may even prod, but he does precious little directing. He is even lucky to know everything that's going on, so various are the university's summer programs and so automatic their arrangement through on-going channels.

Where do summer session directors come from, and where do they go? Because irregular programs for teachers bulked larger in early summer session operations, presidents frequently turned to educationists or extensionists for their summer session directors. The education-extension route had given these

men the experience needed to face such a conglomeration of problems without flinching too noticeably; their colleagues looked on in appalled silence. Many extensionists and educators continue to serve with distinction as summer term directors today, but the modern trend is to lodge the function under the hat of an academic dean, vice president, or provost, although it must be said there are all sorts of exceptions to this rule, depending on local traditions and talent.

Whatever the nature of their associated administrative posts, summer term directors reached them by devious routes. Among the members of the Association of University Summer Sessions, for example, such academic disciplines as the following are represented: Education, journalism, geography, bacteriology, international relations of Latin America, speech, business economics, English literature, religion, advertising, constitutional law, philosophy, history of Japan, economics, American drama, the arts, American political parties, and psychology. The graduate thesis topics of these men can only be described as heterogeneous: Public Relations of Conservation, Education of Negro Children in a Non-Segregated School Environment, Embryology of Certain Mammals, Principles of English Literary Translation, Rhetoric of William Ewart Gladstone, Studies in Money Velocity, The Structure of the Old English Poem *Beowulf*, The Influence of Student Mental Ability on the Retention of Test Results by Tenth Grade Students, Christian Conceptions of Sin and Justification in the Light of Depth Psychology, The Michigan Constitution of 1837, Japan and the U.S., 1790-1853, and the Ontological Argument.

The summer term directorship is definitely not a one-way ticket to some academic Siberia. In the history of one university, for example, one summer session director became President of the institution, another became Dean of the College of Letters and Science, a third Dean of the School of Education, and a fourth Chancellor of the Branch Campus System. When American summer session directors get together for their annual conventions, their ranks always indicate that this or that former lieutenant has gone on to bigger if not better assignments. It must be admitted, however, that some summer session directors die in harness, and others simply fade away.

No American institution of higher education considers directing a summer session to be a full-time job. In the larger universities, however, it is usually at least a half-time assignment. What does the summer session director do with the rest of his time? He may do some teaching in his "home" department, which can range from philosophy to agronomy; but he is most likely to be an administrator — a university dean, a college dean, an extension or evening school dean, and so on; or an associate dean. He usually holds the rank, real or courtesy, of a full professor. He is generally paid less than the average of other deans at his university but more than the average professor there. He tends to be younger than either.

So much for the obvious data. Where in fact does the summer session director sit in the university power structure? It is hard to say. The other "hat" he wears may enhance or detract from his status as summer session administrator. It is the rare summer session director who is a regular member of the president's cabinet simply by virtue of his being director of the summer session, but he will invariably participate in any top-level discussions with summer session implications.

In general, in most large institutions the summer session directorship tends to be about what the director wants to make it — a significant administrative

post with manifold responsibilities and relationships, or something of an afterthought.

While most of the summer term's functions are subsumed under the on-going activities of other units, the summer session director usually has a small staff to assist him in the preparation and dissemination of informational literature, special student registration and record-keeping, fiscal control, and program planning and supervision. Invariably the summer session director will have an advisory committee. It may be a committee elected by the faculty; more frequently it will be an appointed group, composed of those fellow administrators and professors most concerned with, interested in, or adept at summer term matters. Such a committee can be extremely useful in communicating problems and insights to the director, in helping shape policies, and in communicating summer term perspectives to key units of the university. It must also be said that an ill-chosen or ill-motivated committee can constitute a drag.

With few exceptions the summer session director reports directly to the chief administrative officer of the institution, or his immediate deputy. The summer session director will of course also have close working relationships with school and college deans, the extension director, and the various strata and sub-strata of administrative offices, particularly the admissions officer, the registrar, the chief fiscal officer, the dean of student affairs, the dormitory and student union heads, the director of public relations, the superintendent of buildings and grounds, and the secretary of the faculty.

The summer session director is busy. If his is a large, growing enterprise, he is very busy, playing a number of roles.

The summer session director attempts to sense public educational needs, interpret these needs to academic deans and department heads, thence help translate the needs into academic programs of high quality, and finally to communicate information about the programs to prospective students. Such program planning is a year-round role, reaching its peak in late fall with the formulation of the budget for the forthcoming summer term.

It is the prime responsibility of the director of the summer term to bring to the attention of the university administration the pros and cons of any problem situation that he can foresee or that may occur, and to suggest reasonable solutions in keeping with the broad policies of the institution.

The summer session director has the task, on the one hand, of holding eager academic departments to course offerings and staffing which are economically feasible; and on the other hand, to "needle" backward departments into meeting their summer opportunities. Sometimes this role will involve formal budget conferences; more likely informal visitations are all that will be required.

As the "dean" of the "special student" college, the summer session director acts on admissions, counsels students, and causes academic records to be kept. In his larger role as director of the summer session as a whole, he concerns himself with matters of housing, extracurricular programing, registration, advising, and educational facilities — working through the year-round personnel so assigned.

One of the main reasons for there being an office of the summer session is the great need for coordination of regular, semi-regular, and non-regular activities. The enormous liaison needed for the programing, common use of space, overlapping use of staff, and so on, within the academic units, between the academic units and the ancillary services, and within the ancillary services themselves, makes centralization of this role a necessity. However, the wise summer dean follows this rule-of-thumb: The more administrative detail which can be kept in the usual channels the better.

Preparing and distributing promotional literature, greeting campus visitors, welcoming conference groups, addressing student forums, supplying the press with timely information — the summer director inevitably falls heir to these and related public-relations chores.

Whatever it may say in the manuals, the summer session director's time will typically be taken up significantly with a host of human relations problems, running the gamut from the ridiculous to the crucial. In one and the same summer he may: commiserate with a department chairman who can cajole no staff member into teaching; counsel another department chairman who proposes to load his summer staff with expensive visiting lecturers; hold the hand of a homesick junior high musician; salve an ancient English teacher who complains bitterly that the play she has been assigned to read is "salacious;" excuse from the campus a wayward coed who beds down in an off-limited apartment; calm a parent who doesn't want his son rooming with a Negro; exchange words with a graduate school dean who grants research leave to an instructor at the last minute; help the registrar try to get his IBM machine cranking; debate a student union rule that bathing suits are "verboten" in the cafeteria; assure a professor that he need not give a mid-term exam if he doesn't want to; fence with a reporter who wants to do a story about sorority life in summer; invent statistics for the president's office on short notice; settle a quarrel between two institute directors over the use of a movie projector; work out a loan for an errant freshman who majored in poker instead of political science; refer a disturbed grad student to the psychiatric clinic; mediate between a cadre of ROTC cadets and their "Peace in Vietnam" pickets; and tell his wife why he won't be home for supper again tonight!

Most universities are run, or appear to be run, by committees. So pervasive are his interests and responsibilities that the summer session director will wind up, in the nature of things, on more than his share. Most professional associations are run, or appear to be run, by committees. In representing his institution in the various leagues of summer sessions, the summer dean will wind up on state, regional, and national boards.

Withall, the summer session director must continue to pose as the professor he once was. While he is under no real pressure to publish, he invariably will. While he is under no pressure to teach, he does so when he can. He likewise will enter into some of the educational-service programs of his parent department.

If he has any time left, the summer session director will also attempt to play the role of husband, parent, and human being. He may even play golf.

Finally, the summer session director has a critical role to play in the development of the summer student's personality. He is bound to represent much of what it is that students are supposed to become. As a leader of summer

university enterprise he cannot be merely an engineer who keeps the machinery running; he must embody his institution's ideals and goals. He must show in his behavior that he stands for something, that he knows how to make value judgments, and that he has the courage to follow through in action.

Deans and directors may overlook their role as models for students, and it may appear at times when things are running smoothly that the students are overlooking it, too. But let the summer dean make a mistake, act in violation of some ethical norm, compromise once too often with the forces that oppose the true aims of the university, or display some measure of "phoniness," and the effect on students is immediate and profound. They feel cheated.

It would be a fine thing if all summer session directors could be heroes. If they cannot be, what with all the shopping, housekeeping, and trouble-shooting they have to do, they should at least behave so consistently with our basic values that they can be ignored or taken for granted by students on the assumption that all is well. Summer deans, in short, have to be "wise and just and good men without expecting, or getting, any credit for it," as Nevitt Sanford puts it.

Because few if any summer session directors are wise, just, and good, day in and day out, they meet under each of the primary functions a number of perennial problems.

A summer session's instructional program is no better, and no worse, than the instructors doing the teaching. Getting instructors, placing instructors, and evaluating instruction is at the heart of the task faced by directors, deans, and department chairmen in summer.

In many departments the competition for good men is intense — from the research program, from the educational-service program, from other institutions, and from the lure of independent study and relaxation. In other departments on the same campus, there may be a surplus of professors, each hopeful of an appointment.

Complicating the situation is the fact that it is often difficult to get faculty members and their department chairmen to crystallize plans early and make firm commitments. Research opportunities tend to take priority over instruction, no matter how late they "break;" and outside funds are notorious for the tardiness of their arrival. Even institute and conferences staffing can disrupt the regular curriculum.

In some institutions the summer session dean may be able to exact teaching contracts from professors; at most institutions he can only roll with the punch, publish an amended timetable of courses — and keep smiling.

In those instances when, for some reason or another, the summer session director administers summer research programs, he enters the maze of contract negotiations, which has so few landmarks that large universities typically assign a special staff officer the sole task of reviewing proposals, checking the fine print in grant documents, and generally assisting in fiscal control.

There is "big" research and "little" research. "Big" research is exemplified by some of the research in physics which involves teams of scientists and the construction of expensive apparatus, such as high energy particle accelerators. "Little" research is carried on by individuals, using sometimes nothing more than books, and costs on the order of \$20,000 per project per year or less.

The mushrooming program of summer conferences and institutes presents two problems — quality control and quantity control.

The university is under increasing pressure from government agencies, from industry, and from lay groups to arrange a growing array of summer educational experience. Where these programs draw legitimately on the skills and resources of the campus, and when suitable faculty members are fully involved in curricular planning and execution, clinics and workshops can be among the most exciting and worthwhile of the summer university's ventures. But if the summer session director allows his institution to become little more than a hotel-keeper for this or that convention, he does both campus and clientele a disservice.

The physical resources of the campus are not unlimited. Some rationing of time and space among educational services may become necessary. Particularly, the summer session director may have to enter the arena of long-range plant planning — to incorporate adult education criteria in dormitory design, to add suitable rooms to the student union, or to put air conditioning in the continuation-education building.

Money is the final factor which determines educational results. Getting enough money and spending it wisely is the alpha and omega of the summer session director's job. Most directors would say the wise spending is easier than the getting. Whether his target is a president, a board of trustees, a foundation, or a legislature, the summer session director is faced annually or biennially with explaining the needs of his program and documenting those areas that particularly warrant initiation, enlargement, enrichment, or improvement.

At the present time the summer session director is riding the crest of public interest in expanded summer operations. That interest, however, is often expressed in terms of juggling the academic calendar in such a way, not to invest more money in education, but to cut corners. As best he can, the summer session director must convince all parties that there is no special magic in any particular schedule, and that any time education in greater quantity is a goal, the price tag goes up unless quality is to suffer. As best he can, the summer session director must also convince all parties that unless he is endowed with Gestapo-like powers, he cannot dragoon more students into summer study than want to come of their own free will; and until summer curricula, summer credits, and summer scholarships are equal to regular-year standards in every respect, measurable numbers of students will choose to absent themselves from the campus between June and September.

Besides fighting the calendar, most summer session directors are fighting the clock. The time their institution apportions to summer administration is seldom adequate. Hopefully out of the current emphasis on year-round education will come a recognition on more campuses that the summer term deserves something more than part-time attention.

As we have said, the summer session director's is a coordinating role of no mean proportions. His range of unilateral decision-making is narrow. His area of interest is broad. Hence the director spends a large share of his time in consultations. In the final analysis his effectiveness will depend on his ability to lead while seeming to be led.

The volatile, relatively unstructured nature of the summer term operation makes standard operating procedures somewhat suspect and places a premium

upon successful informal inter-personal relationships. This situation has led one summer session leader, George Smith, to observe, with keen insight:

"I should underscore that a study of *ourselves*, individually, would contribute an important factor to the knowledge needed for the solution of the human relations strains which inevitably must be faced in summer session organization and administration."

Summer session deans appear particularly to have an inferiority complex. Whenever we get together we inevitably complain to each other that our summer term is not properly appreciated. Like most pictures in people's heads, the American university summer term's image could probably stand some polishing, but the situation does not really seem as bad as summer deans would have each other believe. If all the deans who lack confidence in their wares could somehow undergo a type of therapy, the summer term image would take on a rosier hue over-night.

Questions of "image" aside, there is no question but what, in much of the United States, there are serious climatic and social hurdles in the path of equating summer academic terms to the balance of the year. The tempo of life is different, there is a deeply ingrained attitude toward summer productivity, there is an expectation that life in "the good ol' summertime" will be easier. Many educators believe that we are never going to make the summer period the equal of others so long as such attitudes prevail. In the words of the "Report by a Special Committee of the Ford Foundation to the University of Pittsburgh," (New York, January, 1966):

"The likelihood of maintaining an even enrollment level throughout the year seems remote, for climate, vacation habits, cultural attitudes, the need students have for summer income — all tend to curtail the size of summer college enrollments."

Lack of adequate financial wherewithal in some quarters is no figment of the imagination, either. Too many summer sessions are still asked to be self-supporting. As a result, they schedule only sure-bet courses, sign their professors up to sudden-death contracts, pay them below scale, and milk students. There is simply no excuse for the summer term to enjoy anything but the same level of subsidy as that afforded the balance of the year. There is simply no excuse for the summer instructor to be appointed and paid on other than the same basis as the winter instructor. Even faculty fringe benefits should be equal in summer to regular-year standards. Above all, summer fees should be their just proportion of semester or quarter fees.

Fortunately the situation is improving, as reported by *Year-Around Operation in American Universities*, (Association of University Summer Session Deans and Directors, Boulder, Colorado, 1963:

"Significant differences in status, objectives, composition of student body, length of term, and in salaries and fringe benefits between the academic year and summer have existed in American universities. Universities have been increasingly aware of these differences, and systematic plans have been put into effect during the past decade which have minimized and in many institutions have eliminated nearly all differences except term length and enrollment."

Another type of action is imperative. The paucity of information on most aspects of the summer term is evident at every turn. The scholar seeking a topic for research or the graduate student casting about for an interesting and worthwhile thesis subject might consider the summer university an area for fruitful investigation. For example, it is desirable to have more information on financial policies and practices, on the composition and objectives of the summer session student body, on the functions and powers of administrators, and on the characteristics of the non-degree-credit workshops, to mention only a few. Case studies of the development and important aspects of summer sessions in individual institutions would give solid bases for valid generalizations. To paraphrase Sir Winston Churchill, we are certainly not at the beginning of the end of the study of summer session, and we are probably not at the end of the beginning.

Finally, the time allotment credited to the director for his summer administrative duties needs in most instances to be substantially increased, the U.S. Office of Education believes. This very likely is true. What many presidents may not understand is that the crucial chores associated with administering the summer term occur not in summer but in the period from November to May when the program is being planned, budgets built, staff retained, and physical facilities secured. Indeed, once the summer term opens there isn't much the director can do to influence the course of events other than to sit on student conduct committees. An honest half-time position the year-round would seem to be the minimum assignment for a summer dean in an institution that expects to operate an acceptable summer term.

The position of the summer term and its chief will probably continue to provoke discussion indefinitely, with each institution settling the issue according to its lights.

Graydon W. Yaple, Dean of Faculty at Wilmington (Ohio) College, would in effect "abolish the summer session." He does not propose to abolish summer activities, but he does suggest that we "stop giving a special name to that phase of the college program that happens in summer." "I wonder why," he asks, "we have to have a person designated to operate a program in summer who does not operate educational programs in the rest of the year?"

Robert W. Richey of Indiana University, on the other hand, is all for strengthening the unique nature of the summer session and its principal administrator: Unless we lend more status and authority to the summer dean, he will "find some of the assistant deans throughout the university operating much like newly-commissioned second lieutenants, which makes it difficult to work with them in the planning, organization, and administration of a strong summer program."

In a recent study of 274 universities enrolling over 1,500 students in the regular year, Dr. Charles Heidenreich of Sacramento City College sought to determine the emerging "functions and powers of summer session directors." The Heidenreich study merely documents what has been intuitively known, that there is now no overweening discernible pattern in summer session organization and administration. Are there any trends?

Raymond C. Gibson, professor of education at Indiana University, suggests two possibilities and rejects two others:

Ideally he believes that since summer session functions carried on in our major universities cut across every school and department, they should be organized under a vice president and dean of the summer session who sits directly under the president. It seems to him that the position should, at the very minimum, coordinate with that of the director of athletics, whose position in the hierarchy is almost universally directly under the president.

If it is necessary to deviate from this choice with respect to the status of the administrator of the summer session, Dr. Gibson would settle for a position as associate dean of the faculty in charge of summer sessions. This second scheme would continue to relieve the dean of the faculty of most of his responsibilities for the summer session and would free him for creative planning and innovation indispensable to the ongoing program for the regular academic year. It would likewise recognize the year-round assignment of planning and implementing the summer program with the associate dean of the faculty in charge of summer sessions.

In these first two schemes of organization, budgetary allocations would be made to the summer session in the same way as they are made to other schools and colleges of the university, perhaps at the same time that annual commitments are made to schools and colleges. Once the summer session budget for each school, college, or division of the university has been agreed upon, the various deans of schools and colleges under the coordination of the dean of the summer session would proceed to implement the planning in terms of curriculum, budgeting, and personnel.

The third type of organization is one in which the dean of summer session would be coordinate with deans of the various schools and colleges, and thus he would have to bargain with his peers for programs, personnel, and budgets. Dr. Gibson rejects this approach since in some cases it would mean that the fate of summer session programs might be decided by individuals who do not believe in them.

The fourth type of administrative structure is one in which the administrator of the summer session holds a title and position subordinate to those of the deans of the various colleges. This type of organization is the most difficult and inefficient method by which a summer session can be administered because it gives the director of summer session only full authority to go begging for support from superiors, Gibson says. The nature of the summer session as a creative and innovative activity in a university, many of the results of which eventually are incorporated into the regular programs of the academic year, indicates that the dean in a subordinate position is apt to dissipate most of his energies in fruitless enterprises.

Whatever administrative pattern, if any, achieves dominance in the future, it should be in consonance with certain basic summer session characteristics:

1. The program involves curricula and personnel from every division of the university.
2. Credit and noncredit courses, workshops, and institutes in great numbers make the summer term different from the program of the regular academic year.
3. Summer sessions are essentially more innovative than regular academic programs.

4. Budgeting and staffing summer sessions must be coordinated by a central administrative official, but implementation of the program is a function of the substantive divisions of the university.
5. Central office planning, budgeting, staffing, and publicizing the summer program demand a full-time staff working throughout the year.
6. The only other academic program that cuts across the whole university is the graduate program of teaching and research, which must be closely coordinated with the work of the summer term.
7. Although an institution may give individual staff members a choice as to whether they work in summer, participation in summer sessions can no longer be at the discretion of substantive divisions of the university.

8. A university is noted for its specialists who very appropriately do not want to be "organization men." They represent a centrifugal force which, uncoordinated, can bring about a disintegration of the university. The indispensable function of the administrator is to bring about the synthesis, to put the pieces back together. The summer session is a classic example of such a need. Under adequate leadership, a university is greater than the sum of its parts, as Dr. Gibson says.

In evaluating the criteria just stated, it may be well to remember that when educational leaders . . . describe educational undertakings, they give the impression that their concepts and hopes are much nearer realization than the facts indicate. Nonetheless, the American university summer dean *is* strong, and he is growing stronger. His summer term is now seen to be considered a unique yet integral part of the year-round operations of the modern American university. Through teaching, research, and public service activities, the summer term provides for carrying on the functions of the university without interruption, and in fact for adding to those functions in a number of distinctive and effective ways. Yet successful as is the university's year-round operation, now, there is still opportunity to utilize even more fully the facilities of the campus during the summer months. Consequently it should be the policy of the summer term director to take such actions as deemed necessary to initiate, or expand present programs of vigorous encouragement of clientele to take advantage of summer offerings.

University summer term posture will continue to be marked by three principal attributes: recognition of the summer session as an intimate and essential aspect of the year-round university program of teaching and research; an appreciation of the unique contribution the summer session can make to adult education and public service; and an understanding of the desirability of achieving optimum utilization of campus facilities throughout the calendar.

Just as it was Harvard's Eliot who helped inspire the birth of the summer university, perhaps it is given to Harvard's Tom Crooks to offer a benediction to this discussion of the summer dean. "A summer term with vigorous self-respect," he says, "has a great utility for the university that could not be recreated in a 'year-round' operation of the university for its degree candidates only. I am grateful, as are a majority of our faculty, that we have a strong and

growing summer term which can be continuously improved by solving specifically-summer problems. If this situation was not present, I would argue for its creation; that is, for a different kind of seasonal operation, rather than a major revision of the academic-year calendar which would exclude the favorable aspect of the summer session."

Within what calendar framework, then, will the summer term dean operate? This is the third point about which I wish to speculate as we project the role of the summer term in the university of the future.

The length of the summer session is a function of the academic-year calendar. In those institutions employing two semesters of approximately 17 weeks each — and 85 per cent of America's colleges and universities do so, the principal summer term is usually 6 to 10 weeks in length. In those institutions employing three quarters of 11 weeks each, the main summer term is usually two 5½-week sessions back-to-back. In those few universities employing the new "trimester," the summer term is 15 weeks, sometimes split into two 7½-weeks increments. Many large universities operate additional overlapping special sessions of from 1 to 14 weeks duration.

A half-dozen years ago some observers might have been led to say we were reaching a national consensus on the summer calendar; the trimester plan seemed to be emerging as the wave of the future. More recently, dividing the college year into three parts is beginning to look better on paper than in practice.

The trimester plan first came into use during World War II because of demands of the military for accelerated manpower training. Its employment virtually disappeared after 1946 until 1960, when a number of institutions revived the trimester with a flourish as the answer to the squeeze placed on physical plants by mushrooming enrollments. Many other colleges and universities considered moving to a trimester, frequently prodded by laymen intrigued by the vaunted savings seemingly inherent in the pattern and the possibilities for accelerated progress toward degrees. Today the trimester may not be dead but it has lost much of its luster along with its most vociferous converts.

The University of Pittsburgh launched its trimester to the accompaniment of much fanfare in 1959-60. By mid-1965, Pittsburgh had run up an operating deficit exceeding \$15 million. These two facts "hardly seem(ed) unrelated" to a special Ford Foundation committee studying Pittsburgh's problems. The committee noted that summer enrollments averaged only half of fall totals, yet Pitt was paying 70 per cent of its faculty on a full-year basis. The three-term calendar particularly "failed dismally to appeal to undergraduate students," perhaps because the calendar didn't tie in with the schedules of other schools in the area. While applauding the experimental spirit of the institution, the Ford committee could only conclude that "disappointing student response made the experiment extraordinarily expensive." The Pittsburgh Board of Trustees got the message.

In 1961-62 Florida, in the hopes of handling more students without a big plant expansion, became the first and only state to adopt the trimester statewide. Admittedly the trimester got off to a bad start in Florida because it was imposed summarily by the Legislature with little consultation with the faculties. What is more, professors were asked to assume a 25 per cent greater teaching load for only an 11 per cent pay increase. Yet the main objections

that came to be expressed were educational. "We had to condense 16 weeks of material into about 12 weeks," said Prof. David Dawd, "and it simply didn't work. Students attended class less, read less, and emerged with less, yet they got the same credit. They were shortchanged." Said another: "Education is not a 60-yard dash; it should be approached and savored. Students were confused and stunned." Some students agreed: "It was like trying to drink water from a high-pressure fire hose." Summed up Vice President Robert P. Mautz: "We have been extremely unhappy." Governor Haydon Burns ordered the trimester killed at the close of the 1965-66 school year.

At the State University of New York at Binghamton (formerly known as Harpur College) a year-round calendar, designed to handle about 50 per cent more students, attracted almost no increase because, as President G. Bruce Dearing reported, "students shunned the summer term."

At the Illinois State Teachers College branch in Chicago, 60 per cent of the professors have been forced to teach year-round. "The trimester has given us maximum use of our physical plant, but it's killing off our faculty," says Dean Jerome M. Sachs. "The whole group needs some time off to rest and restructure courses."

Parsons College in Fairfield, Iowa, has been able to maintain summer enrollments of 70 to 80 per cent of fall and winter levels, but only by requiring attendance for all students with below "C" grade averages, and waiving tuition for all students above the "C" level.

By mid-1967 some 50 other institutions were in various stages of evaluating their experiences with the trimester. Many were coming to "a growing awareness that the trimester is no bed of roses," in the words of Russell I. Thackeray, executive director of the National Association of State Universities and Land-Grant Colleges: "Besides the educational aspects, schools are discovering that the economics they achieve through full-time use of facilities aren't offsetting the increased faculty salaries that go with the trimester, and students don't seem ready to give up summer vacations or outside work for full-time school."

The last, best hope of the trimester is probably the University of Michigan. Unlike the situation in Florida, at Michigan the plan was adopted in stages with thorough faculty participation. Unlike the Pittsburgh pattern, at Michigan the emphasis has been on the flexibility of the new calendar rather than on acceleration. "We are learning from the experiences of others," says Stephen H. Spurr, Dean of the Graduate School. But not everybody at Ann Arbor is happy. Prof. Nicholas D. Kazarinoff heads a faculty group calling for a return to the conventional semester. He objects to the "teaching speedup" and the pressure that causes more students to drop courses or take "incompletes." Clarence Fanto, editorial writer for *The Michigan Daily*, has scored "the slim courses offerings" in summer, and the "academic crush" which has brought a "decline in student participation in valuable activities and organizations."

The latest report from Ann Arbor, recorded in *The Michigan Daily* for September 21, 1967, reads as follows:

The trimester calendar is under fire from the faculties of the University. Polls of the faculties of the literary college and business school conclude that the former semester system is preferable. Faculty

support for the trimester system has been dwindling steadily. The Senate Advisory Committee on University Affairs has referred the matter to its Educational Policies Committee for consideration.

The whole academic world continues to watch the University of Michigan. If the trimester maintains itself there, it will stay on the American agenda for discussion, at least. If it fails, there will surely be no satisfactory evidence supporting the trimester calendar in major universities unless students are forced to attend the summer term.

If the trimester is not the answer, what is? There are probably about as many answers as there are types of institutions. The point is, we must seek answers, in the words of William E. Stirton, Vice President, University of Michigan, "The Summer Session in University Relations," Association of Deans and Directors of Summer Sessions, October 19, 1956:

I know only two institutions that are less efficient in the use of their plant than the schools — I think of the church and I think of the racetracks; perhaps I should include some consideration of voting booths. Seriously, I am sure that we in the universities can't get by with this casual usage forever . . . I would suggest that we disassociate our thinking from the conventional traditional summer session which simply filled the interstitial spaces between semesters, and instead think of the tremendous impact and tremendous effect on university relations that can be engendered through a modern summer term concerned with anticipating and meeting modern community and personal needs and giving leadership in the evolution of educational techniques necessary in this increasingly complex society.

In seeking answers, in "meeting modern community and personal needs," we must be realistic. It is foolhardy, for example, to call for "the development of a year-around American way of life in which vacation opportunities, employment, and study opportunities are sought throughout the year." The summer as a vacation period is not going to dry up and blow away simply because a campus committee wills it. It is too deeply imbedded in American folkways, climatic conditions, industrial practices, agricultural pursuits, and family traditions. Better that we seize on the new American summer leisure to convert occasional idle hours into fruitful hours than that we flounder in a mass assault on a calendar that is made more of iron than of rubber. To offer to provide many more Americans with meaningful summer educational experiences of varying lengths and breadths is in the best interests of college and community. To attempt to remodel American life is the rankest effrontery.

What major criteria should be used in evaluating academic calendar experiences and proposals? Five can be suggested:

1. The quality of our higher educational institutions should be carefully safeguarded; a university calendar is not an end in itself but only a vehicle for implementing or strengthening particular educational values.
2. The student should be allowed sufficient flexibility in entering upon his college program and in pursuing his educational goals.
3. More specifically, the freedom of the student to determine his own time of entry and his own academic pace thereafter should be fully preserved.

4. The student who so desires should be afforded an adequate opportunity to accelerate his academic work through continuous or near-continuous year-long attendance.

5. Existing physical facilities and instructional resources should be utilized to the fullest extent possible consistent with the values above.

A crucial question immediately arises: How should these values be weighted? Obviously, the relative importance attached to each criterion has a direct bearing on the type and degree of calendar change which one may wish to introduce. For instance, substantial alteration of present scheduling patterns may be appropriate given maximum plant utilization as the overriding goal, but may be unnecessary where opportunity for acceleration is the primary objective.

In listing such values, I have arranged them in what I consider to be a proper order of importance; in my opinion, major emphasis should be placed on preservation of institutional quality, and the freedom of the student to proceed at his own academic pace.

Generally, the advocates of the trimester plan have argued for its adoption on these grounds: It better enables our colleges and universities to cope with rising enrollments and the "explosion" of knowledge in the postwar period; it provides the student with the opportunity to complete his undergraduate education in three years instead of four, and thus encourages earlier entry into the job market or into graduate or professional school; it offers faculty members additional options in terms of research or vacation time; and it facilitates maximum utilization of the physical plan and instructional resources.

Presumably the same advantages are inherent in a year-round quarter operation; in fact, proponents of this system contend that it is preferable to the trimester for essentially these reasons: It fits better with the public school calendar; it is more adaptable to the varying needs of students and faculty; and it allows the student to pursue fewer subjects in a more concentrated manner during a single term.

After a study of the relative merits of three-semester and four-quarter plans, the California Coordinating Council for Higher Education endorsed the quarter system as the "best method of achieving year-round operations" at the University of California and the California State Colleges, and proposed that the final calendars installed by these institutions be designed so as "to provide ease of transfer from junior colleges and high schools." The CCHE in California opted for the quarter plan because of its "greater flexibility," e.g., faculty would have "one more term per year in which . . . to study, travel, or relax;" "better articulation with other educational institutions;" and "greater educational service to the state from institutions not operating year-round."

One of the prime arguments for year-round education on the trimester or quarter model thus is that it enables institutions to make more efficient and effective use of existing facilities, and to realize, at least in the long run, important economies in capital outlay for buildings and equipment. Optimum plant utilization, however, requires that student enrollments be distributed more or less evenly throughout the several terms; in other words, we must cut the fall "peak" and fill in the summer "valley"; yet an enrollment balance is

difficult, if not impossible, to attain in the absence of some degree of compulsion. The question then becomes: Should any compulsion be employed, and if so, how much is acceptable?

The 80-year experience of many institutions with summer session operations coincides with recent trimester experience in several "lessons learned":

1. A significant number of "regular" students need and will attend a summer session strong in course offerings at all levels of collegiate work.
2. An equally significant number of "regular" students will not choose to attend the summer session.
3. The summer period is the only time when a great many youth and adult "special" students can come to the campus for liberal and professional institutes, clinics, and workshops.
4. In many departments it is difficult to recruit a teaching staff, so intense is the competition from research and scholarly travel programs.

All of these experiences lead to the conclusion that, in the absence of compulsory measures, it is extremely difficult if not impossible to maintain a summer student body and a summer faculty equal in numbers to the spring and fall terms. Yet unless the man-day spaces are made to be equal in all terms, there are no economies in so-called year-round calendars; in fact, there are hidden expenses.

With respect to compulsory summer term attendance, most educators are unalterably opposed to such a practice on educational and socio-economic grounds:

Many students must work a period of the year in order to earn enough money to continue their education; and the summer offers many employment possibilities. A number of industries are built around the employment of seasonal student help; tourism, canning, construction, for example.

The pressures to accelerate, to "succeed," that come to bear on students from grade school days tend to reach a peak in the college years, and dictate a summer hiatus for renewal of mind, body, and spirit in the case of many individuals. Compulsory school attendance during summer is alien to American folkways and disruptive of American family life. Compulsory summer teaching assignments would be repugnant to many faculty members and would lead to a progressive deterioration of staff quality.

Were university facilities to be assigned largely to "regular" students in summer, there would be inadequate room and staff for the youths and adults who now come to the campus in summer. Compulsory summer attendance would make it difficult for many students to plan meaningful curricular sequences, unless each term were to offer an identical array of courses. Compulsory class attendance in summer would interfere with those independent researches which are best carried on by students in summer; agricultural studies, for example. Were all university classrooms to be pressed into service around the clock in summer, the university's physical plant would face major air-conditioning requirements. The terms of a so-called "year-round" calendar do not articulate well with elementary and secondary school schedules, making it very difficult for beginning freshmen and school teachers to avail themselves of summer study.

Above all, universities do not need to engage in compulsory summer attendance practices in order to assure a high level of year-round operations. The American university operates year-round now, with programs of teaching, research, and educational services that scarcely break step from one month to the next and that are virtually as strong and considerably more varied in summer as in fall.

Rather than resort to Gestapo-like tactics in dragooning students and instructors into summer classrooms, the American university can continue its outstanding record of voluntary year-round operation through strong summer instructional periods of from 2 to 12 weeks in length, coupled with continuing research programs, and expanded adult education, extension, and public service activities.

How can the summer term be strengthened with a view to inducing greater voluntary utilization of campus facilities? Let me suggest a number of departures:

1. Summer attendance is in part a reflection of curricular offerings. A poverty-stricken list of courses furnishes little incentive for the regular student to stay. Each university department should contemplate curriculum expansion and enrichment, with an eye particularly to upper-division programs.

2. Summer attendance is in part, too, a reflection of faculty strength. Where the "name" professors are absent in summer, students will be also. Salaries, fringe benefits, and reward systems need to be reviewed with an eye to summer teaching.

3. Serious efforts must be made to increase financial aid for summer students. Such persons incur a double expense: they must meet the costs of summer attendance while sacrificing income from a seasonable job. Scholarship and loan policies and practices must come to recognize the place of the summer term. Fee reductions may be in order in summer.

4. To increase campus plant utilization and to enable the student to earn maximum credits, some calendar juggling may be desirable. For example, an 8-week session can become a 9- or 10-week session, or a 9- or 10-week session can become two 5-week terms.

5. Research activities may lend themselves to more emphasis in summer, particularly those programs requiring extra manpower or benefiting from outdoor investigations.

6. The utility of the summer campus as a site for a wide range of continuing education programs has scarcely been scratched. Youths and adults, housewives and doctors, lathe operators and physicists, bassoon players and engineers — all are ready to convert the new American leisure to purposeful pursuits at the institution who will but construct meaningful learning experiences on a scale and a calibre commensurate with public needs and desires.

If these proposals are implemented, we can conclude that the future of the summer term looks bright indeed. Enrollments will be up throughout the country. High-quality students at all ranks will choose to attend. Schools will continually improve their course offerings. Campus extra-curricular life will likewise flourish. Research and service will expand. All in all, prosperity can finally come to the summer term.

The prosperity will not be without its responsibilities, however, and the summer term will need to face up to some serious challenges in the next decades. The challenges involve far more than merely tooling up to meet increased enrollments. Basic to them seem to be some considerations about the very nature of the summer program.

A first consideration about summer terms is that they exist and flourish because they quite explicitly fulfill basic public needs. The student enrolls for summer study because he needs a particular course or courses or wants to work toward earlier graduation or wants to receive the specific financial benefits that his or her employer offers for summer study. The summer term student knows to a considerable degree exactly what he wants out of the summer education for which he has sacrificed time and money. If he can't get it he will either go elsewhere or not attend at all. While for large segments of the American population college attendance for nine months has become a social as well as an educational necessity, no such fate has overtaken the summer term. Nor does any seem likely in the near future. The summer term must continue, therefore, to sell itself by offering its prospective students what they are looking for, or at least what they ought to look for.

The implication of the trimester experience particularly is that the summer term must realize that its past role of ministering to various academic needs will have to continue and be periodically updated. The term must retain the "all things to all persons" approach that has increasingly come to characterize it. In other words, while the full-time continuing student will become increasingly prominent, he can not be allowed to dominate to the exclusion of other groups. Those older summer veterans, the specials and the educators, must also be provided for. Even though the summer term need no longer point to teacher re-training as its *raison d'être*, it can not ignore the increasing demands of the nation's schools for better trained personnel. So too, the diverse elements of the special student population should continue to be welcomed to the summer campus.

In the same vein of retaining its traditional summer term values must come a renewed interest in educational experimentation. The summer term needs to retain and expand upon that "vigorous and historic tendency" toward "relatively uninhibited experimentation in new ideas and techniques" that a United States Office of Education report discerned.

In a time of increasing selectivity on the part of college admissions officials, programs of trial admission of "border-line cases" to the not yet overcrowded summer term provides a good screening device as well as a source of summer enrollees. Of even greater potentiality are programs for the admission of outstanding high school students to regular summer undergraduate work. Treated just as another student, they are able to use the credits earned when they reach actual university standing. The few schools that have attempted such programs have found the results highly satisfactory. Continued expansion of travel-study programs for both the regular student and the interested layman is also needed. Greater efforts, too, should be made to expand off-campus research and study programs. Graduates and undergraduates should be encouraged to pursue topics of special interest in the summer months, receiving academic credit for such diverse work as studying geology in the Canadian Rockies or researching an American history thesis at the Library of Congress.

While old values must be maintained new considerations must also be taken into account. More financial assistance will have to become available, especially in the areas of year-round scholarships and expanded job opportunities. Present conditions generally range from barely acceptable to deplorable. Greater care must be taken in offering a complete program for the prospective three-year bachelor's candidate. Graduate schools likewise need accept the fact that they are running a full-blown year-round operation. Co-curricular offerings should be increased. Here university funds must help provide for student recreational, social, and cultural pleasures just as they do for the rest of the year. Expanded too must be such student service programs as student health, student counseling, and student housing. In short, the summer student deserves the full benefits of university attendance.

Out of the joint need to make the summer more like the regular year and yet maintain its unique attributes arises a final challenge. The challenge is one that has been stated both clearly and vocally by students and faculty in recent years. It is the real challenge of the "revolt of the students"; the real motivating force behind the "Berkeleys" throughout the country. Stated from an institutional point of view, how can the university retain its concern for the individual in the face of burgeoning enrollments and computerized administration? Stated from the student's point of view, how do I avoid the deadening impersonality of being merely a face in the multiversity crowd? Correspondingly, how do I square traditional ideas of "well-rounded education" and "learning at the feet of great men" with the modern realities of assistant-run courses, little contact with research-oriented professors, and strong encouragements "to pick a major early and stay with it"? While all this is not exclusively a summer term problem, it can not help but become of greater significance to summer education in the years of growth ahead.

One sees the problem in even sharper focus when one considers that many of the summer term values both past and present fulfill the demands of educational activists at both student and professorial ranks. Greater student-teacher contact is desired. The summer has always provided this, not only for reasons of smaller student populations but also because the faculty was primarily a teaching faculty. Today, with faculty financial position vastly improved over previous decades, the summer teacher is teaching by choice, not by necessity. Further he is less burdened with time-consuming committee work. The student quite naturally becomes the beneficiary. So, too, he benefits by the diverse, more motivated student body around him. The chance to meet and study with persons outside his usual narrow social group is another of the lasting values of summer. Finally, beyond the completely tangible is an intangible summer spirit, a feeling of belonging, of importance, of purpose. This feeling has been expressed in many ways, but the following anonymous summer student's comment would seem to speak for most:

... There is an indescribable friendliness and togetherness about summer school that makes my heart warm to ... my home. Not a 'home away from home' but 'my home'. Somehow, everyone drops the pretense — the acting, the sophistication — in summer. Girls wear shorts to classes, even men students yield to the temptation to be cool. Profs joke about their rank among their fellows (as measured by the time their classes meet and which side of the building they are located). We all have something in common which seems to bind us

together. Seniors, grad students, summer freshmen, and profs all become friends. Everyone is 'in this together'.

If the summer term can retain this spirit it will not only aid its own programs and prospects but can provide an invaluable lesson for all higher education.

In summary, I have tried to make it clear that the American university summer term, after 80 years of development in comparative shadow, is now emerging into unexpected limelight as a vortex of those problems and possibilities agitating our institutions of higher education.

The summer term is the scene of continuing conflicts that lend vitality to academic enterprise:

The perennial dialogue between faculty and administration, with a new breed of executive emerging to perform a role of quiet leadership, whether he occupy a professor's chair or a president's suite.

The pervasive debate between responsibility for academic standards and tradition, and responsiveness to public needs and wants, the balancing of which is the genius of the modern university.

And the related conflict between conformity to time-honored curricular modes and structural patterns, and flexibility in outlook and execution.

Whatever the solution to these and other problems, we know that it must be indigenous; that is, summer term calendars, clientele, curricula, and administrative structures must be in keeping with the background and aspirations of the particular institution or region they are designed to support.

As our various institutions move to shape the summer university of the future, we can expect to see at least six major trends:

1. The summer as a period of experimentation, particularly in the areas of interdisciplinary programs and special offerings for groups with particular needs.
2. Modernization of educational facilities and techniques, such as the harnessing of electronic developments to classroom purposes.
3. Constant evaluation, with increased investment in those programs that serve well and a discarding of others.
4. The summer administrator emerging as an internal coordinator and external interpreter of the methods and aims of higher education.
5. A mutual blending of the characteristics of the regular year with those of the summer term to the end that the year-round pattern of university enterprise is more homogeneous from season to season.
6. Increased attention to the solution of domestic and international issues.

The problems of the summer period are largely the problems of higher education in general. By its very nature a peculiar breed of academic animal, the summer term is in an advantageous position to find and experiment with new ways and means of solving some of the dilemmas of the university. There are some signs that the summer term has accepted this challenge: the summer session role in revising curricula, the use of independent study and foreign

travel, the special-student category and its implications in respect to admission policies, the upsurge in public service programs, the flourishing of research, and the improvement of teaching and administration.

The summer period is a significant device which each American university can increasingly employ to attain its objectives. For many of us, this presages a summer enterprise "as broad as human endeavor and as high as human aspirations."

THIRD GENERAL SESSION

THURSDAY, NOVEMBER 9, 1967 — 9:00 A.M.

AN APPRAISAL OF THE SUMMER SESSIONS' UNIQUE QUALITIES AND CONTRIBUTIONS

By James E. Perdue, President

State University of New York at Oswego

Whenever a president is asked to speak, the audience is usually subjected to a recounting of his current and most exasperating problems. Regardless of his assigned topic, he can somehow twist it around in order to make what he wants to say seem relevant. This is a therapeutic experience for the executive officer and one which needs to be available to him from time to time. For this opportunity, I thank you from the bottom of my heart.

Your program chairman has asked me to speak to the topic, "The Summer Session's Unique Qualities and Contributions." (Although I may need the therapy, I shall be careful with what I do to your topic.)

As directors of college and university summer sessions, you are expected to provide leadership for this segment of the institution's program. Where such leadership exists, unique qualities and contributions are most likely to appear. Leadership encourages and stimulates change, not random change but change toward a goal. Change for the sake of change means nothing; but change in the direction of a predetermined goal is progress.

In fulfilling this leadership role you share with your president a unique problem. The problem is how to work harmoniously and creatively with a diverse group of professionals to establish common goals and to find agreement concerning the method by which the goals are reached.

Faculties sometimes wish to work independently in establishing the goals for their educational programs. They sometimes insist that the formulation of educational policy belongs exclusively to them. Your leadership must begin to function at this point.

The administrator, by in large, is a former faculty member who is now performing duties which do not primarily involve teaching and research; however, he is still of the same species as the faculty member. The administrator who really assumes a leadership role rather than being just a caretaker, must participate in policy formation for three reasons: (1) The administrator is the nexus between policy formulation and policy implementation. (2) If policies are to be successful, their consideration cannot be divorced from a consideration of the procedures which will be used in carrying them out. (If you don't know where you are going, any road will get you there.) (3) The determination of educational policy and especially the establishment of educational goals can be a frustrating task. Neither faculty nor administration should attempt this task in isolation for consensus on policy is difficult to achieve. If either group is excluded from participation, communication and understanding within the community become more difficult and either or both groups may charge the other with failure to perform its function properly.

If we can agree thus far concerning the nature of our shared leadership role, let us look next at the relationship between leadership and the nature of change. If we believe that the leader must be concerned with goals, we are also saying that the leader must understand the nature of change and how to bring it about. When we state a goal, we naturally assume some changes must be made if we are to go from where we are to where we want to be.

In the remainder of my speech I shall examine two aspects of this problem and from that examination draw some conclusions which should concern you as directors of summer sessions. First, I shall examine briefly the nature of change and the function of change agents. Second, I hope to sketch in bold strokes if not in detail a picture of the unique qualities and contributions which summer sessions have made to institutions of higher education. And in conclusion, I shall suggest the possibility that, because of its particular nature and function, it is altogether possible that the summer session could and perhaps should operate at the apex of the flying wedge of "change agents" constantly at work to penetrate the ever-present picket line of institutional inertia.

Change is not a simple phenomenon. Its structure is as complex as a multi-faceted diamond, and like a diamond, each facet of change must be analyzed with care in order to pick up the multitude of reflections emanating from a single source. Let me take note of a few of those facets which we observe almost daily. Perhaps because of their familiarity, we tend to underrate their importance.

First of all, many individuals in our culture believe that change is necessary and that it is good. Perhaps this outlook has been reinforced by our observation of nature. For example, a lake in which the water does not constantly change becomes stagnant and eventually fails to support life. Acting upon this knowledge, we work to provide bodies of water with inlets and outlets. We do this not because we are interested in the constant change of water but because the change supports life. The summer session is little different from a pond. It can change and thus remain fresh and vital or it can be changeless — become stagnant and die.

Another surface of change mirrors an image which we as individuals fail or perhaps refuse to see. It is the highly personal aspect of change. Each of us expects others to change but we do not wish to do so ourselves. Perhaps this is because change brings about a feeling of insecurity on the part of those who are affected by it. It produces the new and the unfamiliar. Change requires us to evaluate old habit patterns and to accommodate new ways of thinking. Each of these outcomes can leave us disoriented, discouraged and doubtful. But at the same time it provides us with increased awareness. Perhaps we need to be more aware of Churchill's admonition, "Men occasionally stumble over the truth but most pick themselves up and hurry on as if nothing had happened."

Change does not occur by itself. Whenever there is a change, it is introduced by a person, a thing or an event. It is brought into being, and the person, the thing, or the event which brings it about is sometimes referred to as a "change agent." Change agents tend to have certain characteristics. They are usually unencumbered by tradition or habit. They work within a framework of relative freedom. Few individuals look to them for their personal and professional security. And people who serve as change agents are usually considered

by others to be unimportant within the hierarchy or so-called power structure. I contend that the summer session directors and their programs possess all of these attributes in abundance. I also believe that this is a fortunate state of affairs.

The nature of change and the function of change agents, at this point, blend smoothly and, I think, meaningfully with a consideration of the unique qualities of the summer session. When we compare the summer session with the regular college term, some of these qualities can be easily observed. Some may be unique in nature, but for the most part their uniqueness lies in quantity rather than quality. For example, summer directors have more freedom in terms of how they use time. Periods of instruction need not and have not been uniform. The length of the summer course has varied with its nature. As a result, methods of instruction in summer programs have been much more highly diverse than those used during the regular term. The additional amount of space available for use during summer session is another unique quality. Since most schools have summer sessions which attract substantially fewer individuals than the regular term, the amount of space available to accommodate the summer program should be a major advantage and an attraction to both students and faculty, and we have not always made the best use of this particular asset.

Summer sessions need not be organized along departmental lines. The recent concept of a "free university" is an opportunity which was always available to the summer session. Why didn't you develop it? You are encumbered with fewer traditions, fewer rules and regulations, and with smaller amounts of appropriated funds than any other segment of the institution. You may feel that this last observation is a peculiar one, that if you had more appropriated funds for your operation, or in the case of some institutions any appropriated funds, that this alone would cure all of your ills. I repeat, limitations on appropriated funds may be one of your most valuable assets — one of your most unique qualities, because special appropriations bring special responsibilities and special kinds of accountability. I am not suggesting that the summer director should be free from accountability. I am implying that accountability should be measured in a different way.

In other words, it appears to me that you possess in abundance those qualities which I have earlier described as the characteristics of change agents. You are unencumbered by tradition and by habit. You do work within a framework of freedom. Few individuals look to you for their personal and professional security, and you are not usually considered as powerful in the university hierarchy. If you wish to use these qualities, these unique qualities, they can be of great benefit to you.

With these qualities in mind, I suggest that you should be more concerned with the summer school as a process rather than as a product. Like the catalyst in a chemical reaction, you can be, indeed you have been, the major change agent within the university system.

For proof of this assertion think back over some of the contributions which have been made by the summer session.

The contribution which probably comes most quickly to mind is the workshop, its organization, its methodology, its accomplishments. Although used extensively for elementary and secondary teachers, it has been adopted and adapted by science, government, business and the creative arts as well.

The summer session has been used to explore programs for border-line admission cases, for various types of remedial instruction, for foreign students' orientation, and for tutorials for athletes. The early stages of the concept of advanced placement was worked out in the summer sessions. Summer programs have been used to assist in the recruitment of potential faculty members. Visiting professors can be observed and at the same time, they can take a careful look at the institution without *either* making a permanent commitment. Private foundations have found summer sessions to be uniquely fitted for programs in which they were interested and to which they were willing to give support. Ford, Carnegie, Danforth, and Sloan, to mention only a few, have not overlooked the possibility of helping the summer school to bring about certain changes in American higher education. Government agencies have also seen the unique possibilities available through the summer session. Special programs for the military, the Peace Corps, and the National Science Foundation to mention only three give a clue to the wide interest and accomplishment from this source.

Summer directors in addition have used meetings of professional societies, conventions and in-service training programs to augment and broaden the summer offering. These same activities have increased the variety of students attracted to the campus. New equipment, new buildings, and new teaching techniques are most often tested during the summer session. The use of data processing equipment, programmed learning devices, and audio visual services all fall within this category. The summer session provides ample opportunity for a trial run on a new research model. You have experimented with programs for the very young. Programs for high school students preceded by many years the idea of advanced placement which has only recently become popular. A number of summer sessions are presently experimenting with education for the elderly, for the deprived, and for the underdeveloped who cannot meet regular standards for college admission. Yes, you pioneered also in foreign exchange programs, for those coming to the U.S. and our programs going overseas. These are only a few of your unique contributions.

The result of these unique contributions seems to me to unite in bringing about certain results. The summer session as a process may be the innovator for the regular sessions of the school year. If this is so, to accomplish it we need three ingredients: A creative staff which is not afraid to utilize and to implement experimental techniques, programs, and activities. Second, we need to recognize that success is not always assured simply by the implementation of new programs or new ideas, and third, we need to have a willingness to cut back, to update, to weed out the ineffective and inefficient aspects of programming. Indeed, change and innovation do not necessarily require large amounts of money or a large staff. Summer programs need to encourage more "seed operations." You have no time to fight linear battles. You must find a focus. Are you running a "steady state" operation with all elements in balance? Your program can be self-amplifying provided you are willing to pull out the control rods and let the energy flow. However, this kind of operation requires courage, creativity and perhaps even a small amount of cunning.

The summer session is, indeed, a unique operation within the university system. Its degree of uniqueness is limited only by the creativeness of those concerned. I hope that you will never be infected by that contagious academic virus which standardizes, homogenizes, and stultifies.

And now I come to my conclusion. Presidents and summer session directors should work more closely together, because the nature of their task is similar in outlook and unique in function. Collaboration between them would have a salutary effect on most institutions of higher education.

You as a summer session director and I as a college president have many things in common. We are concerned with identifying and reaching certain goals. We know that to get from where we are to where our goals say we should be, means that we must encourage uniqueness and innovation which are the catalysts for change. In order to be successful as leaders, the president and the director constantly must seek out those change agents within the university which will assist in bringing about conditions most conducive to the achievement of the institution's goals.

As I view the history of your past accomplishments and as I look at the nature and characteristics of your office, I can only observe that each of you should, if you have not already done so, form a close alliance with your president. He may not have viewed you as a distinct asset or even as an ally in the past. If this is the case, there are two possible reasons for it. First, he may not have recognized your potential among his cadre of change agents, or second, you may have conducted your summer session in such a way that you have failed to take advantage of its unique qualities for innovation and change.

In summing up, I ask you to recall a parable which went the rounds a few years ago. It concerned a grasshopper who suffered each winter from severe pains due to the cold. After several painful winters, in which all of the grasshopper's known remedies were of no avail, he asked for help from the wise old owl. The owl listened patiently to the grasshopper's misery, and then thoughtfully suggested, "Simply turn yourself into a cricket and hibernate during the winter." The delighted grasshopper thanked the owl for his wise advice. Later, however, he discovered that this important knowledge could not be transformed into action. So the grasshopper returned to the owl and asked him how he could perform the metamorphosis. The owl replied rather curtly, "Look, I gave you the principle. It's up to you to work out the details!"

So it is in this case I suggest the principle, the outcome is up to you. The difference between the possible and the impossible is the measure of man's will.

THIRD GENERAL SESSION
THURSDAY, NOVEMBER 9, 1967 — 10:30 A.M.
SPECIAL RESEARCH REPORTS
RESEARCH ACTIVITIES REVEALING THE NATURE OF
SUMMER SESSION PROGRAMS

By Clodus R. Smith

University of Maryland

The NACUSS Research Committee attempted to develop research instruments for the collection of data from institutions and summer session deans and directors which reveal the national nature of summer session programs, personnel and, by indirection, policies. This report covers only a part of the data collected from the first of the instruments developed. Upon direction of the Association's Executive Committee, the annual survey was to be limited to a single page form. The resulting data has several limitations in terms of amount of data, explanations which affected interpretations by respondents and precision of reply, and perhaps other factors.

The Research Committee is comprised of a number of able administrators across the country. Membership on the committee includes:

Willard Edwards, Dean of the Summer Session, San Fernando
Valley State College

Howard Geer, Assistant Director of the Summer Session,
Marquette University

Rev. Robert Hoey, Director of the Summer Session, Boston College

John Morton, Dean of the Summer Session, California State College
at Los Angeles

James Milne, Director of the Summer Session, Humboldt State College

Michael Nelson, Assistant Director of the Summer Session,
Rutgers University

Although each has made unique contributions, special mention is due Howard Geer and Michael Nelson. Unquestionably Howard has spent more time on the development of the two NACUSS research instruments than anyone in the Association. In addition to working closely with me on the development of the single page annual survey, he accepted the leadership responsibilities for the development of data collecting for a more comprehensive and meaningful study. Mike and I cooperated on a case study of the summer session at Rutgers University. Based on faculty assumptions and opinions, as compared to factual data, this study is most revealing. Mike will report this to you later in the program.

NACUSS Annual Survey questionnaires were mailed in June, 1967, to 300 NACUSS institutional members to collect brief descriptive data. A total of 138 colleges, 46 percent, returned the questionnaire. Several of the com-

pleted forms provided only a part of the requested information. Ten colleges replied saying the information was unavailable that early in the summer. The replies deemed usable for analysis are summarized in this report. Of the usable returns eighteen colleges were in New York, seventeen in California, and the other reporting states had from one to eight. The responding institutions are plotted on a map, attached as Exhibit A.

In addition to the administration of credit bearing courses, responsibilities of the summer session offices include varied activities. The following listing shows the different responsibilities by the number of colleges participating:

101	institutions supported institutes and workshops
86	funded institutes (NDEA, NSF, etc.)
81	conducted non-credit courses
75	sponsored lecture series
62	supported plays or concerts
2	arranged intramurals
28	reported having faculty (senate) meetings
26	continued student government meetings
14	offered overseas course offerings
<hr/>	
138	Total institutions reporting

The number of colleges reporting on the academic arrangement totaled 137. One hundred and fifteen institutions operate on the semester hour basis, twenty-one on the quarter hour basis, and one on twenty-six weeks of yearly instruction.

Students taking credit courses totaled 393,499 for 133 colleges (mean = 2,957). Students taking non-credit courses totaled 23,280 in seventy-two institutions. The total number of students in all courses in 134 colleges was 422,112. The number of credit hours (semester and quarter hours combined) earned by 104 colleges was 1,894,945.5, or an average of 18,220.63 credit hours per college. The number of reporting institutions by size of credit enrollment is given in Exhibit B.

Of the 124 institutions reporting summer enrollments (not registrations), fifty-seven had between forty and sixty percent as large a number as were enrolled in the previous fall term. The summer enrollments shown as a percent of the students enrolled during the fall term of the previous academic year is given in Exhibit C.

The number of institutions reporting percentages of summer enrollment by level of enrollment is shown in Exhibits D, 1, 2, and 3.

The beginning date for summer sessions varied. Thirteen colleges started June 5, twenty-seven started June 12, twenty-seven started June 19, and twenty-six started June 26. Most of the others started between June 12 and June 19.

The terminal date was as late as September 8 for two colleges. Fifteen colleges ended summer sessions on July 14; fifteen on July 28; twenty-four on August 4; twelve on August 1; twenty-five on August 18; sixteen on August 25; and eight on September 1.

The number of colleges reporting one summer session was forty-three. The number reporting two sessions was fifty-six. Twenty-six colleges had three sessions and four had four sessions. Sometimes the sessions ran concurrently but ran for different length of time.

The salary computation for the faculty was reported by 136 colleges. Eighty-four colleges received money by a formula and thirty-seven by a flat rate. The other methods included: three colleges by a combination of formula and flat rate, one by a combination of per credit hour and background, two on a regular salary, one by a credit hour scale, three by academic rank, one by a combination of a contractual basis and non-contractual basis, and one by a combination of credit hour and academic rank.

The rank and status of fall faculty members as compared to summer faculty members was too incomplete to permit confidence in an analysis of this section of the survey form. The general view of the incomplete data by the Research Committee is that fewer professors and associate professors teach in summer sessions as compared to the fall terms, see Exhibit E. However, before judgments are made more complete data should be analyzed and consideration be given to pro-rating faculty levels in terms of the number of students, credit hours by level, availability of research opportunities and other factors.

Based on experience with this effort, the following suggestions are offered:

1. The function of the Research Committee should be determined and appropriate policies initiated to provide for the achievement of the Association's research goals.
2. Individual institutions and regional associations should be stimulated to conduct research meaningful to themselves and to other institutions having similar problems.
3. Comprehensive, long range studies should be conducted to identify emerging areas important to our work, principles which may be effective guides in our efforts and policies and practices beneficial to our programs.
4. The coordination of research conducted in the name of the Association should be a function of the committee.
5. The identification of studies, the reporting of literature, and statistical reports having direct or indirect bearing upon summer session programs should be reported to the membership by this or another committee.

EXHIBIT A

NUMBER OF COLLEGES REPORTING, BY STATES

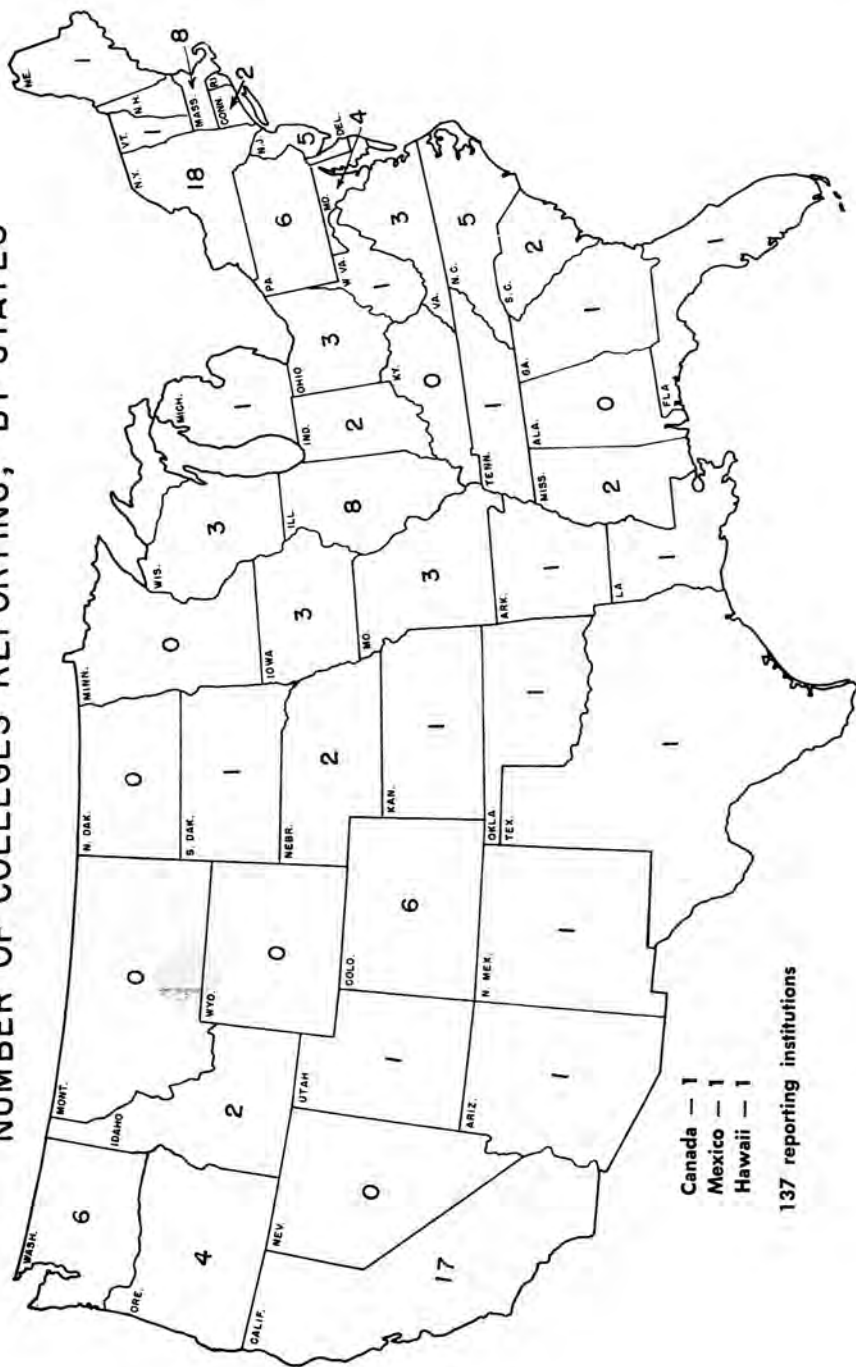


EXHIBIT B

SIZE OF ENROLLMENT IN CREDIT COURSES

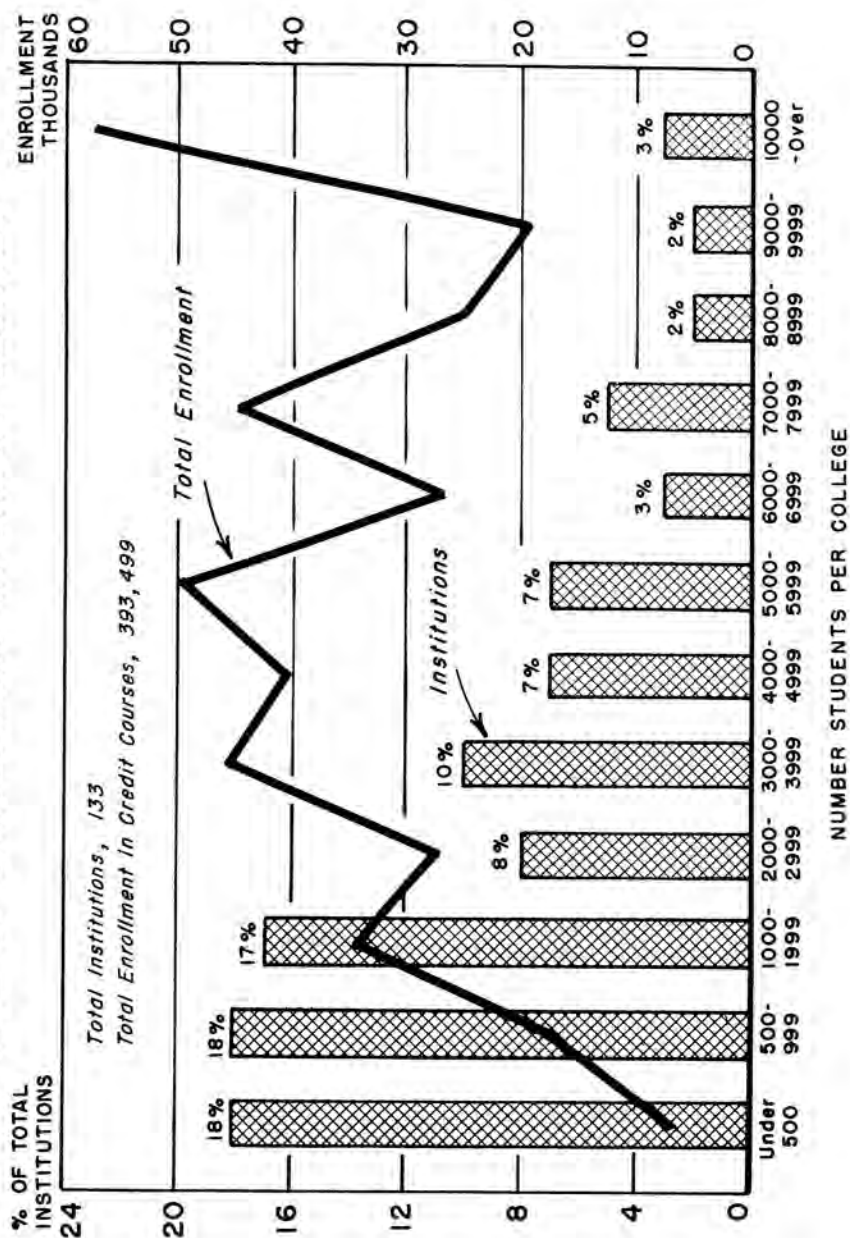


EXHIBIT C

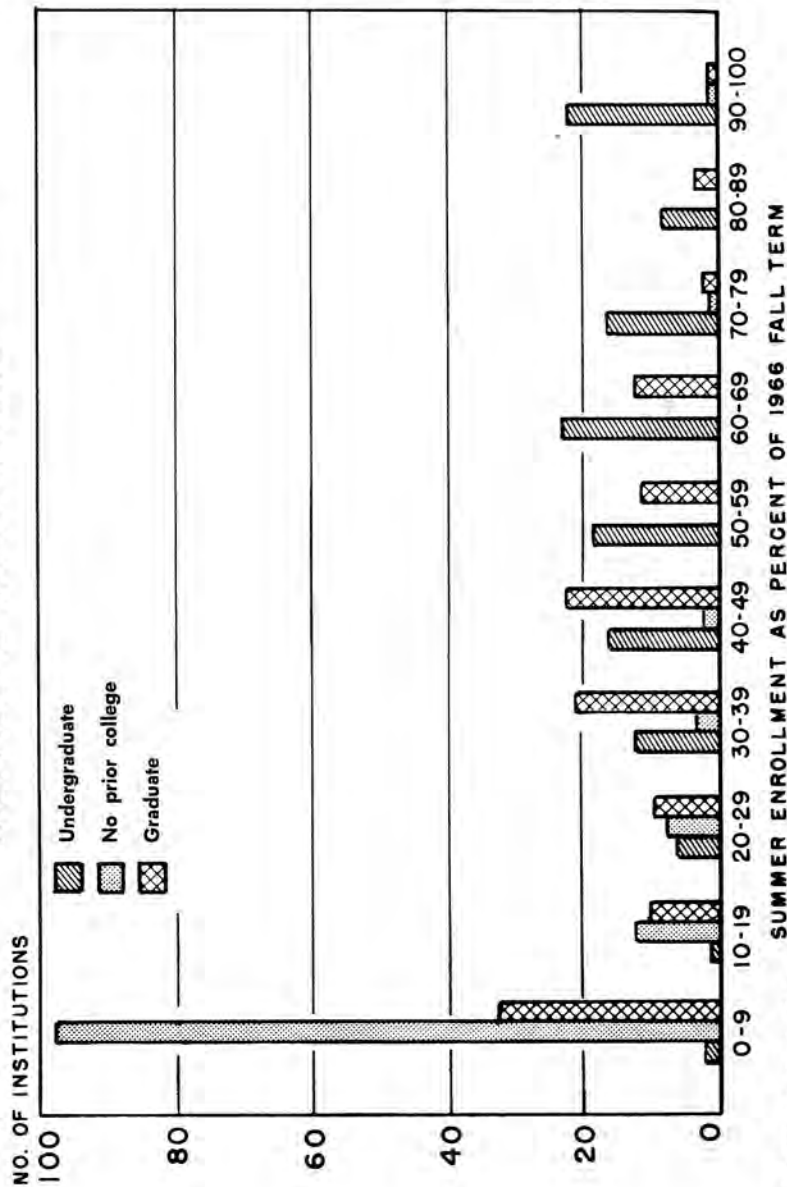
SUMMER ENROLLMENT BY LEVEL OF ENROLLMENT FOR
INDIVIDUAL INSTITUTIONS

EXHIBIT D-1

STUDENTS WITH NO PRIOR COLLEGE AS PERCENT OF TOTAL ENROLLMENT

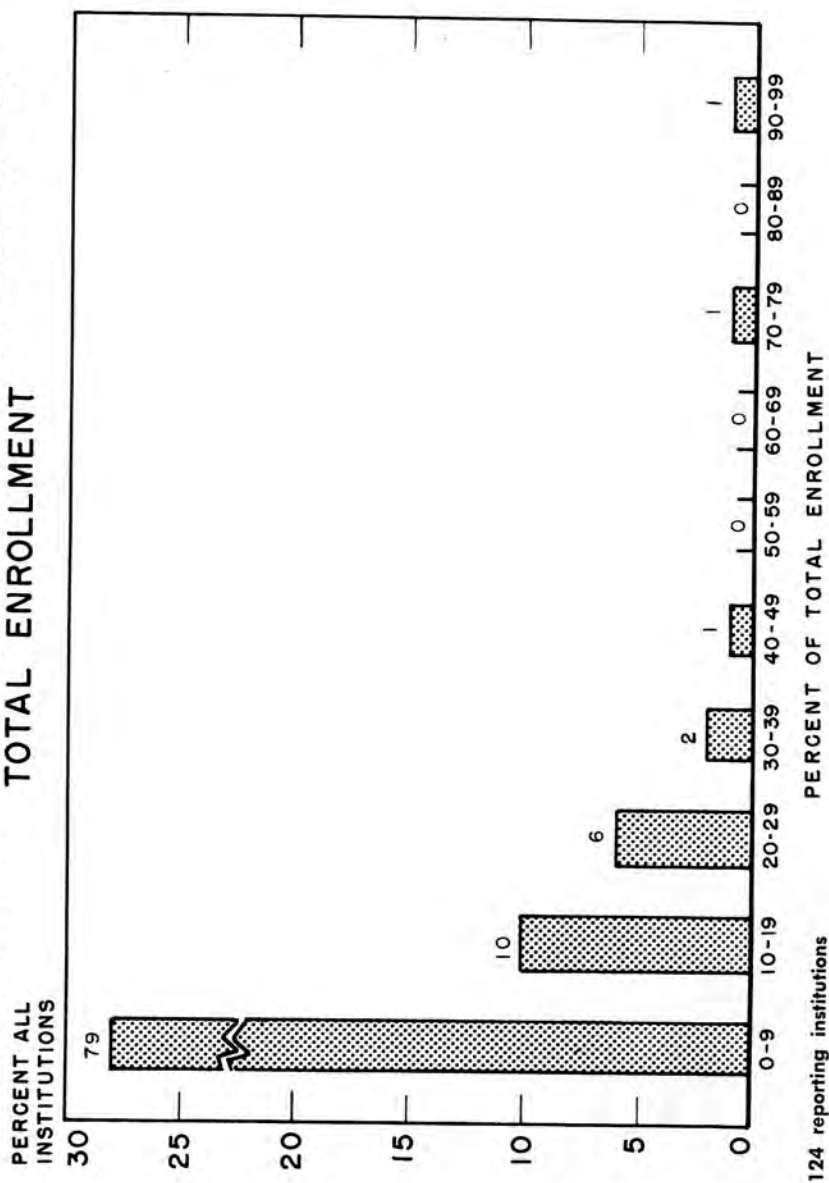


EXHIBIT D-2
**UNDERGRADUATES WITH PRIOR COLLEGE AS PERCENT OF
 TOTAL ENROLLMENT**
 PERCENT ALL
 INSTITUTIONS

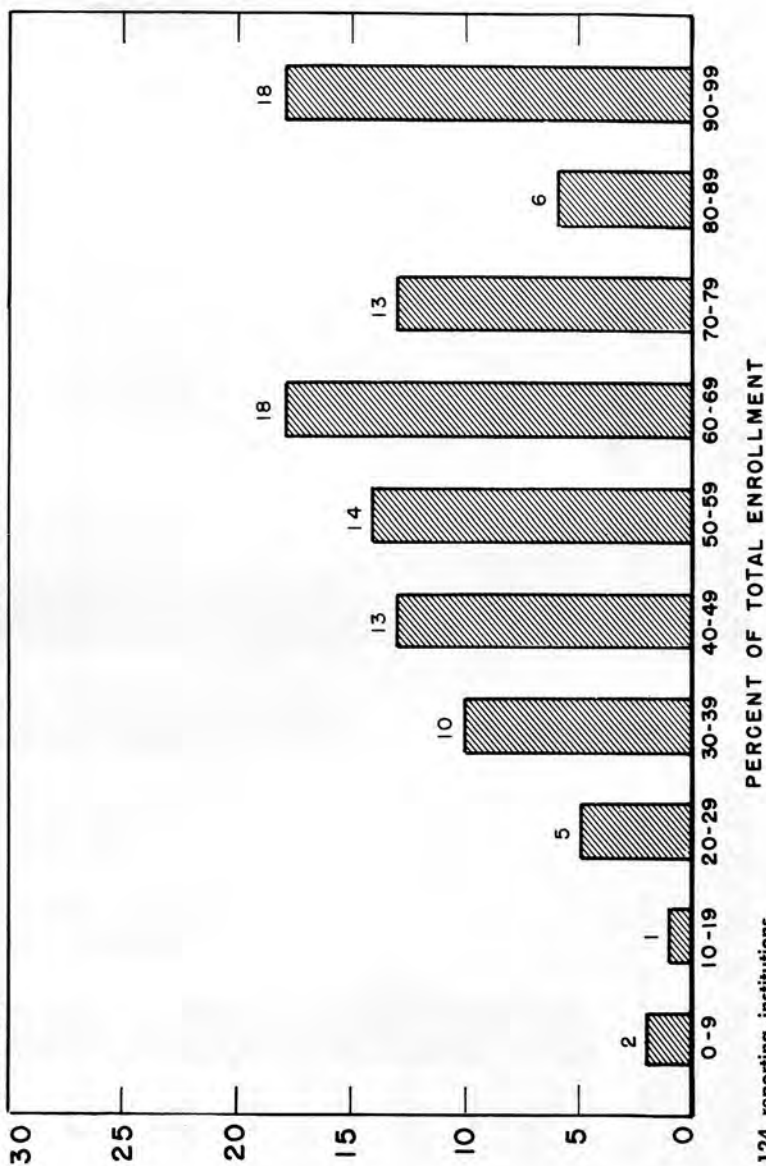


EXHIBIT D-3

GRADUATE STUDENTS AS PERCENT OF TOTAL ENROLLMENT

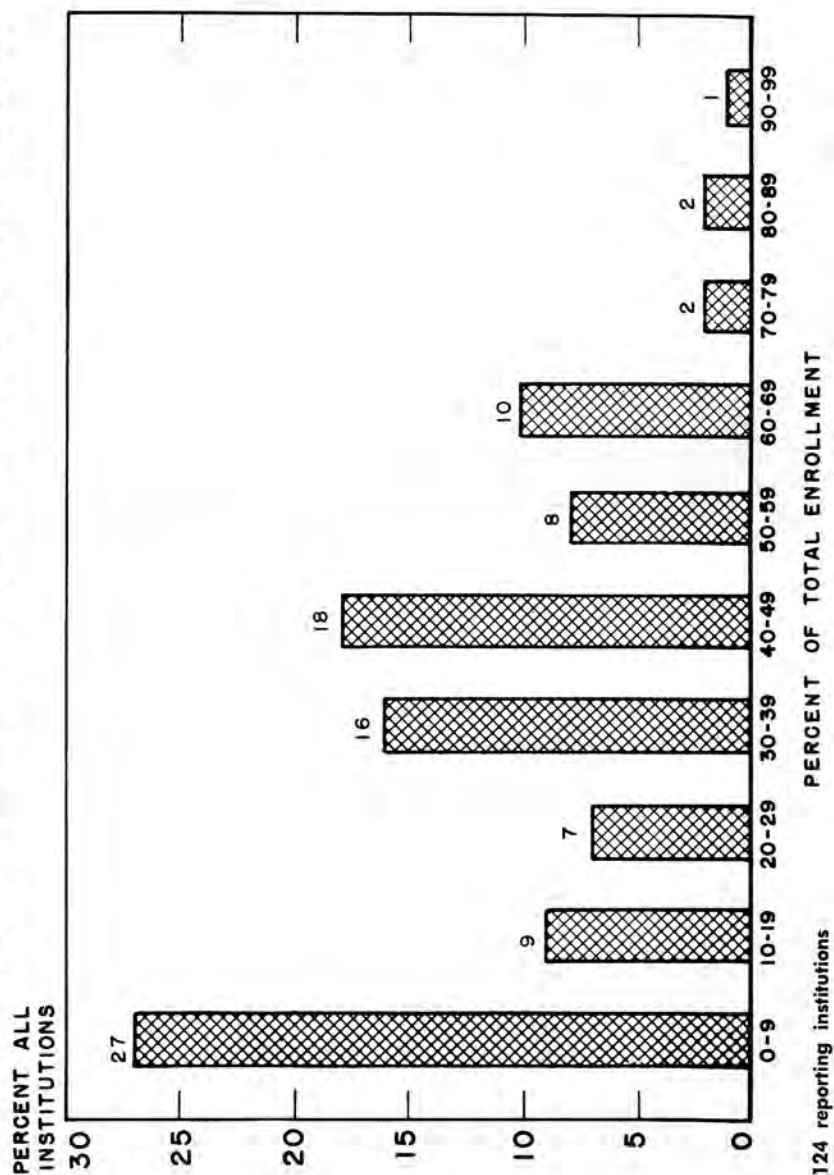


EXHIBIT E

Number of Faculty By Rank and Status

Number of colleges reporting—57

Under 2000 students per college in credit courses	Over 2000 students per college in credit courses
Professors	
1596 (1)	5071
12 (2)	52
648 (3)	2065
93 (4)	222
Associate Professors	
1618	5056
19	6
599	2281
46	237
Assistant Professor	
2485	7236
24	195
949	3027
56	397
Instructor	
1584	3905
34	85
516	1473
134	395
Lecturer	
474	1079
75	420
157	424
232	361
Graduate Assistant, Others	
960	5230
10	420
68	424
2	361

(1) 1966 Fall Semester or Quarter — regular

(2) 1966 Fall Semester or Quarter — visiting

(3) 1967 Summer Session — regular

(4) 1967 Summer Session — visiting

An Analysis of Summer Session *

THE PLANNERS AND THE PLANNED FOR

Reported by MICHAEL NELSON, Rutgers — The State University

Introduction

On the premise that it would seem logical to have an understanding of those who are expected to attend the Summer Session if a proper educational experience is to be conducted, the following study was undertaken for the benefit of those faculty and staff members who are normally involved with the planning of summer course offerings at the University.

Certain questions surely arise, questions which, if left unanswered, can only leave the planners with a vagueness of purpose and uncertainty in planning. The most pressing of those which evolve must be: (1) Why do students enroll in the Summer Session? (2) From where do these students come? (3) Can summer students be expected to devote their full energies to the demands of their academic involvement, or will they attempt to work in addition? (4) What type of schedule is best suited for summer study?

It was thought that if the assumptions and the opinions concerning these four questions was elicited from the planners and compared to the responses of the Summer Session students to the same types of questions some degree of correlation between the two groups (the planners and the planned for) might become evident.

Method

A total of 90 questionnaires were distributed to Rutgers faculty and staff members, 83 to department chairmen and seven to academic deans. In all cases the questionnaires were directed to those concerned primarily with undergraduate work at the University and only to those whose courses have been included historically in the Rutgers Summer Session programs. The replies to each question as answered by the respondents were then documented.

To acquire the necessary information from the students, a similar questionnaire was distributed to approximately 9,000 registrants in the 1967 Summer Session by the registrars at Camden, Newark, and New Brunswick. The completed forms were returned by the students as a normal part of their registration procedure. The answers to these were also tabulated.

* A portion of a report compiled by A. Angus Austen, Director of the Summer Session, Rutgers — the State University.

Returns From The Questionnaire Distributions

Of the 90 questionnaires distributed to the faculty and staff members of the University, a total of 34 were returned, or a 37% response. Among them were counted two deans and 32 department chairmen.

The number of student responses totaled 7,742. This represented approximately 86% of those who received them initially.

* * * * *

The questionnaires as distributed will be found on the next two pages, first the one addressed to faculty and staff, and, second, the one answered by the Summer Session students. The reader is invited to answer the former himself to see how closely he agrees with his colleagues and then how his own assumptions and opinions correlate with the responses of the planned for.

1. In your opinion, which one of the following reasons most accounts for student enrollment at your institution in the Summer Session? (Please check.)
- a. To make up a failed course.
 - b. To take a course for admission or readmission purposes.
 - c. To take a course which otherwise would have to be taken in the next academic year.
 - d. To accelerate in order to graduate ahead of schedule.
 - e. To continue a graduate program.
 - f. To take courses for teacher certification purposes.
 - g. Other
2. In your opinion, which of the above reasons **ought to be** the basis for planning a Summer Session program at your institution? Please indicate in order of importance by placing correct letters after the numbers below. (1)..... (2)..... (3)..... (4)..... (5)..... (6)..... (7).....
3. Do you feel that a summer student can be employed full or part time and still do satisfactory work in the Summer Session? (Please circle.)

YES

NO

4. What per cent of the Summer Session students at your institution would you estimate are employed full or part time while taking summer courses? (Please circle nearest estimated percentage.)
10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
5. In your opinion, what per cent of those registered in the Summer Session are also registered at your University during the academic year? (Please circle nearest estimated percentage.)
10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
6. In scheduling a six-credit, two-semester, full year course for summer study, which of the two following patterns would you prefer to see installed at your institution? (Assume the first semester **is not** a prerequisite for the second semester.)

INTRODUCTORY BIRD WATCHING A. (3 credits)

9:00 to 11:00 a.m. Monday thru Friday July 3 to July 28

INTRODUCTORY BIRD WATCHING B. (3 credits)

9:00 to 11:00 a.m. Monday thru Friday July 31 to August 25

- OR -

INTRODUCTORY BIRD WATCHING A. (3 credits)

9:00 to 10:00 a.m. Monday thru Friday July 3 to August 25

INTRODUCTORY BIRD WATCHING B. (3 credits)

10:00 to 11:00 a.m. Monday thru Friday July 3 to August 25

7. Please indicate whether you are a Dean or Department Chairman. (Please circle.)

DEAN

CHAIRMAN

SUMMER SESSION STUDENT QUESTIONNAIRE

Please answer the following questions and return this questionnaire to the Business Manager's Office with your other registration materials.

- For which one of the following reasons are you attending the Summer Session? (Please check.)
 - a. To make up a failed course.
 - b. To take a course for admission or readmission purposes.
 - c. To take a course which otherwise would have to be taken in the next academic year.
 - d. To accelerate in order to graduate ahead of schedule.
 - e. To continue a graduate program.
 - f. To take courses for teacher certification purposes.
 - g. Other
- What types of courses, other than those which are currently scheduled, would you like to see included in the Summer Session?
.....
- Will you be working full or part time while taking summer courses? (Please circle.)

FULL TIME	PART TIME	NOT WORKING
-----------	-----------	-------------
- How many previous times have you attended a summer session at Rutgers or some other institution? (Please check and indicate appropriate institution.)

RUTGERS COLLEGE or UNIVERSITY
..... Never before Never before
..... Once before Once before
..... Twice before Twice before
..... Three or more times Three or more times
- In selecting a six-credit, two-semester, full year course for summer study, which of the two following schedules would you prefer to take? (Assume the first semester **is not** a prerequisite for the second semester.)

INTRODUCTORY BIRD WATCHING A. (3 credits)	
9:00 to 11:00 a.m. Monday thru Friday	July 3 to July 28
INTRODUCTORY BIRD WATCHING B. (3 credits)	
9:00 to 11:00 a.m. Monday thru Friday	July 31 to August 25
- OR -	
INTRODUCTORY BIRD WATCHING A. (3 credits)	
9:00 to 10:00 a.m. Monday thru Friday	July 3 to August 25
INTRODUCTORY BIRD WATCHING B. (3 credits)	
10:00 to 11:00 a.m. Monday thru Friday	July 3 to August 25
- If not a New Jersey resident, please indicate your home state.

RESPONSES OF DEANS AND DEPARTMENT CHAIRMEN

VS.

RESPONSES OF THE STUDENTS

It seems appropriate to analyze each of the pertinent questions asked of the deans and department chairmen (the planners) and of the students (the planned for) to understand the assumptions and opinions of the former in contrast with the answers of the latter. In short, note will be taken of all responses with a view towards what, in the opinion of the planners, is assumed, what ought to be, and what, in the words of the planned for, is.

Assumption

Each of the planners was asked: "In your opinion, which one of the following reasons most accounts for student enrollment at your institution in the Summer Session?" The tally of assumptions is as follows.

TABLE I

Reason

	Votes	% of Total
a. To make up a failed course.	9	22%
b. To take a course for admission or readmission purposes.	4	10%
c. To take a course which otherwise would have to be taken in the next academic year.	19	44%
d. To accelerate in order to graduate ahead of schedule.	6	15%
e. To continue a graduate program.	1	2%
f. To take courses for teacher certification purposes.	2	5%
g. Other.	1	2%
	42*	100%

If one assumes that the first two possible answers are remedial in nature, the third and fourth answers are forms of acceleration, and the fifth and sixth reasons are post-graduate motives, then all replies fall into four possible categories: (1) *Remedial*, (2) *Acceleration*, (3) *Post Graduate*, and (4) *Other*. This then simplifies the analysis. It now can be seen that 32% of the planners indicate the opinion that remedial needs of the students cause summer enrollment at Rutgers, 59% assume that summer registrants are on campus to accelerate in some form, 7% voice the opinion that post-graduate work is the reason, and only 2% credit motives other than those indicated.

What Ought To Be

After having asked why, in the planners' opinion, students are in attendance during the Summer Session, an attempt was made to determine what the former group felt *ought to be* the basis for planning an academic program for summer study at the University. The question was posed, therefore:

* Some planners indicated more than one reason being of equal importance.

"In your opinion, which of the above reasons *ought to be* the basis for planning a Summer Session program at your institution? Please indicate in order of importance"

It was felt that to make the answers more meaningful, the preferential order of each respondent should be weighted. Therefore, each first-place vote received six points, a second-place choice received five points, a third-place tally received four points, fourth place was worth three, fifth place got two, sixth place counted one point, and seventh choice received nothing.

The planners' order, by weighted score then, may be seen on Table II.

TABLE II
Reason

	Total Weighted Score	First Place Votes
c. To take a course which otherwise would have to be taken in the next academic year.	135	12
a. To make up a failed course.	126	7
d. To accelerate in order to graduate ahead of schedule.	113	9
b. To take a course for admission or readmission purposes.	100	2
f. To take courses for teacher certification purposes.	81	0
e. To continue a graduate program.	79	3
g. Other.	9	0
	<hr/> 643	<hr/> 33*

According to the votes received, the order of importance in the planning of a program, as indicated by the planners, is almost identical to what they assume are the reasons for student attendance. It will be remembered that the order of assumption was: c, a, d, b, f, e and g. The preferential order in the building of a program is: c, a, d, b, f, e, g. The minute difference is the elevation of "e" over "g" in the latter arrangement.

If once again the possible reasons for summer attendance are grouped into the four previously mentioned categories of *remedial*, *acceleration*, *post graduate*, and *other*, it will be found that *acceleration* has accumulated 248 points and 21 first-place votes; *remedial* amassed 226 points and 9 first-place votes; *post-graduate* considerations received 160 points and three votes for first importance; and the *other* category garnered only nine points with no votes as a first order reason. Measuring each one of these categories by the percentage of points received, a greater balance is now evident than was seen in the answers of the planners' assumptions. Instead of *acceleration* receiving a majority of 59% of the total, the preferential order indicates that only 39% feel it should be of first importance. the *remedial* area assumption was 32%, but those in its favor constitute 36%; the *post-graduate* niche received the greatest lift, moving from 7% of the assumption to 24% who felt that this ought to be more of the planned program. Finally, the *other* category slipped a little lower, from a 2% assumption to only 1% of the preferential consideration.

* There was no answer from one respondent to this question.

What Is

The next step was to turn to the registrants to determine what correlation exists between their motivation for enrolling in a Rutgers Summer Session and what the planners assume is student motivation and, further, what the Summer Session ought to be offering. The planned for were asked:

"For which of the following reasons are you attending the Summer Session?" The same possible choices as offered to the deans and chairmen were listed for the students. The totals, on a University-wide basis, were as follows.

TABLE III
Reason

	Votes	% of Total
a. To make up a failed course.	989	12%
b. To take a course for admission or readmission purposes.	399	5%
c. To take a course which otherwise would have to be taken in the next academic year.	2849	35%
d. To accelerate in order to graduate ahead of schedule.	1320	17%
e. To continue a graduate program.	856	11%
f. To take courses for teacher certification purposes.	421	5%
g. Other.	1223	15%
	8057+	100%

It will be noted that the students' motivational order is somewhat different in arrangement than that which was assumed or felt ought to be by the planners. The only reason which maintained a position found constant in all three orderings was "c." For purposes of clarification, the three orderings should be examined side by side.

TABLE IV

Order of Importance	Assumed	Ought To Be	What Is
1st	c	c	c
2nd	a	a	d
3rd	d	d	g
4th	b	b	a
5th	f	f	e
6th	e & g	e	f
7th	—	g	b

To analyze the student responses with each of the planners' two responses, the following tabulation has been prepared to indicate again what is assumed, what is felt ought to be, and what, in fact, is.

+ *Some students indicated more than one reason for attendance.*

TABLE V
Reason

	Assm.	Ought To Be	What Is
a. To make up a failed course.	22%	20%	12%
b. To take a course for admission or readmission purposes.	10%	16%	5%
c. To take a course which otherwise would have to be taken in the next academic year.	44%	21%	35%
d. To accelerate in order to graduate ahead of schedule.	15%	18%	17%
e. To continue a graduate program.	2%	12%	11%
f. To take courses for teacher certification purposes.	5%	12%	5%
g. Other.	2%	1%	15%
	100%	100%	100%

With the addition of the student responses, the four categories of *remedial*, *acceleration*, *post graduate*, and *other* may be regrouped again. *Acceleration* is still on top, according to the students, accounting for 52% of the indicated reasons for attendance; next comes the *remedial* cluster which accumulated 17%; the *post-graduate* registrants represent 16% of those enrolled; but the biggest surprise, perhaps, is to be found in the *other* category. It seems that 15% of all indicated summer registrants are in attendance for reasons other than those listed. This very large, and apparently unexpected, area will be discussed a bit later.

Table VI may be helpful in comprehending the progression of importance of these general categories from what is assumed to what ought to be and, finally, to what is.

TABLE VI

Category	Assumed	Ought To Be	What Is
Remedial	32%	35%	17%
Acceleration	59%	39%	52%
Post Graduate	7%	24%	16%
Other	2%	1%	15%

Perhaps the most interesting aspect of the preceding analysis is the relatively large proportion of students who indicate that they are enrolled in the Rutgers Summer Session for reasons other than those represented on the questionnaire. This motivational area, *other*, totals seven and one half times the assumption of the planners. Obviously, those who structure the summer academic program cannot anticipate every nuance of student motivation, but it must be somewhat intriguing to realize that 1223 responses to this question were not able to be channeled into any of the six choices. In view of the large numbers represented here, it was thought that a cursory investigation of this area was called for.

Upon examination, it was found that 46 different reasons are stipulated. Of these, 11 stated motives account for 820 of the 1223. The table below classifies those 11 and the numbers involved with each.

TABLE VII

Personal Interest	128
*To Complete a Degree	121
Taking a Required Course	118
For Professional Reasons	112
To Make Up Credits Lost in Transfer	75
Preparation for Graduate School	71
Cannot Fit Course Into Academic Year	51
To Make Up Credits Lost by a "Withdrawal"	51
To Make Up Credits Lost by Change of Major	38
Refresher	29
Course Not Given During Academic Year	26
	<hr/>
	820

* This conceivably could be classified as acceleration, but because the respondents did not indicate either "c" or "d" preferring to stipulate something other, it was felt that it was more to the point to leave these here.

BUSINESS MEETING

THURSDAY, NOVEMBER 9, 1967

President Venman called the meeting to order at 11:15 a.m.

Secretary Manning moved that the minutes of the November 17, 1966 annual business meeting be approved as printed in the Proceedings of the Third Annual Meeting after correcting the typographical error on Page 49 to read: Article VIII — Bylaws. The motion was seconded and voted.

Treasurer Jones distributed copies of the Statement of Receipts and Disbursements for the period November 1, 1966, to October 31, 1967. The report was read by Treasurer Jones. It was moved, seconded and voted to accept the report and place it on file.

Secretary Manning moved that the Constitutional amendment accepted during the November 17, 1966 business meeting for action during the 1967 Annual Meeting be enacted. The approved amendment is 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.”

The motion was seconded and voted.

The Auditor's Report was read. It was moved, seconded and voted to accept the report and place it on file.

Thomas Earle, chairman of the Conference Invitation Committee, reminded members that the Fifth Annual Meeting will be held November 19, 20, and 21, 1968, at South Bend, Indiana, with Notre Dame University as host institution. Chairman Earle, on behalf of his committee, recommended that the Association accept the invitation of La Salle College and Villanova University to hold its Sixth Annual Meeting at Philadelphia during November 1969 and that the invitation of the University of Oregon and Oregon State University to hold its Seventh Annual Meeting at Portland, Oregon, during November 1970, be accepted. It was moved, seconded and voted to accept the invitations recommended by Chairman Earle.

Reverend Mohan summarized the full report of the Governmental Relations Committee. It was moved, seconded and voted to accept the report and that the full report be included in the Proceedings.

John Ervin, chairman of the Publications Committee, read the report of his committee. It was moved, seconded and voted to accept the report and place it on file.

Howard Geer, chairman of the Research Committee, gave the committee report. It was moved, seconded and voted to accept the report and place it on file.

James Austin, chairman of the Constitution Committee, read his report recommending the adoption of the amendments circulated to the membership on October 14, 1967. It was moved, seconded and voted that amendments be incorporated.

Cornelius L. Golightly, chairman of the Resolutions Committee, read his committee report. It was moved, seconded and voted to accept the report and place it on file.

Newsletter Editor John Ervin read his report. It was moved, seconded and voted to accept the report and place it on file.

Willard Edwards, chairman of the Nominating Committee, presented the following slate of officers for the coming year.

President: Jackson Wells, Denver University
President-Elect: Hubert V. McCormick, Sacramento State College
Secretary: Stuart H. Manning, University of Connecticut
Treasurer: William H. Jones, Emory University

Upon a motion duly made, seconded and unanimously carried, the slate of officers presented by the Nominating Committee was declared elected.

Past President Venman thanked officers and members for the cooperation he had received while he was president and then presented President Wells with the official gavel.

President Wells graciously received the gavel, pounded the table and called for new business. There being no new business, President Wells declared the meeting adjourned.

Respectfully submitted,
STUART H. MANNING, *Secretary*

National Association of College and University Summer Sessions

STATEMENT OF RECEIPTS AND DISBURSEMENTS

For the Period November 1, 1966, to October 31, 1967

Receipts:

Transferred from previous treasurer.....		\$ 8,542.21
Institutional Memberships:		
223 @ \$25.....	\$5,575.00	
1 @ \$15 (converted from individual).....	15.00	
	<u>\$5,590.00</u>	
Individual Memberships:		
22 @ \$10.....	220.00	<u>5,810.00</u>
		\$14,352.21
Disbursements: See attached listing.....		<u>-10,380.39</u>
Cash in bank, October 31, 1967.....		\$ 3,971.82
Cash invested in bonds (Citizens & Southern Emory Bank, Decatur, Georgia) : 8 @ \$1,000.....		8,000.00
Accrued interest on bonds to October 31, 1967.....		151.63
Petty cash.....		25.00
Total assets, October 31, 1967.....		<u>\$12,148.45</u>

Disbursements:

#101 — Storrs, Postmaster, 100 stamps to secretary.....	\$	5.00
#102 — Petty cash account.....		25.00
#103 — Mark G. Noffsinger, speaker, Los Angeles meeting..		331.06
#104 — James A. Gentry, CPA, audit as authorized.....		150.00
#105 — C & S Bank for savings bonds.....		5,000.00
#106 — R. W. Lee, P.O. Manager, 200 @ 5c, 100 @ 8c.....		18.00
#107 — Dixie Seal and Stamp Co., 2 rubber stamps.....		4.37
#108 — C & S Travel Office, exec. comm. meeting, Chicago		80.70
#109 — William H. Jones, expenses to exec. comm. meeting		27.46
#110 — Jackson H. Wells, expenses to exec. comm. meeting..		163.31
#111 — Wm. C. Venman, expenses to exec. comm. meeting		170.19
#112 — Ace Printery, 500 Proceedings of 3rd Ann'l Meeting		685.00
#113 — Stuart H. Manning, exec. comm. meeting expenses		156.19
#114 — J. B. Richards Printing Co., 500 billing envelopes....		10.30
#115 — Postmaster of Storrs, Conn., postage for nat'l sec....		10.00
#116 — Univ. of Conn., postage on "Proceedings".....		32.08
#117 — Dixie Seal and Stamp Co., "Receipt for dues" stamp		6.48
#118 — R. W. Lee, P.O. Manager, 300 @ 5c for billing.....		15.00

#119 — Laura Goodyear, secretarial help, 28 x \$1.65.....	46.20
#120 — R. W. Lee, P.O. Manager, 200 @ 15c for certificates	30.00
#121 — VOID	
#122 — J. B. Richards Printing Co., 300 cts. and 250 envs.	51.50
#123 — Washington U., print and mail two newsletters.....	192.90
#124 — C & S Emory Bank, savings bonds, 3 @ \$1,000 each	3,000.00
#125 — Univ. of Conn., postage and Xerox.....	10.49
#126 — R. W. Lee, P.O. Manager, 200 @ 5c.....	10.00
#127 — Spratlin, Harrington, & Co., bonding treasurer.....	63.00
#128 — Emory Univ., stuffing and postage for amendments	16.45
#129 — William H. Jones, reimburse petty cash account.....	19.12
#130 — Cash, currency sent to W. C. Venman for stamps.....	10.00
#131 — James A. Gentry, CPA, treasurer's report.....	35.00
Bank charges, printed checks.....	4.89
Bank charges, exchange.....	.70
	<hr/>
	\$10,380.39

WILLIAM H. JONES, *Treasurer*

AUDITING COMMITTEE REPORT

1. Members of the Audit Committee examined and approved the statement of receipts and disbursements submitted by William H. Jones, Treasurer of NACUSS. This statement covered the period involving receipts and disbursements recorded in bank statements for the period November 1, 1966, to October 31, 1967.

HERBERT P. STUTTS, *Chairman*
 JACK LITTLE

GOVERNMENTAL RELATIONS COMMITTEE REPORT

Sponsored Research Activity, 1967-1968

For the convenience of the NACUSS members, the Committee is making available some information to enable our institutions to take advantage of available opportunities in governmental grants and private subsidies.

Although the Committee is particularly concerned with governmental grants, information is also provided for preparing requests from private foundations.

Your attention is called particularly to the brochure, *How the Bureau of Higher Education Assists College Students and Colleges*, published by the Office of Education, U.S. Department of Health, Education and Welfare. Dr. Peter P. Muirhead is the Associate Commissioner of Higher Education.

I presume that our membership is already familiar with the annual publication, *Institute Programs for Advanced Study*, a manual for the preparation of proposals for 1968 and 1969.

Inquiries and suggestions are always welcomed. If I or any member of the Committee can be of service to you, please feel free to contact us at your convenience.

The following are members of the Committee: Gilbert R. Johns, Colorado College, Fort Collins, Colorado; Arleigh Hess, University of Pennsylvania, Philadelphia, Pennsylvania; and Robert P. Lawrence, Gonzaga University, Spokane, Washington.

REVEREND ROBERT PAUL MOHAN, *Chairman*

GOVERNMENTAL RELATIONS COMMITTEE WHERE TO FIND SUPPORT

(Adapted from the Hochwalt Report to the NCEA)

SOURCES

There are three major sources of assistance to education: Federal Government programs aiding education; foundation grants; business and private donations. In each of these source groups, there are easily as many different types of support as there are legitimate needs in education. It is the responsibility of the educator to locate the right program and the right donor to support his particular project.

His task will be easier if he knows where to go for information about a potential donor; which organizations or agencies are most likely to accept his proposal.

One source of this information, of course, is the donor himself. Federal agencies have an abundance of literature concerning their programs, where and how to apply. The same is true of larger foundations. Business firms and private donors may limit their response to proposals of special interest to them; but inquiries will always receive a cordial welcome.

FOUNDATIONS

Certain organizations and publications provide valuable information about active donors to education. Among them is the Foundation Center, 444 Madison Avenue, New York, N.Y. 10022, which monitors the activities of most U.S. foundations. In the Center's bi-monthly publication, "Foundation News," every foundation grant of \$10,000 or more is reported along with details from the accepted project; important data for the would-be applicant.

It is helpful to know that all foundations, including those associated with business firms, must file a Form 990-A with the Internal Revenue Service each year, outlining their activities. The nearest office of the Internal Revenue Service can explain where and how you may inspect these reports.

The Foundation Directory, a publication found in most large libraries, lists some 6,000 foundations in different parts of the country, names their principal officers and briefly describes their philanthropic interests.

BUSINESS

Similar information regarding business and private donors is available through the Council of Financial Aid to Education, 6 East 45th Street, New York, N.Y. 10017. While corporate donors do not normally disclose the amounts of their grants, information about their particular educational interests and the recipients of past grants is available through the Council.

It is important to note that most business and private donations are made directly to the institution involved and less than 5% of these grants require matching funds.

FEDERAL AID

The largest source of aid to education, of course, is the Federal Government. Several dozen major laws provide millions of dollars for education each year; dollars distributed through a variety of federal agencies, some of which have no direct relation to education. Locating the appropriate agency requires a knowledge of both the legislation and proposal forms.

Because of the scope of these laws and their importance to education, a flood of informational materials and services — both public and private — have been prepared for educators. Federal agencies charged with their administration invariably offer explanatory material on request. At the same time, a number of private information services, available by subscription, provide current and continuing data on federal programs. Two notable examples of this type of service are: The Croft Federal Aid Service, 100 Garfield Avenue, New London, Connecticut; and the EAA Federal Aid Information Service, Educational Aid Associates, 41 Whelan Road, East Rutherford, New Jersey.

GENERAL

As might be expected, there are few sources of general information concerning donors in all three major categories. One worth mentioning, however, is *Guide to Support Programs for Education*, published by Education Services Press, 3M Company, 2501 Hudson Road, St. Paul, Minnesota 55119. In this publication, aid to education is divided into three basic areas of need: plant and equipment; research and development; and staff training. Sources of aid are listed accordingly, with special attention to federal programs, their possibilities and limitations.

MAJOR LAWS SUPPORTING PRIVATE EDUCATION

NATIONAL DEFENSE AND EDUCATION ACT: TITLE III (NDEA)

Public and private community colleges may receive 50% matching grants¹ for purchase of materials, equipment, and minor remodeling to strengthen instruction in certain critical subjects. The emphasis here is on science and mathematics, although funds are also available for programs in civics, history, geography, modern foreign languages, English, and reading. Application can be made to the NDEA–Title III coordinator in your state.

An informational booklet, "Questions and Answers about Title III of the National Defense Education Act," is available free from the Office of Education, U.S. Dept. of Health, Education, and Welfare, Washington, D.C. 20202.

HIGHER EDUCATION ACT OF 1965

This law provides grants for strengthening college and university libraries and library research and training; grants for small, developing institutions; grants for the purchase of equipment and materials for undergraduate instruction. Information about this law can be obtained from the Bureau of Higher Education Facilities, U.S. Office of Education, Washington, D.C. 20202.

COLLEGE HOUSING LOAN

The Housing and Urban Development Act of 1965 makes loans available at 3% interest to qualified colleges and universities for construction of college housing and related facilities. The program is administered by Regional Directors of Community Facilities, U.S. Department of Housing and Urban Development. A list of Regional Offices and the areas they serve is available from the U.S. Department of Housing and Urban Development, Washington, D.C.

DISASTER LOANS

Private institutions of higher education that are damaged or destroyed by natural catastrophe may qualify for direct or partially guaranteed loans from the Small Business Administration to replace facilities. To qualify, the institution must be in a community declared a federal disaster area. Applications should be made to the nearest U.S. Small Business Administration Office.

A pamphlet, "Small Business Administration Disaster Loans," is available free from the Office of Public Information, U.S. Small Business Administration, Washington, D.C. 20416.

ATOMIC ENERGY EQUIPMENT

Institutions of higher education offering courses related to nuclear science and technology are eligible for funds to purchase specialized equipment needed for nuclear education programs. The Division of Nuclear Education and Training, Atomic Energy Commission, distributes \$1 to \$1.5 million for this program each year.

Applications should be sent to the Division of Nuclear Education and Training, U.S. Atomic Energy Commission, Washington, D.C. 20545.

¹Grants requiring equal financial participation by the recipient.

ATOMIC ENERGY MATERIALS

Nuclear materials, including heavy water and natural and enriched uranium, are available for free loans to private and public colleges and universities. Write the Division of Nuclear Education and Training, U.S. Atomic Energy Commission.

SCIENTIFIC EQUIPMENT

Institutions of higher education offering freshman and sophomore science courses may qualify for grants of up to 50% of cost of scientific equipment to aid undergraduate instruction in physical and interdisciplinary areas. National Science Foundation's Undergraduate Instructional Scientific Equipment Program reviews applications. Write to the Undergraduate Instructional Scientific Equipment Program, Undergraduate Education in the Sciences Section, Division of Scientific Personnel and Education, National Science Foundation, Washington, D.C. 20550.

Additional information in the form of a booklet, "Undergraduate Education in the Sciences," is available through the Publications Branch, National Science Foundation, Washington, D.C. 20550.

SURPLUS MOVABLE PROPERTY

Institutions of higher education may acquire surplus federal movable property by paying transportation and handling costs. State Directors of Surplus Property advise educational agencies on availability of property. Contact the Office of the Director in your state so you will be notified when property becomes available.

"How to Acquire Federal Surplus Personal Property for Health, Educational, and Civil Defense Purposes and Federal Surplus Real Property for Health and Educational Purposes," a publication, is available free from the Surplus Property Utilization Division, Office of Field Administration, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201.

SURPLUS REAL ESTATE

Surplus federal real estate may be transferred to institutions of higher education for educational purposes. Cost to institution or educational agency is determined by formula based on factors such as contributions to student health and welfare, inadequacy of present facilities, etc.

This program is also administered by State Directors of Surplus Property; and sources of information on this program are the same as those for the Surplus Movable Property program.

OFFICE OF EDUCATION, DHEW

Institutes to improve the ability of teachers, supervisors, counselors, and other elementary or secondary school personnel to deal effectively with special educational problems occasioned by desegregation are supported by the Office of Education.

Vocational education teachers may receive training through program grants awarded by state agencies, which are partially supported by federal funds.

WRITING A PROPOSAL

The first concrete action to be taken after selecting a prospective donor is writing the project proposal. And since this step will have considerable bearing on the outcome of your request, its development should receive close attention.

Few donors are casual or arbitrary about the projects they elect to support.

You may be sure your proposal will be read carefully with a critical eye for documentation and authenticity. Generally, these are the things reviewers will be interested in seeing:

The need for the project, with full documentation.

Objectives of the project — stated specifically.

Procedures. How will the project be managed? How long will it take?

What chances does it have for success? The professional background of the participants should be included.

The project's budget, including administrative and overhead costs, staff salaries, equipment, transportation, construction, operation and maintenance of facilities and equipment.

What use is to be made of the information gained or the construction made possible by the grant?

This information should be organized and presented in logical order with consideration of the donor's special requirements and deadlines . . . which may sound deceptively easy. It isn't.

Your planning should be complete; you should know what you want to do and how you intend to accomplish it. Explore the idea from every possible position. Then visit the donor or agency you plan to approach.

Chances are, a visit will not insure acceptance or even a favorable review; but you may discover how the donor feels about your idea and whether he has accepted similar projects in the past. You may also learn the criteria used in evaluating proposals; valuable information at proposal-writing time.

It's a good idea to review the donor's formal instructions with a member of his staff. If nothing else, this can help you avoid delays brought on by failure to comply with a particular section. Many federal agencies require that proposals be written on specified forms and according to a fairly rigid format. It will be to your advantage to know about this ahead of time.

Finally, pay close attention to *deadlines*. Federal agencies, especially, require material on time because of an inflexible fiscal year. When planning the project, allow adequate time for the necessary approvals in your own organization.

In writing your request put down your proposal requirements so the donor will understand the procedures you intend to follow concerning related research or projects.

After the proposal has been submitted you can expect to be asked for clarification of some requests and supplementary information on others. Officials of federal agencies generally make premise visits to inspect the facilities of the institution making the request. The same is true of many foundation and corporate donors.

After approval of your proposal, careful accounting must be kept to identify all disbursements associated with the project or program funded by the grant. All federal agencies and many other donors have prescribed accounting procedures and request periodic reports.

SUBMISSION OF PROPOSALS FOR SPONSORED RESEARCH

Generally, award of funds for sponsored research programs is made on the basis of a formal proposal to the sponsor.

This proposal is prepared by the faculty member. It is reviewed by the Department Head and/or Dean, signed, and forwarded to the Division of Sponsored Research for verification of conformance to University and the sponsor's regulations.* It is then signed by the designated administrative officer and the required number of signed and unsigned copies are mailed to the sponsor. One signed and one unsigned copy are retained in the Division file. All excess copies are returned to the faculty member from whom the proposal originated.

Ten calendar days should be allowed for preparation from rough drafts, to permit adequate time for typing, proofing, duplicating, assembling, signing, and mailing. Proposals that are in final form, with the required number of copies, can be transmitted to the sponsor the following day.

It is therefore important to indicate in proposals, showing cost participation by the University, whether the funds will be drawn from the department budget or whether the funds will have to be provided from other University sources.

Similarly, proposals which indicate that the program, if funded, will require additional space for its operation, unusual power requirements, extensive plant alterations, etc., usually would be reviewed by the administration before submission to a sponsor.

Additional time must be allowed for Administration Committee review.

Before allocating funds for a sponsored program, the fiscal office of the sponsor's organization may contact the faculty member to verify the current correctness of the budgetary figures or to suggest some adjustments to come within its funding limitations. No agreement is made until the faculty member is contacted and consents to any changes. In some cases, an adjusted budget requires the same approval as the original proposal.

PREPARATION OF APPLICATION

A few agencies, notably Public Health Service, provide forms for application for support of a program. In these cases, instructions accompany the forms, detailing the procedures to be followed. Other agencies provide a brochure or other printed instructions of their requirements of subject matter to be included in the proposal.

Generally, all proposals should include the following information:

- a. A technical description of the project.
- b. Description of project personnel (curriculum vitae).

*Or whatever the University's reviewing agency is called.

- c. Description of facilities available, relating to the proposed project.
- d. Proposed project period.
- e. Estimated budget.
- f. Current or pending support for the project.
- g. Other current or pending support for work of the principal investigator or project director.
- h. Information as to whether proposal is being submitted to other prospective sponsors.

FACE SHEET FOR PROPOSALS

All proposals, prepared on other than prescribed forms, will carry a face sheet. The face sheet will contain the signature of the proposed principal investigator or project director, the endorsement of the head of the department and the dean of the school, and the original or first copy will be signed by an administrative officer of the University.

A sample face sheet is shown as Exhibit A.

TABLE OF CONTENTS FOR PROPOSAL

If a proposal is voluminous, a table of contents should be supplied. This assumes over thirty or thirty-five pages.

ABSTRACT

Each research proposal should be accompanied by a one page abstract. This is supplied to the Science Information Exchange. These summaries are exchanged with government and private agencies supporting research and are forwarded to investigators who request such information. A general form is given as Exhibit B.

PREPARATION OF THE BUDGET

When no prescribed budget form is provided, the following general headings should be followed. These are further explained below.

Direct Costs:

- Personal Services
- Fringe Benefits
- Consultants or Lecturers
- Stipends
- Travel
- Materials and Services
- Publication
- Permanent Equipment

Indirect Costs

Direct Costs — Personal Services:

For professional personnel show:

- Name (if known)
- Project job title
- Base academic salary
- Percentage of time to be spent on project in
 - a. academic year
 - b. summer
- Total amount to be paid

For non-professional personnel show:
 Name (if known)
 Project job title
 Annual salary
 Percentage of time charged to project
 Total amount to be paid

Direct Costs — Fringe Benefits:

Pension Premiums — If any of the professional or non-professional personnel are under the pension plan and deductions will be made for pension premiums, the matching amount should be included in the budget. $7\frac{1}{2}\%$ is the rate for professional personnel and 5% for non-professional.

Social Security (F.I.C.A.) Taxes — This tax should be computed on all salaries and wages but not on consultant or lecture fees or on student stipends. The present tax is 4.4% of salaries to a maximum of \$6,600.00, or a total of \$290.40 per year. When faculty members devote a percentage of time to the project during the academic year, that percentage should be applied to his total annual tax to arrive at a figure for the budget. For other personnel the rate of 4.4% should be applied against salary up to \$6,600.00.

Direct Costs — Consultants or Lecturers:

If the name of the individuals are known, they should be shown. For consultants, indicate the daily rate, the number of days required, and the total amount. In the case of lecturers, include the fee, plus any related cost.

Direct Costs — Stipends:

This item covers allowances made to students in lieu of, or in addition to, salary payments, and is usually for tuition and other fees. It also includes direct scholarship and fellowship awards provided by the grant, which are nontaxable to certain prescribed limits.

Direct Costs — Travel:

Domestic — This classification will include

Travel to professional meetings — Give a description of the type of meetings to be attended, the number of meetings, and the average cost per trip.

Travel required by the nature of the research — If the project requires site visits away from Washington, a general computation should be made as to the number of required trips, the sites to be visited, duration of stay, and estimated cost.

Local travel — If the research involves an unusual amount of local travel, an estimate of the number of trips or estimated mileages should be given, together with the cost.

Foreign — Any travel beyond the continental limits of the United States should be explained in detail. Advance authorization by the agency involved is required in all cases. Since regulations vary between agencies, current information should be secured well in advance of a contemplated trip.

Direct Costs — Materials and Services:

This category should indicate the following types of expenses to be incurred:

- Office Supplies
- Instructional or Test Materials
- Laboratory or Shop Supplies
- Communications and Shipping Costs
- Equipment Rentals
- Servicing Agreements for Equipment to be used on project
- Data Processing — Type of computer, rate per hour, and number of hours of use

Direct Costs — Publications:

This category should include the cost of preparation and publication of the required reports under the program.

If publication in a professional journal is contemplated, the basis of cost and the total payment should be estimated.

Direct Costs — Permanent Equipment:

Justification must be given for the purchase of any equipment from sponsor's funds. An estimate should be given of the base cost, cost of attachments, delivery expense, and installation charges.

Consideration should also be given to any utility installations or revisions that will have to be made to place the items in use.

Most sponsors do not contemplate the purchase of office equipment (including air conditioners) as a necessary direct cost. When the nature of the research requires such items, detailed justification must be shown.

Indirect Costs:

Indirect costs cover reimbursement to the University for the expense of administration, building space, use of equipment, utilities, janitorial services, libraries, and other general expenses.

The recognized rate is determined after audit by the Defense Contract Audit Agency and subsequent negotiation between the University and the Agency. The rate is established for the preceding completed fiscal year and is used as a provisional rate for the current year until the next rate is determined.

Cost-type contracts permit full recovery of indirect costs. Most grants now permit application of the current overhead rate but also require that a portion of the cost of the research project be borne by the University.

..... University

Address

Reference No. 67

Research Proposal

(Title)

(Title)

(Month) (Year)

Submitted to:

(Agency)

(Address)

(Address)

Principal Investigator or
Project Director

Dean of School

Department Head

Administrative Officer
EXHIBIT A

AGENCY

ABSTRACT OF RESEARCH PROJECT

Title of Project

Names, Departments, and Academic Titles of Principal Investigators or Project
Directors and All Other Professional Personnel Engaged on the Project:

.....
.....
.....

Name and Address of Applicant Institution:

Summary of Proposed Work (200 words or less):

Date:

.....
Signature

School

EXHIBIT B

PUBLICATIONS COMMITTEE REPORT

The Publications Committee met Tuesday, November 7, 1967, at 10:30 a.m. with the following members in attendance:

John Borgard, Loyola University, Chicago
Rozanne Epps, Richmond Professional Institute
Kenneth Hagerstrom, Massachusetts Bay Community College
George Huff, Drake University, Des Moines
Charles Smith, Pennsylvania Military College
Frank Woods, University of Rhode Island
John B. Ervin, Chairman, Washington University, St. Louis

Absent:

Ralph Geer, Bowling Green University, Ohio
Steven Gittler, State University at Buffalo

General Discussion

The meeting opened with general discussion of purposes which this committee might serve. This included a brief review of the 1966 Committee Report.

Objectives

The following objectives evolved from committee discussion:

1. To assume responsibility for preparation and publication of the Newsletter.
2. Dissemination of significant information to the membership through the Newsletter and other appropriate devices.
3. To work cooperatively with the Research Committee in ways that are appropriate to both.
4. To encourage member institutions to share information concerning problems, achievements, new programs, etc.
5. To encourage recognition of problems faced by institutions of varying size, location and type.
6. To publish decisions, recommendations, etc., of the Executive Committee.

Organizational Structure

It was agreed that in order to work most effectively,

- a. Members of the committee should be appointed on a regional basis with representation from all regions of the United States. Each member could assume responsibility for establishing more effective communication with member institutions and collection of material for the Newsletter.
- b. The Chairman of the Committee should be Editor of the Newsletter for more efficient coordination of activity.

Recommendations

It is recommended that:

1. The Executive Committee consider the broad aspects of its public relations function and indicate where such responsibility should be assigned. It is the feeling of this committee that information about the organization should be extended not only to summer school types in non-member institutions but to people in other areas of educational operation (administration, instruction, etc.).
2. That the budget for the committee include funds for part-time staff to assist with the Newsletter and other activities.

Respectfully submitted,

JOHN B. ERVIN, *Chairman*

RESEARCH COMMITTEE REPORT

The members of the Research Committee wish to recognize the contributions of the retiring chairman, Clodus Smith, University of Maryland. His leadership in these formative years of the Association and particularly his efforts stimulating research have been critical to the success of NACUSS.

A noteworthy achievement in the last year was the collection and analysis of the first NACUSS survey. The results of this survey and other research were reported to the meeting by Clodus Smith, University of Maryland, and Michael U. Nelson, Rutgers State University. The cooperation of Association members has been substantial during the past year and the committee looks forward to the continued support of its activities.

The Committee has adopted the following objectives for the forthcoming year:

1. Collection of published and unpublished reports which are concerned with the Summer Sessions. Information about these documents will be transmitted to the membership in cooperation with the Publications Committee.
2. Continuing analysis of the nature of Summer Sessions operations and the identification of researchable topics.
3. Receive and evaluate research investigations which are proposed to NACUSS. The committee has proposed that the organization initiate support for research on Summer Sessions. Specific criteria and deadlines for proposals will be sent to the membership.

Respectfully submitted,

HOWARD S. GEER, *Chairman*, Marquette University
RICHARD T. DANKWORTH, University of Nevada
HERBERT W. FRED, University of North Carolina (Greensboro)
MILLARD HARMON, State University of New York (Oswego)
MICHAEL U. NELSON, Rutgers State University
DONALD K. ORBAN, University of North Dakota
EDWARD F. OVERTON, University of Richmond
JACKSON POWELL, Wichita State University
WENDELL WOLFE, University of Alaska

CONSTITUTION COMMITTEE REPORT

The Constitution Committee recommends the adoption of the amendments circulated to the membership on October 14, 1967:

- (1) Article II, add:
All activities of the Association shall be exclusively for educational purposes within the meaning of section 501(c) (3) of the Internal Revenue Code of 1954.
- (2) Article V, add:
Section 4. Upon dissolution of the Association, the Council shall provide for the payment of all debts of the Association, then shall dispose of all remaining assets in a manner consistent with the purposes of an exempt organization within the meaning of section 501(c) (3) of the Internal Revenue Code of 1954.

JOHN DONOHUE

JAMES AUSTIN, *Chairman*

RESOLUTIONS COMMITTEE REPORT

The Resolutions Committee submits this report for your consideration:

1. Be it resolved by this body that we express our appreciation and gratitude to Jackson H. Wells, Program Committee Chairman, and Robert Allen, Local Arrangements Committee Chairman, for the success of their respective committees in making this conference an intellectually stimulating experience amid pleasant and comfortable surroundings.
2. Be it resolved that the entire NACUSS membership commend the outgoing President, William C. Venman, for his effective leadership and sound administration. As one of the early leaders in the establishment of NACUSS as a nationally known professional organization, he has helped to create a nationwide forum for the continual examination of standards for summer sessions programs.
3. Be it resolved that we commend the other officers of this organization: Jackson H. Wells, vice president; Stuart H. Manning, secretary; William H. Jones, treasurer; and also the editor of our Newsletter, John B. Ervin, for their diligence and enthusiasm in performing their respective duties.
4. Be it resolved that the membership of this body request its Executive Council to explore and initiate ways and means of assuring that the problems of summer sessions be given their proper share of attention at the meetings of other college and university administrative associations. Further, that the Executive Council is requested to report on their activities in this area at the next annual meeting of this association.

CORNELIUS L. GOLIGHTLY, *Chairman*

FRED W. HOSTER

REPORT OF NEWSLETTER EDITOR

FOURTH NATIONAL SUMMER SESSION CONFERENCE

November 9, 1967

Three issues of the NACUSS Newsletter were issued during the 1966-67 year.

The first issue was published using the old format, offset printing, and was very inexpensive. However, it was felt that an organization which is attempting to project a national image of dignity and high-level professionalism ought to have an organ which is consistent with that image. So, beginning with the July-August issue, a more elaborate production was instituted which while more expensive was still within the budget of \$200 for each of four issues per year.

Reactions to the Newsletter have been good, and it is hoped that members will make suggestions for ways of making it a really useful instrument for the Association.

Questions for the future:

1. How can the Newsletter realize its maximum potential as an instrument of the Association?
2. What kind of organizational structure is necessary in order to serve the needs of the Association and its members?
3. Shall the Editor attempt to send copies of the Newsletter to the member institutions only, or to every institution which conducts summer sessions?
4. Should there be an attempt to enlarge the Newsletter to include résumés or abstracts of appropriate research reports and papers?

Attached herewith is a brief financial statement.

Respectfully submitted,

JOHN B. ERVIN, *Editor*
NACUSS Newsletter

NOMINATING COMMITTEE REPORT

The Nominating Committee met on November 9, 1967, and unanimously submits as its report the nomination of the following for officers for the 1967-68 year:

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

President-Elect: Hubert V. McCormick, Sacramento State College,
Sacramento, California

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

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

Respectfully submitted,

WILLARD EDWARDS, *Chairman*
CARLSON CRANE
JOHN MORTON
LOUIS TRUNCELLITO

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

(Amended at Key Biscayne, Florida, November 9, 1967)

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. All activities of the Association shall be exclusively for educational purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1954.

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.

Section 4. Upon dissolution of the Association, the Council shall provide for the payment of all debts of the Association, then shall dispose of all remaining assets in a manner consistent with the purposes of an exempt organization within the meaning of section 501(c)(3) of the Internal Revenue Code of 1954.

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 or amended 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 meet 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 tem* appointments shall not apply.

ARTICLE VII — *Quorum*

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

Fourth Annual Meeting

Participants

- Robert Allen
University of Miami
- Shiro Amioka
University of Hawaii
- J. Neil Armstrong
N.C.A. & T. State University
(Greensboro)
- James M. Austin
Massachusetts Institute of Technology
- Andrew M. Banse
State University College
(Cortland)
- Homer Bast
Roanoke College
- Francis B. Belshe
Illinois State University
(Normal)
- Robert Benson
University of Chattanooga
- Paul Betz
St. Joseph's College
- Robert W. Bishop
University of Cincinnati
- John H. Borgard
Loyola University
(Chicago)
- Raymond M. Bost
Lenoir Rhyne College
- William H. Bright
California State College
(Los Angeles)
- W. A. Brotherton
Memphis State University
- Charles P. Bruderle
Villanova University
- Thomas J. Bryde
Iona College
- Frederick M. Burgess
Villanova University
- Vincent J. Capowski
Saint Anselm's College
- Armand O. Citarella
St. Michael's College
- Edward T. Clark
Webster College
- Sherod M. Cooper
University of Maryland
- Carlson E. Crane
Western Illinois University
- James E. Cronin
Wesleyan University
- Richard T. Dankworth
University of Nevada
- Harriet Darrow
Indiana State University
- William H. Delancy
Knoxville College
- John P. Donohue
The Loop College
(Chicago)
- Raymond H. Doyle
San Francisco State College
- T. T. Earle
Tulane University
- Willard Edwards
San Fernando Valley State College
- Thomas Ellis
Michigan Technological University
- R. G. Epps
Richmond Professional Institute
- John B. Ervin
Washington University
- Audrey Forrest
Centenary College of Louisiana
- Herbert W. Fred
University of North Carolina
- William M. French
Muhlenberg College
- Rita Friedman
University of Maryland
- Emily L. Geer
Findlay College
- Howard S. Geer
Marquette University
- Ralph H. Geer
Bowling Green University
- George H. Gibson
University of Delaware
- Steven Gittler
State University College
(Buffalo)
- Clayton M. Gjerde
San Diego State College
- Cornelius Golightly
University of Wisconsin
- Victor H. Goodman
University of California
(Riverside)
- Arthur B. Gorsuch
Ashland College
- Claud B. Green
Clemson University
- Kenneth Hagerstrom
Massachusetts Bay Community College
- M. G. Hardiman
Lincoln University
- Millard Harmon
State University of New York
(Oswego)

COLLEGE AND UNIVERSITY SUMMER SESSIONS

- Herschel Hendrix
Upper Iowa University
- Arleigh P. Hess, Jr.
University of Pennsylvania
- Clarence Hines
University of Oregon
- Fred W. Hoster
Miami University
- C. W. Hotchkiss
Colorado State University
- Raymond W. Houghton
Rhode Island College
- George Huff
Drake University
- Richard B. Hughes
Saint Edward's University
- Sister Mary Inviolata
Immaculate Heart College
- Gilbert R. Johns
The Colorado College
- W. Hubert Johnson
Nevada Southern University
- William H. Jones
Emory University
- John E. Katchens
Kansas State University
- Byron Kee
Thornton Junior College
- Leo E. Keenan, Jr.
St. Bonaventure University
- James Kemp
Springfield College
- Leo P. Kibby
San Jose State College
- Martin B. Kirch
Concordia Teachers College
- Howard A. Knag
Queens College
- Howard Knutson
University of Northern Iowa
- A. C. Koester
Valparaiso University
- Charles F. Kolb
Northern Carolina State University
- Nicholas E. Kolb
Towson State College
- Edward C. Kollman
Hampton Institute
- Charles M. Kramer
Dean Jr. College
- George Leach
Colorado State College
- Paul A. Levack
Fordham University
- E. C. Lewis
Alabama State College
- Bernard Linger
Ohio Northern University
- Eugene F. Linton
Yankton College
- Jack E. Little
University of Vermont
- Charles J. Longacre
Newark State College
- H. J. McCormick
Sacramento State College
- Rev. Joseph S. McGrath
University of Notre Dame
- Rev. William J. McIntosh
Loyola University
(Los Angeles)
- Franklin J. McLean
Princeton University
- Stuart H. Manning
University of Connecticut
- Hal Miller
University of Minnesota
- Robert Miller
Tufts University
- Robert Paul Mohan
Catholic University
- Charles Morphew
Wisconsin State University
- John A. Morton
California State College
(Los Angeles)
- Michael U. Nelson
Rutgers-The State University
- Charles E. Noyes
University of Mississippi
- Rev. Clement A. Ockay
Seton Hall University
- Donald K. Orban
University of North Dakota
- Edward F. Overton
University of Richmond
- Fred R. Owens
Waynesburg College
- Dean A. Peterson
Brigham Young University
- Joseph Pettit
Georgetown University
- Robert L. Phillips
Oregon State University
- William J. Phillips
Ursinus College
- Richard C. Pisano
Pembroke State College
- Henry F. Pommer
Allegheny College
- Jackson Powell
Wichita State University
- Julius M. Robinson
Eastern Michigan University
- John L. Shisler
Ithaca College
- Charles B. Smith
Pennsylvania Military College

Clodus R. Smith
University of Maryland
Edward M. Spencer
Fresno State College
Donald B. Springman
Cleveland State University
Harlan C. Stamm
Cerritos College
Thomas J. Stanley
Nichols State College
Kenneth Streibig
Monmouth College
Herbert Stutts
The American University
Wylie W. Swapp
Church College of Hawaii
Robert W. Swords
Elmhurst College

Louis Truncellito
Georgetown University
William E. Umbach
University of Redlands
G. G. Varvaro
Nichols State College
William C. Venman
University of Massachusetts
Jackson H. Wells
University of Denver
Kjell Westin
University of Rochester
E. K. Williams
Savannah State College
Wendell W. Wolfe
University of Alaska
Frank L. Woods
University of Rhode Island